**Name:**
**Subject:**
**Grade level:**
**Length of time:**

**Section One: Value of the Lesson**

| |
|---|
| **Student Focused Instructional/Content Standard** (MD College and Career Ready Standard or similar standard, NextGen Science Standards, MD STEM Standards of Practice, etc.)<br><br>Name of Content Standard:<br><br>Standard:<br><br>Disciplinary Core Ideas (DCI):<br>Science and Engineering Practice(s) (SEP):<br>Cross-cutting Concepts (CCC): |
| **ISTE (International Society for Technology in Education) Standard:** |
| **Teacher Focused Professional Standards: (InTASC or Danielson Framework)**<br><br>Name of Professional Standard:<br><br>Description of Standard: |
| **Central Focus** (The overarching big idea)<br>**Phenomena (what naturally occurring event will you use to introduce and base your unit on?)** |
| **Essential Question** (Thought provoking question about the purpose of the lesson, and how the objective is relevant and related to the real world- this should be one EQ for whole unit)<br><br>**Focus Question (focus/guiding question for lesson)** |
| **Lesson Objective** (think SMART – Specific, Measurable, Achievable, Relevant, Time Bound) |
| **Formative Assessment:** How will you assess student understanding DURING the lesson? (Include two or more varied strategies.) |
| **End of Lesson Assessment (formative or summative):** How are you measuring what students learned from the lesson (AFTER it was taught)? |

| How is it differentiated? | How is it evaluated (Evaluation Criteria)? |
|---|---|
| | |

| Academic Language Demands (What language/vocabulary do students need in order to understand, communicate, and/or perform this lesson?  What FUNCTION of language are you addressing? What syntax or discourse are related to the lesson?) | Academic Language Support (What supports or scaffolding will you provide for students to be successful with the academic language demand?) |
|---|---|
| Vocabulary and/or Symbols | |
| Language Function (select one) | |
| Syntax and/or Discourse | |

**Section Two: Context for Learning**

| Knowledge of Learners: Age / functional grade level, students' prior knowledge, personal/cultural/community assets | Describe specific instructional decisions based on this knowledge: what evidence do you have of this knowledge and how will you use it to inform instructional decisions) |
|---|---|
| Age / grade level | |
| Prior knowledge | |
| Everyday experiences (personal and community/cultural background/interests) | |
| Language background and practices | |
| **Specific Individual or Small Group Needs:** Provide student descriptive information | **Name and describe specific instructional strategies you will incorporate to reach these small group / individual needs?**  What strengths do your students have and how will you build on those strengths to overcome their challenges? How will you differentiate content / product / process / environment to meet these needs (including *justification* for supports)? |
| IEP/504 | |
| Multilingual Learners | |
| Behavioral/social concerns | |
| Students functioning below grade level | |

| GT and/or students functioning above grade level | |
|---|---|
| **Multicultural Assets / Equity Needs:** family, community, cultural assets to build on, turn taking, calling on all students, access to materials, etc. | **Implications for this lesson:** how does this information impact instruction positively and negatively? What will you do specifically to address these needs? |
| Multicultural Assets | |
| Equity Needs | |

**Section Three: Instructional Procedures**

Instructional Materials: Include quantities and sources (references, if appropriate, and whether materials are provided by student or teacher)

**Teacher Materials:**

**Student Materials:**

**Technology Integration** (Describe how technology will be used)

| What technology will be used? | Who is using it? | Why is it appropriate? |
|---|---|---|
| | | |

**Management Considerations** (How will you manage transitions, materials, and behavior?)

| Safety Practices |
|---|
| Transitions |
| Materials |

Behavior Management (individuals as well as groups of students)

| Instructional Sequence | Approximate Time | Procedure |
|---|---|---|
| **Planned Beginning**<br>• Warm-up<br>• Motivation / Engagement<br>• Links to prior lessons/learning | | **Engagement:** |
| **Development of the New Learning** (Clearly explain student driven, inquiry based instructional activities in sequence **and how they are connected or scaffolded. What safety practices do you need to include/review?**)<br>• Exploration<br>• Explanation<br>• Extension | | **Exploration** |
| | | **Explanation** |
| | | **Extension** |
| **Enrichment**<br><br>How will you challenge students who have demonstrated mastery? | | |

| | | |
|---|---|---|
| **Remediation**<br>How do you assist students who need additional support? | | |
| ***Planned Ending***<br><br>***(Closure)***<br>   • Evaluation of learning objectives<br>   • Summary-review of what students learned. Did you meet your objectives?<br>   • Homework | | **Evaluation**<br><br><br><br><br><br><br>**Summary** |
| | N/A | **Homework** |