

# APPENDIX B

## LESSON & UNIT PLANNING

- Lesson Plan Format – Guidelines / Questions
- Lesson Plan Format
- Sample Lesson Plan
- Requirements for the Unit
- Unit Cover Page and Components
- Unit Feedback Form
- Weekly Schedule and Reflection

**Lesson Plan / Guidelines & Questions**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Subject/Course: \_\_\_\_\_

Topic: \_\_\_\_\_ Grade Level: \_\_\_\_\_

<b>Stage 1: Desired Results</b>
<b>Established Goals/Standards:</b> What are the relevant goals (e.g., standards) to be addressed in this lesson?
<b>Understandings:</b> What is the big idea or ideas for this lesson? What specific understandings about them are desired?
<b>Essential Questions:</b> What provocative questions or questions will foster inquiry, understanding, and transfer of learning?
<b>Objectives (knowledge and skills):</b> What key knowledge and skills will students acquire as a result of this lesson? What should students eventually be able to do as a result of the acquisition of such knowledge and/or skills?
<b>Stage 2: Assessment Evidence</b>
<b>What is the evidence of learning?</b> Explain what students will do to demonstrate the desired understandings. Attach rubrics, checklists, or criteria which you either share with your students or develop with them. Keep in mind that assessment is an on-going activity that occurs at a variety of points or junctures within a lesson
<b>Stage 3: Learning Plan</b>
<b>Learning Activities:</b> Opening activity: How will you pique students' curiosity and motivate their engagement in the lesson? What activities will you and your students do, and what experiences will you have, to achieve the desired results? (Be sure to include enough detail so that another teacher can implement the lesson.) Closure: Includes students' active participation, reviews the lesson, and relates to the desired results. As part of your plan, be sure to <ul style="list-style-type: none"><li>• Identify modifications and/or adaptations for students with special needs.</li><li>• Identify the approximate time frames for the various learning activities.</li></ul>
<b>Reflection</b>
<ol style="list-style-type: none"><li>1. Did the students achieve the desired results? How do you know?</li><li>2. Were your learning activities and instructional materials effective? Explain.</li><li>3. Did you have to make adjustments to your lesson? If so, what and why?</li><li>4. What changes will you make in the next lesson with this class?</li></ol>

**Lesson Plan Format**

**Name:**

**Date:**

**Subject/Course:**

**Topic:**

**Grade Level:**

<b>Stage 1: Desired Results</b>
<b>Established Goals/Standards:</b>
<b>Understandings:</b>
<b>Essential Questions:</b>
<b>Objectives ( knowledge and skills):</b>
<b>Stage 2: Assessment Evidence</b>
<b>What is the evidence of learning?</b>
<b>Stage 3: Learning Plan</b>
<b>Learning Activities:</b>
<b>Reflection</b>

### Sample Lesson Plan

**Name:** John Doe

**Date:** October 2007

**Subject/Course:** History/Cold War

**Topic:** The Cold War: Then and Now

**Grade Level:** HS

Stage 1: Desired Results
<p><b>Established Goals/Standards:</b></p> <p><b>I.2.HS.1</b> – Draw upon narratives and graphic data to explain significant events that shaped the development of the Cold War between western nations and the USSR.</p> <p><b>II.5.HS.2</b> – Explain the causes of the Cold War as they pertain to cultural stability and change, economic development and international trade and resource use, and explain how they affect the future.</p>
<p><b>Understandings:</b></p> <ol style="list-style-type: none"><li>1. Western nations (e.g., United States and Great Britain) and the USSR (and other communist nations) waged a “Cold War” in the post World War II era.</li><li>2. The end of the Cold War occurred during the Reagan/Gorbachev era.</li><li>3. A new Cold War may be emerging.</li></ol>
<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"><li>1. What was the “Cold War?”</li><li>2. What were the causes of the Cold War?</li><li>3. Are we engaged in a new Cold War?</li></ol>
<p><b>Objectives ( knowledge and skills):</b></p> <p><b>Students will know:</b></p> <ol style="list-style-type: none"><li>1. Why western and communist nations were engaged in a Cold War.</li><li>2. Who the major players were and how their decisions and actions affected the world.</li><li>3. How the Cold War ended and why.</li></ol> <p><b>Students will be able to:</b></p> <ol style="list-style-type: none"><li>1. Identify/describe the events that appear indicative of a new Cold War.</li><li>2. Identify the major players and how their decisions and actions are influencing or may influence the world.</li></ol>
Stage 2: Assessment Evidence
<p><b>What is the evidence of learning?</b></p> <p><u>Performance Task:</u></p> <ol style="list-style-type: none"><li>1. Each student will assume the role of one of the major players in the Cold War and write a 2-3 page autobiography of that individual’s goals, motivations, and accomplishments as they relate to the start, maintenance, and/or end of the Cold War</li><li>2. Groups of students will research print and on-line media for any evidence of a “new” Cold War, and present their findings per the “blueprint” distributed in class.</li></ol> <p><u>Other Evidence:</u></p> <ol style="list-style-type: none"><li>1. Students will submit rough drafts of their essays.</li><li>2. Teacher will monitor students’ questions and responses during class discussions.</li></ol>
Stage 3: Learning Plan
<p><b>Learning Activities:</b></p> <p><i>List sequence of activities here.</i></p> <ul style="list-style-type: none"><li>• <i>How will you pique students’ curiosity and motivate their engagement in the lesson?</i></li><li>• <i>What activities will you and your students do, and what experiences will you have, to achieve the desired results? (Be sure to include enough detail so that another teacher can implement the lesson.)</i></li><li>• <i>Closure</i></li></ul> <p><i>As part of your plan, be sure to identify modifications/adaptations for students with special needs, and the approximate time frames for the various learning activities.</i></p>

