**Standards-Based, Outcome Focused Lesson Plan (Template #2) revised 1/28/16**

**ESSENTIAL QUESTION FOR ENDURING UNDERSTANDING – What overall insights do you want students to take away from this unit of study that will have lasting value in their lives beyond the classroom?**

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| **UNIT:** **Title/Topic of Lesson:** **Lesson # (if a series of lessons)** **Grade Level: Time Needed:** FOCUS QUESTION**:** (student focused)  | **MATERIALS NEEDED:** * Pen/pencil
* Pre and Post test
* Activity sheets? PPT? Computer access? Internet access? Software?
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| CURRICULUM LINKS: (Identify standard source, standard and #)* National: (minimum 2 links) ASCA Mindsets and Behaviors for Student Success; 21st Century Skills: National Common Core competencies, Social Emotional Learning (SEL) competencies, Collaborative for Academic, Social and Emotional Learning (CASEL), Nat’l Standards for Civics and Government
* State: MA Curriculum Frameworks (minimum 1 a link in 2 subject areas)
* State: MA CDE Benchmarks (minimum 1 a link in each area – academic/technical, workplace readiness+ p/s)
* Other legislation (optional) ex: Safe School, Anti-Bully Law, Civil Rights, 622/Title IX
* District/School links: (minimum 1 link) mission statements, Improvement Plan, etc.
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| **PLANNING REFLECTION:*** Are you teaching an Attitude, Skills or Knowledge (ASK)?
* Identify what baseline data is need prior to instruction.
* What measurements, instruments or evaluations will you use to collect pre and post data?
* How will you assess student learning or the impact of your instruction/intervention?
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| **COUNSELOR/TEACHER PERFORMANCE OBJECTIVES**  During the lesson the counselor will:  |
| **STUDENT PERFORMANCE/LEARNING OBJECTIVES SPO/SLO-** Identify SMART learning goals – Bloom’s Taxonomy |
| **Cognitive: (**knowledge)As a result of the lesson, the students will* (Action verb and knowledge)
* (Action verb and knowledge)

Ex: identify, list… | **Affective: (**understanding)As a result of the lesson, the students will:* (Action verb and understanding)
* (Action verb and understanding)

Ex: demonstrate awareness by…  Realize the value of\_\_\_\_ by…. | **Behavioral/Performance:** (be able to do)As a result of the lesson, the students s will:* (Action verb and behavior/performance)
* *(*Action verb and behavior/performance)

*Ex: Explain, perform,build, research…..* |

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| PRE-ASSESSMENT *(attach template to end of lesson*Students prior knowledge? Gather baseline data prior to instruction/intervention | POST-ASSESSMENTGather post intervention data (short term, long term, etc.) to measure the impact of your instruction/intervention |
| DESCRIPTION OF THE ACTIVITY/SEQUENCE OF THE LESSON * Identify Activator: ( motivational activity, prop, etc. to engage students in learning)
* List/bullit steps, not a narrative
* Try to include a brain gym activity or have the students move
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| MODIFICATIONS FOR DIFFERENTLY ABLED STUDENTS: How can this lesson be modified? Different grade levels? ELL or Learning disabled students? Physically, auditory, visually, emotionally impaired students?  | LEARNING STYLES ADDRESSED: Have activities that include multiple learning styles (visual, auditory, kinesthetic) |
| Data Analysis and Summary: Discussion of student learning:Did the students meet the learning objectives: perception data, results data? What was the impact of your lesson/intervention? What does data suggest for next steps/future lessons?  |
| REFLECTION Did the students meet the learning objectives: perception data, results data? What was the impact of your lesson/intervention? What does data suggest for next steps/future lessons?  | RESOURCESbooks, materials, websites (include link) |
| SUPPLEMENTAL MATERIAL: Electronically attach PPT, templates ( handouts, activity sheets, pre/post test), bulletin board photo, data graphs and charts, etc |