

Final-Examination of Student Profiles & Lesson Plan

The rubric that will be used to evaluate your completion of this task can be found [here](#).

Throughout the lesson plan, **reminders from the rubric will be highlighted in yellow.**

Before you begin:

1. Go to 'file', 'make a copy,' and rename this document 'Your First/Last Name--Final Lesson Plan.'
2. Complete each of the following components of the lesson/learning plan in its assigned color.
3. To get an overview of your class and students click [here for Secondary Education majors](#) and [here for Elementary Education majors](#).



Part 1-Content Standards, Learning Targets/Objectives Goals, Essential Questions: *What should your students (a) know/understand and (b) be able to do as a result of this lesson?* Closely examine the learning expectations, content, and/or curricular standards provided by the teacher. For a brief overview of this process, [click here](#).

- A. Identify a NEW content standard in your anticipated content area and grade level that you will address in at least 60 minutes of instruction or more. This cannot be a standard you have addressed earlier this semester or in another course.
Type (or copy/paste) the curricular standard from your content area in the space below.
- B. 'Unpack' these curricular standard(s) in the space below by looking closely to identify **(a) concepts** (content, knowledge, information, vocabulary, etc.) and **(b) skills/ thinking**. What categorie(s) does the curricular standard being addressed in this lesson fall in Bloom's and Webb's? Explain.
- C. What is the **key vocabulary** that will need to be taught/reinforced based on your unpacked standard?
- D. Based on your *unpacked content standards*, [develop one to two learning goals likely to engage students](#).
Reminder from the rubric

Now, look closely at [Bloom's Taxonomy and Webb's Depth of Knowledge](#). What level is/are each of the learning goal(s) that you developed?

- E. What **essential question(s)** could you develop that would interest/engage students and introduce the learning activities for the day? **Reminder from the Rubric**
- F. How and when can we *make students aware* of these essential questions and learning goals before and throughout the lesson? Are they *worded in a way that (a) introduces the learning activities* of the day, (b) *can be easily understood by students*, and (c) *fosters student interest in the topic/learning activities that will follow*?
- G. What other questions could be utilized to **check for understanding**, **facilitate student discussion**, and **foster deeper level thinking about the concepts being taught**? For examples/suggestions of how to write a variety of questions and different levels of difficulty, review [these examples](#).

***To see an example/exemplar of this part of the assignment, click [here](#).**

Part 2-Assessment Plan: What evidence pieces, or assessments will be utilized during the lesson to help the teacher/students know where they are at in relation to the learning goals? For an overview of formative/summative assessment, [click here](#). **Reminder from the Rubric.**

A. **Formative Assessment:**

Look closely at your unpacked standards and learning goals. How can you utilize formative assessment, or gather evidence of student understanding/skills throughout the lesson in order to adjust or adapt your instruction? Click [here](#) for several examples of what formative assessment might look like, or consider Using Google Docs, Google Forms or [another technology-based formative assessment tool](#) to design/administer a short, traditional 'quiz' that could be used to assess students' understanding/thinking about the concepts/skills presented in the lesson. If you elect to utilize a traditional, formative assessment, use these [quick tips](#) provided by your instructor.

Attach a link to your formative assessment here, AND indicate accommodations/modifications to assessments based on students' needs,→

B. **Success Criteria for Formative Assessment:**

What would your **success criteria** look like for this assessment? In other words, without simply 'grading' it how can you gauge to what degree students understand the concepts/skills presented? In addition, what (if any) adjustments will you make to instruction in each of the following cases: *(a) With the exception of a few individuals, most of your students demonstrate that they are ready to move onto the next step and/or apply the knowledge/skills they are working on in a more difficult context, (b) about 20-30 percent of your students demonstrate that they are not yet ready to move onto the next step and/or apply the knowledge/skills they are working on in a more difficult context. (c) about 60 percent of your students demonstrate that they are not yet ready to move onto the next step and/or apply the knowledge/skills they are working on in a more difficult context.* For suggestions/examples of success criteria for a multiple-choice formative assessment click [here](#). A template for creating your own can be found [HERE](#).

Attach a link to the assessment criteria you could use to evaluate the formative assessment below→

C. **Deeper Level Thinking Task/Assessment:**

Look closely at your unpacked standards and learning goals. Using Google Docs or another tool, design a deeper level thinking task (with a depth of 3 on [Webb's Depth of Knowledge](#)) for students. For tips and examples, [click here](#). **Attached a link to your Deeper Level Thinking Task below AND indicate accommodations/modifications to assessments based on students' needs,→**

D. **Success Criteria:**

What is your **success criteria** for this higher-level, deeper thinking assessment? In other words, what will show which students **1) met, 2) exceeded or 3) failed to meet** each of the learning goals? For suggestions/examples of success criteria click [here](#). Your success criteria will be very specific to your task, worded in a way that can be understood by students, and should be communicated to students before, during, and after they work on a task to allow them to self-assess their work.

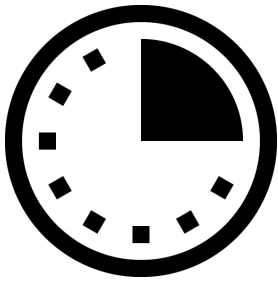
Attach a link to the assessment criteria you could use to evaluate the higher-level, deeper thinking assessment below→

To see an exemplar/example of this portion of the assignment, click [here](#).



Part 3A-Planning for Student Needs (This will be filled in based on the class descriptions and student profiles provided by your instructor (click [here for Secondary Education majors](#) and [here for Elementary Education majors](#)). **Reminder from the Rubric**

- A. Use the description of the class/students provided by your instructor to identify/describe any unique characteristics/needs of students in the class. Be sure to note any necessary **class-wide needs** and pay specific attention to **English Language Learners** as well as **students with special needs**. What support strategies would you use with each student throughout the rest of the lesson (beyond those you have addressed in the assessment portion of the lesson plan)? For suggestions on supporting students with individual learning needs during instruction/learning [click here](#).
- B. What do students **already know/understand** in relation to what will be taught? What **misconceptions** are they likely to have in relation to the vocabulary, concepts, and/or topic? **Reminder from the Rubric**



Part 3B-Teaching/Learning Strategies; Instructional Timeline; Materials/Use of Technology: *In the table below, write out how you plan to use class time to engage students in learning. The procedures should clearly describe what students will do, what the teacher will do, and how long each lesson component is likely to take. Use the [instructional models presented in class](#) as suggestions for how you could structure time. In addition, be sure to address the introduction of the lesson, how student attention will be gained, how prior knowledge will be accessed, guided opportunities for students to practice and independent practice.*

What students will do...	What teaching/learning strategies will be utilized by the teacher and how they will be used to help facilitate learning... Reminder from the Rubric	Materials & Use of Technology Detailed list/links to all materials, handouts, technology provided for both teacher/students; <i>in italics...clear explanation of how the technology used will help students to meet their learning goals.</i> Reminder from the Rubric

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