

LESSON PLAN (REVISED 2020) Secondary Years

Candidate's name:

Grade/Subject:		School	
Date		Allotted Time	
Topic:			
Cross-Curricular Connections:			

PART 1: PLANNING

Rationale/Pre-Assessment:




Why these students at this time in this way? What is the background knowledge of students to support this learning?

Big Ideas: <https://curriculum.gov.bc.ca/> (Curriculum)

What are students expected to understand? How is this lesson connected to the Big Ideas?

Core Competencies: <https://curriculum.gov.bc.ca/competencies> (refer to “profiles” for some ideas)

Which sub-core competencies will be the focus of this lesson? Briefly describe how and why:

<p style="text-align: center;"> Communication</p> <ul style="list-style-type: none"> • Communicating • Collaborating 	<p style="text-align: center;"> Thinking</p> <ul style="list-style-type: none"> • Creative Thinking • Critical & Reflective Thinking 	<p style="text-align: center;"> Personal and Social</p> <ul style="list-style-type: none"> • Personal Awareness & Responsibility • Positive Personal & Cultural Identity • Social Awareness & Responsibility

First Peoples Principles of Learning (FPPL):

How will Indigenous perspectives, knowledge & ways of knowing be acknowledged, honoured or integrated into this learning experience? (Jo Chrona's Blog: <https://firstpeoplesprinciplesoflearning.wordpress.com/>)

FPPL to be included in this lesson:	How will the FPPL be embedded in lesson:

Learning Standards: <https://curriculum.gov.bc.ca/> (Curriculum) – *What will be assessed and evaluated?*

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>

Assessment Plan:

Opportunities for feedback, self-assessment, peer assessment and teacher assessment. What structures or rubrics will you use to evaluate student learning? Include the assessment tool used (e.g., Performance Standard Quick Scale).

FORMATIVE ASSESSMENT:

SUMMATIVE ASSESSMENT:

The Learning Intention: <i>What will students learn in this lesson? (i.e. Learning Standards)</i>	
Evidence of Learning: <i>How will students demonstrate their learning? What does it look like?</i>	
Criteria: <i>What do students need to do to meet or achieve the learning intention?</i>	

Planning for Diversity:

What is the Learning Target? <i>In what ways does the lesson meet the needs of diverse learners? How will you plan for students who have learning/behavior difficulties or require enrichment?</i>		
Students need to/must do	Students can do	Students could do/try to
Access/All	Most	Few/Challenge

Resources, Materials, and Technology Preparation: *What resources, materials and preparation are required?*

PART 2: TEACHING

Teacher Activities:	Student Activities:	Pacing
<p>Before Lesson: <i>Post and/or explain agenda of class; post the Core Competencies or FPPL; post the learning intentions; etc.</i></p> <p>Motivator/Start of Lesson: . <i>How will you introduce this lesson in a manner that engages students and activates their thinking/connections to prior knowledge?</i></p> <p>During Lesson:</p> <ul style="list-style-type: none">• <i>Brief points about the content</i>• <i>Sample questions</i> <p>Activities to apply learning:</p> <p>Review/Summary:</p> <p>Closure:</p>		

PART 3: REFLECTION

How did the learning go? How do you know what to teach next? In what ways are the learners informing you about the next steps?

Lesson Planning Guide (adapted from Thompson Rivers University)

The lesson plan template is designed as a guide for students to use when planning lessons. The plan may be adapted to specific subject areas and modified as students gain experience or to suit their presentation style. The template is a basic outline that can be used directly as printed or expanded from the electronic version. It is important that the lesson plan be sufficiently clear and detailed so that another teacher could use the plan to teach the lesson.

Rationale: Why are you teaching this particular lesson at this time? One consideration is the context for the lesson (e.g. this introductory lesson determines what students know and want to know about the topic, this lesson relates to previous and future learning by). Another consideration is student motivation (e.g. what are some reasons the learner might care about the content/concepts/ skills for future learning, careers, or interests?).

Curricular Connections:

The curriculum asks you to plan what the students will DO, what they will KNOW, and then what they will UNDERSTAND. **Big ideas** capture the “big picture” or general area of learning (e.g. inter-dependence of living things with the environment, stories are a source of creativity and joy) and will be what students come to UNDERSTAND. **Curricular competencies** are what students will DO in their learning activities (e.g. using comprehension strategies, sorting and classifying data, making ethical judgments) that are related to each discipline. The **learning standards for content or concepts** are a more specific consideration of what students will come to KNOW. Many of the standards are written in broad, general terms to allow flexibility. You can, using the intention of the standard, make it clearer and more specific (e.g. learners will be able to describe the main idea in a paragraph or story, learners will be able to classify leaves based on properties they identify). The lesson should make a connection to both types of learning standards – curricular competencies as well as content. A reminder that the direction of new curriculum has identified core competencies of thinking, communication, and personal / social development as a foundation for all curricula.

Learning Intentions: How can you make clear and share with your learners what they are going to learn or have learned or accomplished? Statements like: “I can add two fractions” help frame their learning in positive student language.

Prerequisite Concepts and Skills: What concepts and skills are needed for students to be successful? This communication helps connect lessons together in a logical sequence by building/scaffolding new knowledge onto previous learning. For example, if students are going to be engaged in debate did you build or scaffold group work strategies, communication skills, expected etiquette, criteria beforehand?

Materials and Resources /References List all materials and resources that you and the students will need. What things do you need to do before the lesson begins? (e.g. prepare a word chart.) What things do the students need to do? (e.g. read a chapter in the novel.) Have you honoured the sources of ideas or resources? Disorganized materials can ruin a great lesson.

Differentiated Instruction (DI): (accommodations): How will you accommodate for diverse learners in your class? How will you allow for some variety in expression of learning? How can you modify the learning activities for success? How can you provide engaging extra challenges for those that are ready? How might you alter the learning environment if needed? Have you considered Aboriginal and cultural influences? IEP's?

Assessment and Evaluation: Did the students learn what you taught them? What tools might you use for assessment (e.g. check list, rubric, anecdotal record). How will you provide formative feedback to students about their learning? The results of the assessment should be directly connected to what your students were able to write say or do related to the learning intentions and or curriculum. Strive for accuracy and build assessment into teaching and learning and not as an “add on” at the end.

Organizational/Management Strategies: Have you thought-out organizational management strategies to facilitate a proactive positive classroom environment? Some examples are: organizing for movement, distributing and collecting materials, grouping strategies, blended grade classroom logistics.

Aboriginal Connections / First Peoples Principles of Learning: Are there any connections to Aboriginal or other cultural knowledge, worldviews, or principles of learning?

Lesson Activities/Structure:

Connect: How will you get students interested/motivated/ hooked into learning? How will you connect this lesson to past and future lessons? How can you share the learning intentions in student friendly language? How will you provide a lesson overview?

Process: What sequence of activities will the student's experience? What will you do? What will they do? Estimate how much time will each activity take (pacing)? What are grouping/materials strategies? There are many ways to describe the body (step by step, two columns dividing student and teacher activities, visual flow chart of activities and connections, others?)

Transform: How will students apply and personalize the learning? What will they do or create to show you that they have learned?

Closure: How will the lesson end? (e.g. connecting back to learning intentions, summarizing learning, sharing of accomplishments, connecting to next lessons). Google “40 ways to close a lesson.”

Reflections: Complete the reflections section as soon as possible after teaching the lesson. What went well? What revisions would you make to the lesson? Anything else?