### **Reflection**

*Take a few minutes to reflect on the effectiveness of your lesson – providing brief details and insights about what worked, what did not, and what you might do differently next time.*

## REQUIREMENTS FOR INTERNSHIP UNIT

Unit Components	Completion Dates
Topic	Week #1 or sooner.
Cover Page(s)	Week #3
Lesson Plans	Completed and submitted to cooperating teacher for approval prior to Week #7
Examples of students' work, etc. (See item #5 below.)	As unit is implemented.
Resources	On-going; to be completed prior to final visit by supervisor.
Summary Reflection	To be completed for the final seminar.

1. The topic of your unit is to be determined in collaboration with your cooperating teacher.
2. The unit must be kept in a dedicated section of the internship notebook. The unit cover page(s), lesson plans, and reflection should be typed.
3. The Unit Feedback Form (p. 64) is to be kept in the front of the unit section of your notebook.
4. The amount of time required for the unit will be determined by the unit's goals and learning activities and, of course, the time allotted for implementation by your cooperating teacher.
5. Refer to the following pages (61-62) for information and guidelines pertaining to the unit format.
6. All unit components must be completed per the schedule noted above or a schedule approved by your cooperating teacher and university supervisor.
7. Place, in chronological order, the lesson plans you developed for the unit. Each plan must follow the Oakland University format *or* a similar format approved by your cooperating teacher and university supervisor. Please ensure that some of your lessons incorporate media and technology. *The completed unit lesson plans must be approved by your cooperating teacher and in your notebook prior to the implementation of the unit.*
8. Provide examples of students' work (actual or photocopied). You may also wish to include rubrics as well as photographs of bulletin boards, students' projects, and the like.
9. Include a detailed list all of resources you used for this unit (including people, videos, CD ROMs, reference books for the teacher and/or students, internet resources, etc.).
10. Write a summary reflection of what you learned from creating and implementing the unit and how you would approach a similar unit in the future, given what you have learned from your current experiences. (This reflection should be more comprehensive than that which is/was written for individual lessons.)

\*The notebook must be readily accessible to the supervisor when he or she visits your classroom. It is expected that the unit will have been updated and that it will be current as of the date of the supervisor's visit.

## INTERNSHIP UNIT INFORMATION

The unit design for the internship unit is the “backward design” conceptualized and developed by Grant Wiggins and Jay McTighe. More detailed information and specific examples can be found in their text, *Understanding by Design*.

### 1. Unit cover pages

<b>Unit Title:</b> _____ <b>Grade Level(s):</b> _____
<b>Subject/Topic Area(s):</b> _____
<b>School District:</b> _____ <b>School:</b> _____
<b>Implementation Time Frame:</b> _____

Stage 1: Desired Results
<p><b>S1a. Established Goals/Standards:</b></p> <p style="text-align: center;"><i>What are the relevant goals (e.g., standards) to be address in this unit?</i></p>
<p><b>S1b. Understandings:</b> (What understandings are desired?)</p> <p>Students will understand that.....</p> <ul style="list-style-type: none"> <li>• <i>What are the big ideas?</i></li> <li>• <i>What specific understandings about them are desired?</i></li> <li>• <i>What misunderstandings are predictable?</i></li> </ul>
<p><b>S1c. Essential Questions:</b></p> <p style="text-align: center;"><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>
<p><b>S1d. Objectives:</b></p> <p>Students will know.....</p> <p>Students will be able to.....</p> <ul style="list-style-type: none"> <li>• <i>What key knowledge and skills will students acquire as a result of this unit?</i></li> <li>• <i>What should students eventually be able to do as a result of the acquisition o such knowledge and skills?</i></li> </ul>

