

**Grade Level & Subject:**

**Goals & Objectives from SCOS:**

| Activity   | Description of Activities and Settings  | Materials/Supplies Needed  | Time Allocated |
|--|---|--|----------------|
| <b>1. Focus &amp; Review</b> (initial motivation and relationship to previous learning or prior experiences)   |   |  |                |
| <b>2. Statement of Objectives</b><br>(specification of behaviors students will perform; TLW)   | <div style="border: 1px solid black; padding: 2px; display: inline-block;">TLW:</div> | <div style="border: 1px solid black; padding: 2px; display: inline-block;">21<sup>st</sup> Century Skills</div><br>___TC ___CT ___TL<br><br>___A ___GA |                |
| <b>3. Teacher Input</b><br>(Through some means, teacher presents information; tell, read, relate, show, model)                                       |   | <div style="border: 1px solid black; padding: 2px; display: inline-block;">TI, GP<br/>or IP?</div>   |                |
| <b>4. Guided Practice/Distributive</b><br>(Allow time for practice with groups or independently with teacher support; can be modeling in this area.) |   |  |                |
| <b>5. Independent Practice</b> (student(s) perform the behavior without teacher guidance; practice; can be evaluative in nature)                     |   |  |                |
| <b>6. Closure</b> (review what students learned; may include summary of lesson, reference to next lesson, or evaluation)                             |   |  |                |
| <b>Assessment:</b> How will you determine they learned? Indicate type of assessment used, Formative/Summative with explanation of use.               |   |  |                |

**REFLECTION**

1--2--3--4--5-- On a scale of 1-5 (with 5 being “wonderfully”, and 1 being “bombed”, how did your lesson go? Reflect on how prepared you felt, how engaged you perceived your students to be, and any changes you would make if you were to teach this lesson again.

## 21<sup>st</sup> Century Skills

Global Awareness (GA): infusing lessons and activities with opportunities to increase an understanding and appreciation of other cultures

Critical Thinking (CT): using activities that promote higher-order thinking skills through self-directed options and/or the planning, designing, execution or evaluation of problems and solutions

Technological Literacy (TL): using activities that enable students to create or collaborate with technological mediums

Teaming and Collaboration (TC): infusing lessons with activities that include individual specialization (roles) that stress personal and social responsibility in an interactive environment

Authenticity (A): planning lessons that are authentic in nature, providing students the opportunity to address real-world issues or use primary resources in their learning

**Assessments:** Your lesson plan is not complete without the final step of Assessment. This is where you assess the final outcome of the lesson and to what extent the learning objectives were achieved. Student performance informs future lessons and where you will take your students next. The assessment section should explain the means of assessment as well as the standards by which students are to be assessed. Learning goals can be assessed through quizzes, tests, independently performed worksheets, cooperative learning activities, hands-on experiments, oral discussion, question-and-answer sessions, or other concrete means. If assessment is oral, explain what words, ideas, or cues the teacher can use to evaluate student understanding.

**Here are a few examples of Formative assessments:** Designed to provide the immediate, explicit feedback useful for helping teacher and student during the learning process.

Observations, Questioning, Discussion, Exit/Admit Slips, Learning/Response Logs, Graphic Organizers, Peer/Self Assessments, Practice Presentations, Visual Representations, Kinesthetic Assessments, Individual Whiteboards, Four Corners, Constructive Quizzes, Think Pair Share, As I See It

**Summative assessments:** Cumulative evaluations used to measure student growth after instruction and are generally given at the end of a course in order to determine whether long term learning goals have been met. Although there are many types of summative assessments, the most common examples include:

**Here are a few examples of Summative assessments:** End-of-chapter test, End-of-unit tests, End-of-term or -semester exams, State-mandated assessments, District benchmark or interim assessments, Scores that are used for accountability for schools (AYP) and students (report card grades)