

# The Specifics of the Lesson Plan Elements

## Teaching American History 2010 Lesson Plan

**Teacher:**

**Email Address:**

**School and District:**

**Grade Level:**

**Unit Theme:** Identify the period of American history to which this plan is connected.

**Topic:** Title of your lesson

**Standards:** Cite specific Mass. Curriculum Frameworks, section, page, etc.  
Write out each framework, strand, and the learning standard.

**Essential Question(s):** Identify question(s) that will guide this unit and focus the students on learning

**Statement of Purpose:** Brief description of overall purpose and rationale of your lesson

**Mastery Objectives/Learning Outcomes:** What a student would know and be able to do

- 1.) What do you want your students to understand?
- 2.) What key knowledge and skills will your students acquire as a result of this unit/lesson? *Objectives written with action verbs keyed to assessment.*  
<http://schoolimprovement.us/documents/Assessing6Facets.doc>
- 3.) What literacy and reading comprehension skills will be taught and/or assessed specific to expository and biographical history texts included in your unit of study to support understanding?

**Prior knowledge required:** 1.) What are the basic understandings, background information, vocabulary, and concepts students need to know to proceed with this task?  
2.) Key new vocabulary words related to this lesson/unit are:

**Schedule: Materials and Time-transitions and timing of parts of the lesson**

**Time:**

Ascertain the needed time for the lesson: introduction, activity(ies), summary/closure, evaluation(s) including formal and informal measures

**Activity:**

Introduce topic: includes essential questions and readying students

Cover main objectives: describe content, activities, documents or content used, teaching strategies, etc... Link the activity to course materials. Be specific in your descriptions as we need to get a clear picture of what's going to happen in the classroom. Planning may include: activities, in-class presentations, hands-on-activities, field trips, as well as student independent study, etc...

**Closure:**

What strategies will be used to summarize the learning/understandings?

- Materials:**
- 1.) What materials are needed to conduct the lesson: computer lab or internet access, PowerPoint, overhead slides, maps, textbooks, primary source document readers, handouts, worksheets, notebooks, journals, etc...
  - 2.) The lesson plan must include at least one primary source from the workshop.
  - 3.) Include in your plan copies of the materials you will use whenever possible.

**Differentiation:** Give at least one example how this lesson can be differentiated to address student needs. For example design a tiered assignment or adapted assessment.

- Assessment:**
- 1.) What evidence will show what the students understand?
    - Formative: ongoing assessment, formal/informal, performance assessment, etc...refer to mastery objectives/learning outcomes
      - How will you determine what students understand to guide further instruction?
      - This is typically ungraded.
    - Summative: assessment administered that students complete independently as a way to provide evidence of understanding of the content
  - 2.) What other types of assessments will be utilized?  
Think: students will be able to... as a result of...
  - 3.) Lesson should be linked to the learning objectives you selected and the means of assessing should be spelled out clearly. Most importantly, the intended outcomes should form a basis for informal and formal assessment in both content and the critical thinking skills that have been taught over the course of the unit of study.

**Rubric:** Develop a rubric(s) to assess the assessment(s) of the objectives of the lesson plans, project, and independent learning stations.

- Resources:**
- 1.) What sources have you used or consulted?  
Cite primary source documents used, course materials or activities, books, web sites or other sources, using full citation (title, author, etc.)
  - 2.) List other planning sources consulted: texts, speakers, reference works and internet sites etc...
  - 3.) Include a minimum of three resources.
  - 4.) Use the MLA Style: <http://www.aresearchguide.com/12biblio.html>

Adapted from Understanding By Design Wiggins and McTighe, 1999

Classroom lesson plan support is available by contacting the grant coordinators:

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