RDC Lesson Plan

Each lesson in your unit should have a separate lesson plan, connected to the <u>Unit Overview</u> Not all units will require all 10 Lessons represented by the template.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	<u>Lesson 5</u>
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10

NGSS -BASED LESSON PLAN				
Teacher:	Date:	Lesson Length:		
	Materials			
Materials and quantities Need	ed:			
Materials needed to be printed	d for this lesson:			
Unit Topic:	Lesson Title:	Lesson # _ out of _ (total lessons)		
	NGSS Performance Expectations			
Hawaiian Cultural Standards (HA or other)				
	Additional Content Standards			
OBJECTIVES (Student-level Explanation)				
Lesson Phenomena Statement				

Lesson Instructions

Lesson Sequence

How will you provide meaningful, engaging and instructional opportunities for your students to DEMONSTRATE the lesson objective(s)?

Time: The amount of time each activity will take in the classroom

Activity and key teacher moves: Activity name, sequence, and instructions. (Ex: Introduce, Discuss, Examine, Observe, Investigate, Describe, Identify, Define, Process, Design, Develop, Construct, Compare, Analyze, Model, Represent, Optimize, Engage, Predict, Communicate)

Materials: Add links to handouts, online resources, slides, etc

Time	Activity and key teacher mayor	Materials
Time	Activity and key teacher moves	iviaterials
	Introduction Activity:	
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	Main Activity 1:	
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Main Activity 2:		
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Main Activity 3:		
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	Conclusion A	ctivity:		
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ASSESSMENT (Performance Ex				
Identify assessments to measur	e lesson objectives. Ma	tch lesson assessment t	o each lesson objective.	
Teacher Background Informa	ntion			
Add any pertinent information that educators should know prior to teaching the lesson.				
Advanced Preparation				
Add activities that the teacher v			on.	
Review the materials ar	nd Teacher background i	nformation.		
	ACCOMMOD	ATIONS		
How	does your lesson accom	modate the following?		
SPECIAL NEEDS (includes Gifte	d & Talented)			
ENGLISH AS A SECOND LANGUAGE (ESL)				
CULTURE & DIVERSITY (Socioed	conomic Status, Race/et	hnicity, LGBT)		

NGSS -BASED LESSON PLAN					
Teacher:	Date:	Lesson Length:			
	Materials				
Materials and quantities Need	ed:				
Materials needed to be printed	d for this lesson:				
Unit Topic:	Lesson Title:	Lesson # _ out of _ (total lessons)			
	NGSS Performance Expectations				
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На	awaiian Cultural Standards (HA or other)				
	Additional Content Standards				
OBJECTIVES (Student-level Explanation)					
Lesson Phenomena Statement					
Lesson Instructions					
Lesson Sequence					

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Time	Activity and key teacher moves	Materials
	Introduction Activity:	
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	Main Activity 1:	
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Conclusion Activity:		
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ASSESSMENT (Performance Ex	'	
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Teacher Background Informa	tion	
Add any pertinent information t	hat educators should know prior to teaching	the lesson.
Advanced Preparation		
=	vill need to complete prior to teaching the le	sson.
	d Teacher background information.	
	ACCOMMODATIONS	
How	does your lesson accommodate the followin	g?
SPECIAL NEEDS (includes Gifte	d & Talented)	-
ENGLISH AS A SECOND LANGU	AGE (ESL)	
CULTURE & DIVERSITY (Socioed	onomic Status, Race/ethnicity, LGBT)	

NGSS -BASED LESSON PLAN

Materials and quantities Needed: Materials needed to be printed for this lesson: Unit Topic: Lesson Title: Lesson #_ out of _ (total lessons) NGSS Performance Expectations Hawaiian Cultural Standards (HA or other) Additional Content Standards OBJECTIVES (Student-level Explanation) Lesson Phenomena Statement			
Materials and quantities Needed: Materials needed to be printed for this lesson: Unit Topic: Lesson Title: NGSS Performance Expectations Hawaiian Cultural Standards (HA or other) Additional Content Standards OBJECTIVES (Student-level Explanation)			
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OBJECTIVES (Student-level Explanation)			
OBJECTIVES (Student-level Explanation)			
Lesson Phenomena Statement			
Lesson Instructions			
Lesson Sequence			
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Activity and key teacher moves: Activity name, sequence, and instructions. (Ex: Introduce, Discuss, Examine, Observe, Investigate, Describe, Identify, Define, Process, Design, Develop, Construct, Compare, Analyze, Model, Represent, Optimize, Engage, Predict, Communicate)

