

# Exploring Teaching Unit 3--Planning and Teaching A Lesson

ESTABLISHED GOALS:	<b>Transfer</b>	
<u>Competencies:</u>	<i>Students will be able to independently use their learning to be effective lifelong teachers, regardless of their career path.</i>	
<ul style="list-style-type: none"> <li>• <i>Students will demonstrate the ability to apply their knowledge of how students differ in their approaches to learning in order to create instructional opportunities for all learners.</i></li> <li>• <i>Students will demonstrate the ability to self-assess through reflection in order to show continuous improvement.</i></li> <li>• <i>Students will demonstrate the ability to plan, assess and instruct material in order to create a successful lesson.</i></li> <li>• <i>Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.</i></li> <li>• <i>Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.</i></li> <li>• <i>Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.</i></li> </ul>	<b>Meaning</b>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• lesson planning provides a coherent framework for smooth efficient teaching.</li> <li>• students differ in their approaches to learning and learn at different rates.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> <li>• What constitutes a successful lesson?</li> <li>• Is the same lesson always successful?</li> </ul>
<u>Content Standards:</u>	<b>Acquisition</b>	
NBPTS - National Board for Professional Teaching Standards	<i>Students will know...</i>	<i>Students will be skilled at...</i>
<ul style="list-style-type: none"> <li>• <u>NBPTS Proposition #1:</u> Teachers are Committed to Students and Their Learning</li> <li>• <u>NBPTS Proposition #2:</u> Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students</li> <li>• <u>NBPTS Proposition #3:</u> Teachers are Responsible for Managing and Monitoring Student Learning</li> <li>• <u>NBPTS Proposition #4:</u> Teachers Think Systematically About Their Practice and Learn from Experience</li> <li>• <u>NBPTS Proposition #5:</u> Teachers are Members of Learning Communities</li> </ul>	<ul style="list-style-type: none"> <li>• lesson plans are living documents, continually edited and updated.</li> <li>• clear learning objectives set students up for success</li> <li>• multiple intelligence theory and learning theory affects lesson planning.</li> <li>• IEP's are legal documents designed to improve educational results for students with disabilities</li> <li>• reflection is an integral part of improving professional practice.</li> <li>• effective teaching is collaborative.</li> </ul>	<ul style="list-style-type: none"> <li>• differentiating between a modification and an accommodation.</li> <li>• writing measurable learning objectives.</li> <li>• aligning learning objectives with activities.</li> <li>• creating lesson plans that reflect current best practices.</li> <li>• using Common Core National Standards as a basis for developing activities.</li> <li>• teaching a lesson based on a self-created lesson.</li> <li>• reflecting on how to improve a lesson, once taught.</li> </ul>
	<p><u>vocabulary:</u> pedagogy, learning objective, anticipatory set, Common Core Standards, Bloom's Taxonomy, H.O.T questions, scaffolding, IEP, exceptionality, enrichment, accommodations, modifications, learning disability, Tourette's syndrome, autism, ADD/ADHD, Dyslexia, executive function</p>	

<b>Content Area Literacy Standards</b>	<b>21<sup>st</sup> Century Skills</b>
<p>RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources</p> <p>WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> <li>● Make Judgments and Decisions</li> <li>● Communicate Clearly</li> <li>● Collaborate with Others</li> <li>● Access and Evaluate Information</li> <li>● Apply Technology Effectively</li> <li>● Be Self-directed Learners</li> <li>● Interact Effectively with Others</li> <li>● Manage Goals and Time</li> </ul>

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>		
<b>Science Integration</b>	<b>College, Career, and Civic Life Integration</b>	<b>Technology Integration</b>
<b>District Materials</b>	<b>Distance Learning/Field Trips</b>	<b>Technology Resources</b>