

RDC Lesson Plan

Each lesson in your unit should have a separate lesson plan, connected to the [Unit Overview](#)
Not all units will require all 10 Lessons represented by the template.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10

Lesson 1

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		
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 moves	Materials
Introduction Activity:		
	•	
	•	
	•	
	•	
	•	
Main Activity 1:		
	•	
	•	
	•	
	•	
	•	
Main Activity 2:		
	•	
	•	
	•	
	•	
	•	
Main Activity 3:		
	•	
	•	
	•	
	•	

	•	
Conclusion Activity:		
	•	
	•	
	•	
	•	
	•	
ASSESSMENT (Performance Expectations)		
Identify assessments to measure lesson objectives. Match lesson assessment to each lesson objective.		
Teacher Background Information		
Add any pertinent information that educators should know prior to teaching the lesson.		
Advanced Preparation		
Add activities that the teacher will need to complete prior to teaching the lesson.		
• Review the materials and Teacher background information. •		
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)		

Lesson 2

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		
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 moves	Materials
Introduction Activity:		
	•	
	•	
	•	
	•	
	•	
Main Activity 1:		
	•	
	•	
	•	
	•	
	•	
Main Activity 2:		
	•	
	•	
	•	
	•	
	•	
Main Activity 3:		
	•	
	•	
	•	
	•	
	•	
Conclusion Activity:		
	•	

	•	
	•	
	•	
	•	
ASSESSMENT (Performance Expectations)		
Identify assessments to measure lesson objectives. Match lesson assessment to each lesson objective.		
Teacher Background Information		
Add any pertinent information that educators should know prior to teaching the lesson.		
Advanced Preparation		
Add activities that the teacher will need to complete prior to teaching the lesson.		
• Review the materials and Teacher background information. •		
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)		

Lesson 3

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		
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 moves	Materials
Introduction Activity:		
	•	
	•	
	•	
	•	
	•	
Main Activity 1:		
	•	
	•	
	•	
	•	
	•	
Main Activity 2:		
	•	
	•	
	•	
	•	
	•	
Main Activity 3:		
	•	
	•	
	•	
	•	
	•	
Conclusion Activity:		
	•	
	•	
	•	

	•	
	•	
ASSESSMENT (Performance Expectations)		
Identify assessments to measure lesson objectives. Match lesson assessment to each lesson objective.		
Teacher Background Information		
Add any pertinent information that educators should know prior to teaching the lesson.		
Advanced Preparation		
Add activities that the teacher will need to complete prior to teaching the lesson.		
• Review the materials and Teacher background information. •		
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)		

Lesson 4

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		
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 moves	Materials

Introduction Activity:		
	•	
	•	
	•	
	•	
	•	
Main Activity 1:		
	•	
	•	
	•	
	•	
	•	
Main Activity 2:		
	•	
	•	
	•	
	•	
	•	
Main Activity 3:		
	•	
	•	
	•	
	•	
	•	
Conclusion Activity:		
	•	
	•	
	•	
	•	
	•	
ASSESSMENT (Performance Expectations)		
Identify assessments to measure lesson objectives. Match lesson assessment to each lesson objective.		

Teacher Background Information Add any pertinent information that educators should know prior to teaching the lesson.
Advanced Preparation Add activities that the teacher will need to complete prior to teaching the lesson.
• Review the materials and Teacher background information. •
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)

Lesson 5

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		
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 moves	Materials
Introduction Activity:		
	•	
	•	

	•	
	•	
	•	
Main Activity 1:		
	•	
	•	
	•	
	•	
	•	
Main Activity 2:		
	•	
	•	
	•	
	•	
	•	
Main Activity 3:		
	•	
	•	
	•	
	•	
	•	
Conclusion Activity:		
	•	
	•	
	•	
	•	
	•	
ASSESSMENT (Performance Expectations)		
Identify assessments to measure lesson objectives. Match lesson assessment to each lesson objective.		
Teacher Background Information		

Add any pertinent information that educators should know prior to teaching the lesson.
Advanced Preparation
Add activities that the teacher will need to complete prior to teaching the lesson.
• Review the materials and Teacher background information. •
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)