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Time	Activity and key teacher moves	Materials
	Introduction Activity:	
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	Main Activity 1:	
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	Conclusion Activity:	
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ASSESSMENT (Performance Ex	pectations)	
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Teacher Background Informa		
Add any pertinent information	that educators should know prior to teaching th	ne lesson.
Advanced Preparation		
	will need to complete prior to teaching the lesson	on.
Review the materials an	nd Teacher background information.	
	ACCOMMODATIONS	
How	does your lesson accommodate the following?	
SPECIAL NEEDS (includes Gifte	d & Talented)	
ENGLISH AS A SECOND LANGU	AGE (ESL)	
CULTURE & DIVERSITY (Socioeconomic Status, Race/ethnicity, LGBT)		

NGSS -BASED LESSON PLAN			
Teacher:	Date:	Lesson Length:	
Materials			

Materials and quantities Needed:				
Materials needed to be printed	d for this lesson:			
Unit Topic:	Lesson Title:	Lesson # _ out of _ (total lessons)		
	NGSS Performance Expectations			
Ha	awaiian Cultural Standards (HA or other)			
	Additional Content Standards			
	OBJECTIVES (Student-level Explanation)			
Lesson Phenomena Statement				
Lesson Instructions				
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Lesson Sequence How will you provide meaningf DEMONSTRATE the lesson obje	ul, engaging and instructional opportunities for ctive(s)?	your students to		
Time: The amount of time e	ach activity will take in the classroom			
Activity and key teacher moves: Activity name, sequence, and instructions. (Ex: Introduce, Discuss, Examine, Observe, Investigate, Describe, Identify, Define, Process, Design, Develop, Construct, Compare, Analyze, Model, Represent, Optimize, Engage, Predict, Communicate) Materials: Add links to handouts, online resources, slides, etc				
Time	Activity and key teacher moves	Materials		
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	Conclusion Activity:	
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ASSESSMENT (Performance Expectations) Identify assessments to measure lesson objectives. Match lesson assessment to each lesson objective.		
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Teacher Background Information
Add any pertinent information that educators should know prior to teaching the lesson.
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Advanced Dreseration
Advanced Preparation
Add activities that the teacher will need to complete prior to teaching the lesson.
Review the materials and Teacher background information.
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ACCOMMODATIONS
How does your lesson accommodate the following?
SPECIAL NEEDS (includes Gifted & Talented)
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ENGLISH AS A SECOND LANGUAGE (ESL)
ENGLISH AS A SECOND LANGUAGE (ESL)
CULTURE & DIVERSITY (Socioeconomic Status, Race/ethnicity, LGBT)

NGSS -BASED LESSON PLAN			
Teacher:	Date:	Lesson Length:	
	Materials		
Materials and quantities Needed:			
Materials needed to be printed for this lesson:			

Unit Topic:	Lesson Title:	Lesson # _ out of _	
		(total lessons)	
	NGSS Performance Expectations		
На	awaiian Cultural Standards (HA or other)		
	Additional Content Standards		
	OBJECTIVES (Student-level Explanation)		
	Lesson Phenomena Statement		
	Lesson Instructions		
Lesson Sequence How will you provide meaningful, engaging and instructional opportunities for your students to DEMONSTRATE the lesson objective(s)?			
	ach activity will take in the classroom		
Activity and key teacher moves: Activity name, sequence, and instructions. (Ex: Introduce, Discuss, Examine, Observe, Investigate, Describe, Identify, Define, Process, Design, Develop, Construct, Compare, Analyze, Model, Represent, Optimize, Engage, Predict, Communicate) Materials: Add links to handouts, online resources, slides, etc			
Time Activity and key teacher moves Materials			
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ASSESSMENT (Performance Expectations) Identify assessments to measure lesson objectives. Match lesson assessment to each lesson objective.		
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Advanced Preparation		
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Review the materials and Teacher background information.		
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ACCOMMODATIONS		
How does your lesson accommodate the following?		
SPECIAL NEEDS (includes Gifted & Talented)		
ENGLISH AS A SECOND LANGUAGE (ESL)		
CULTURE & DIVERSITY (Socioeconomic Status, Race/ethnicity, LGBT)		

NGSS -BASED LESSON PLAN			
Teacher:	Date:	Lesson Length:	
	Materials		
Materials and quantities Need	ed:		
Materials needed to be printed	d for this lesson:		
Unit Topic:	Lesson Title:	Lesson # _ out of _	
		(total lessons)	
NGSS Performance Expectations			

