**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? |
| 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? | | | |
| **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-ASSESSMENT  Gather 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 | | |
| 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? | RESOURCES  books, materials, websites (include link) | |
| SUPPLEMENTAL MATERIAL: Electronically attach PPT, templates ( handouts, activity sheets, pre/post test), bulletin board photo, data graphs and charts, etc | | |