Lesson 6

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

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 moves	Materials
Introduction Activity:		
	•	
	•	
	•	
	•	
	•	
Main Activity 1:		

	•	
	•	
	•	
	•	
	•	
Main Activity 2:		
	•	
	•	
	•	
	•	
	•	
Main Activity 3:		
	•	
	•	
	•	
	•	
	•	
Conclusion Activity:		
	•	
	•	
	•	
	•	
	•	
ASSESSMENT (Performance Expectations) Identify assessments to measure lesson objectives. Match lesson assessment to each lesson objective.		
Teacher Background Information Add any pertinent information that educators should know prior to teaching the lesson.		
Advanced Preparation		

Add activities that the teacher will need to complete prior to teaching the lesson.
• Review the materials and Teacher background information. •
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)

Lesson 7

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		
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 moves	Materials
Introduction Activity:		
	•	
	•	
	•	
	•	
	•	
Main Activity 1:		
	•	
	•	
	•	
	•	

	•	
Main Activity 2:		
	•	
	•	
	•	
	•	
	•	
Main Activity 3:		
	•	
	•	
	•	
	•	
	•	
Conclusion Activity:		
	•	
	•	
	•	
	•	
	•	
ASSESSMENT (Performance Expectations)		
Identify assessments to measure lesson objectives. Match lesson assessment to each lesson objective.		
Teacher Background Information		
Add any pertinent information that educators should know prior to teaching the lesson.		
Advanced Preparation		
Add activities that the teacher will need to complete prior to teaching the lesson.		
• Review the materials and Teacher background information. •		
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)

Lesson 8

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		
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 moves	Materials
Introduction Activity:		
	•	
	•	
	•	
	•	
	•	
Main Activity 1:		
	•	
	•	
	•	
	•	
	•	
Main Activity 2:		

	•	
	•	
	•	
	•	
	•	
Main Activity 3:		
	•	
	•	
	•	
	•	
	•	
Conclusion Activity:		
	•	
	•	
	•	
	•	
	•	
ASSESSMENT (Performance Expectations)		
Identify assessments to measure lesson objectives. Match lesson assessment to each lesson objective.		
Teacher Background Information		
Add any pertinent information that educators should know prior to teaching the lesson.		
Advanced Preparation		
Add activities that the teacher will need to complete prior to teaching the lesson.		
• Review the materials and Teacher background information. •		
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)

Lesson 9

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		
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 moves	Materials
Introduction Activity:		
	•	
	•	
	•	
	•	
	•	
Main Activity 1:		
	•	
	•	
	•	
	•	
	•	
Main Activity 2:		
	•	
	•	
	•	
	•	
	•	

Main Activity 3:		
	•	
	•	
	•	
	•	
	•	
Conclusion Activity:		
	•	
	•	
	•	
	•	
	•	
ASSESSMENT (Performance Expectations) Identify assessments to measure lesson objectives. Match lesson assessment to each lesson objective.		
Teacher Background Information Add any pertinent information that educators should know prior to teaching the lesson.		
Advanced Preparation Add activities that the teacher will need to complete prior to teaching the lesson.		
• Review the materials and Teacher background information. •		
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)		

--

Lesson 10

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		
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 moves	Materials
Introduction Activity:		
	•	
	•	
	•	
	•	
	•	
Main Activity 1:		
	•	
	•	
	•	
	•	
	•	
Main Activity 2:		
	•	
	•	
	•	
	•	
	•	
Main Activity 3:		
	•	
	•	

	•	
	•	
	•	
Conclusion Activity:		
	•	
	•	
	•	
	•	
	•	
ASSESSMENT (Performance Expectations)		
Identify assessments to measure lesson objectives. Match lesson assessment to each lesson objective.		
Teacher Background Information		
Add any pertinent information that educators should know prior to teaching the lesson.		
Advanced Preparation		
Add activities that the teacher will need to complete prior to teaching the lesson.		
• Review the materials and Teacher background information. •		
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)		