Hawaiian Cultural Standards (HA or other)		
	Additional Content Standards	
	Additional Content Standards	
C	OBJECTIVES (Student-level Explanation)	
	Lesson Phenomena Statement	
	Lesson Instructions	
Lesson Sequence	ul angaging and instructional appartunities for	vour students to
DEMONSTRATE the lesson obje	ul, engaging and instructional opportunities for ctive(s)?	your students to
•	ach activity will take in the classroom	
	ves: Activity name, sequence, and instructions.	
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Time	Activity and key teacher moves	Materials
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Conclusion Activity:			
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ASSESSMENT (Performance Ex		n each lesson objective	
Identify assessments to measure lesson objectives. Match lesson assessment to each lesson objective.			
Teacher Background Information		ie lesson	
Add any pertinent information that educators should know prior to teaching the lesson.			
Advanced Preparation			

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Review the materials and Teacher background information.		
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ACCOMMODATIONS		
How does your lesson accommodate the following?		
SPECIAL NEEDS (includes Gifted & Talented)		
ENGLISH AS A SECOND LANGUAGE (ESL)		
CULTURE & DIVERSITY (Socioeconomic Status, Race/ethnicity, LGBT)		

NGSS -BASED LESSON PLAN			
Teacher:	Date:	Lesson Length:	
	Materials		
Materials and quantities Needed:			
Materials needed to be printed for this lesson:			
Unit Topic:	Lesson Title:	Lesson # _ out of _	
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	NGSS Performance Expectations		
Hawaiian Cultural Standards (HA or other)			
Additional Content Standards			

C	OBJECTIVES (Student-level Explanation)		
	Lesson Phenomena Statement		
	Lesson Instructions		
Lesson Sequence	Locon mondonono		
-	ul, engaging and instructional opportunities for	your students to	
DEMONSTRATE the lesson obje	ctive(s)?		
Time: The amount of time e	ach activity will take in the classroom		
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Compare, Analyze, Model, F	Represent, Optimize, Engage, Predict, Communi	cate)	
Materials: Add links to hand	outs, online resources, slides, etc		
Time	Activity and key teacher moves	Materials	
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SPECIAL NEEDS (includes Gifted & Talented)		

ENGLISH AS A SECOND LANGUAGE (ESL)
CULTURE & DIVERSITY (Socioeconomic Status, Race/ethnicity, LGBT)

NGSS -BASED LESSON PLAN		
Teacher:	Date:	Lesson Length:
	Materials	
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	Lesson Phenomena Statement	
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Lesson Sequence How will you provide meaningful, engaging and instructional opportunities for your students to DEMONSTRATE the lesson objective(s)?		
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Time	Activity and key teacher moves	Materials
Introduction Activity:		
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SPECIAL NEEDS (includes Gifte	d & Talented)	

ENGLISH AS A SECOND LANGUAGE (ESL)
CULTURE & DIVERSITY (Socioeconomic Status, Race/ethnicity, LGBT)

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Teacher:	Date:	Lesson Length:	
	Materials		
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(DBJECTIVES (Student-level Explanation)		
Lesson Phenomena Statement			

	Lesson Instructions	
Lesson Sequence	Lesson instructions	
How will you provide meaningf DEMONSTRATE the lesson obje	ul, engaging and instructional opportunities for ctive(s)?	your students to
Time: The amount of time e	ach activity will take in the classroom	
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Time	Activity and key teacher moves	Materials
	Introduction Activity:	
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	Conclusion Activity:	
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ASSESSMENT (Performance Ex		o oach losson chiactive
identity assessments to measu	re lesson objectives. Match lesson assessment t	o each lesson objective.
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ENGLISH AS A SECOND LANGUAGE (ESL)		
CULTURE & DIVERSITY (Socioeconomic Status, Race/ethnicity, LGBT)		

NGSS -BASED LESSON PLAN		
Teacher:	Date:	Lesson Length:
	Materials	
Materials and quantities Needed:		
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Unit Topic:	Lesson Title:	Lesson # _ out of _
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ASSESSMENT (Performance Expectations) Identify assessments to measure lesson objectives. Match lesson assessment to each lesson objective.		
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SPECIAL NEEDS (includes Gifted & Talented)		
ENGLISH AS A SECOND LANGUAGE (ESL)		
CULTURE & DIVERSITY (Socioeconomic Status, Race/ethnicity, LGBT)		
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