<b>Stage 2: Assessment Evidence</b>	
<b>S2a. Performance Task(s):</b>	<p>According to Wiggins and McTighe in <i>Understanding by Design</i>, a performance task should be designed to require the use of “one’s knowledge to effectively act or bring to fruition a complex product that reveals one’s knowledge and expertise” (p. 346).</p> <ul style="list-style-type: none"> <li>• <i>Through what authentic performance tasks will students demonstrate the desired understandings?</i></li> <li>• <i>By what criteria will performances of understanding be judged?</i></li> </ul>
<b>S2b. Other Evidence:</b>	<p><i>Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?</i></p> <p><i>How will students reflect upon and self-assess their learning?</i></p>

## 2. Learning Plan / Lesson Plans

*What learning experiences and instruction will enable students to achieve the desired results?*

As you develop your lesson plans, refer to Wiggins and McTighe’s WHERETO elements. How will your design.....

- W** = Help the students know **Where** the unit is going and **What** is expected? Help the teacher know **Where** the students are coming from (prior knowledge, interests)?
- H** = **Hook** all students and hold their interest?
- E** = **Equip** students, help them **Experience** the key ideas and **Explore** issues?
- R** = Provide opportunities to **Rethink** and **Revise** their understandings and work?
- E** = Allow students to **Evaluate** their work and its implications?
- T** = Be **Tailored** (personalized) to the different needs, interests, and abilities of learners?
- O** = Be **Organized** to maximize initial and sustained engagement as well as effective learning?

## 3. Examples of students’ work and related unit items (e.g., pictures projects, rubrics, etc.)

## 4. List of materials and resources

## 5. Summary reflection

## INTERNSHIP UNIT FORMAT

### 1. Unit cover pages

<b>Unit Title:</b> _____	<b>Grade Level(s):</b> _____
<b>Subject/Topic Area(s):</b> _____	
<b>School District:</b> _____	<b>School:</b> _____
<b>Implementation Time Frame:</b> _____	

<b>Stage 1: Desired Results</b>
<b>S1a. Established Goals/Standards:</b>
<b>S1b. Understandings:</b>
<b>S1c. Essential Questions:</b>
<b>S1d. Objectives:</b>

<b>Stage 2: Assessment Evidence</b>
<b>S2a. Performance Task(s):</b>
<b>S2b. Other Evidence:</b>

### 2. Learning Plan / Lesson Plans

### 3. Examples of students' work and related unit items (e.g., pictures projects, rubrics, etc.)

### 4. List of materials and resources

### 5. Summary reflection

## UNIT FEEDBACK FORM

Intern: \_\_\_\_\_

Semester:  Fall 07  Winter 08

Supervisor: \_\_\_\_\_

**MATEE 3 Cohorts**

Components	Comments/Suggestions	Status*		
		No evidence	In progress	Completed
Establish Goals/ Standards				
Understandings				
Essential Questions				
Objectives				
Performance Tasks				
Other Evidence				
Learning/Lesson Plans				
Examples of student work				
Materials & Resources				
Summary Reflection				

Additional comments can be attached or written on the reverse side.

This form is to be kept in the front of the unit section of the internship notebook. A copy must be submitted to the Coordinator at the end of the internship.

\*To be dated and initialed by the university supervisor after each review.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### WEEKLY SCHEDULE

**Weekly schedule for the week of \_\_\_\_\_.** In the column on the left, identify the subjects/classes you will be teaching and the other activities for which you will be responsible *in the upcoming week*. Under the days of the week, identify the times for which you will be completing these responsibilities.

Subjects/ Activities	Monday	Tuesday	Wednesday	Thursday	Friday

### REFLECTION

**Reflections for the week of \_\_\_\_\_.** *Weekly communication with your supervisor is required.* It should inform the supervisor about content areas, activities, and experiences in which you have been involved *over the past week*, as well as other information you want to bring to the supervisor's attention. The latter may include questions you have, as well as thoughts about how you might do lessons differently another time. Entries must be at least a paragraph and exhibit correct usage and form.

