

<b>School Name</b>	
<b>Teacher:</b>	<b>Date Range:</b>
<b>Course:</b>	<b>Period(s)</b>
<b>Lesson Title</b>	
<b>Content Standard(s) of Learning:</b> <ul style="list-style-type: none"> <li>English Standards of Learning Curriculum Framework</li> </ul>	
<b>Understandings/goals: (Purpose of the Lesson)</b> Students will understand that: <ul style="list-style-type: none"> <li>[This is a goal, not an objective. List the big ideas or concepts that you want them to come away with, not facts that they must know.]</li> </ul>	<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>[What leading questions can you ask of students to get them to understand the big ideas?]</li> <li>[Address the heart of the discipline and are framed to provoke and sustain student interest; unit questions usually have no one obvious "right" answer.]</li> </ul>
<b>Stage 2 – Learning Plan</b>	
<b>Student Learning Target(s) Content and Language Objectives (outcomes):</b> Students will be able to: <ul style="list-style-type: none"> <li>[These are observable, <b>measurable outcomes</b> that students should be able to demonstrate and that you can assess. Your assessment evidence in Stage 3 must show how you will assess these.]</li> <li>[Your learning activities in Stage 2 must be designed and directly linked to having students achieve the understandings, answer the essential questions, and demonstrate the desired outcomes.]</li> </ul>	
<b>Activating or Building Prior Knowledge: (Do Now)</b> <ul style="list-style-type: none"> <li>[Describe what you will do to activate students' prior knowledge about a given topic. If no prior knowledge exists, what activities will you use to engage and prepare students for the learning so that it will be accessible to them? How will you use scaffolding to ensure students will retain the information presented?]</li> </ul>	
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>[This is the core of your lesson plan and includes a listing, which briefly describes (in bullet or numbered form so that it is easy to follow) what:</li> <li>The students will do during the class to prepare them for the outcomes you expect of them.</li> <li>What instructional strategies will the teacher be utilizing to achieve the expected goals of the learning activities?</li> <li>What differential instructional activities will the students have to select from?</li> </ul>	
<b>Modifications for ELLS/Special Education</b>	
<b>Stage 3 – Assessment Evidence</b>	
<b>Assessments:</b> <ul style="list-style-type: none"> <li>[Identify pre-assessment used.]</li> <li>[Identify formative assessments used.]</li> <li>[Identify summative assessment used.]</li> </ul>	
<b>Performance Task(s)</b> <ul style="list-style-type: none"> <li>[Authentic, performance-based tasks that have students apply what they have learned and demonstrate their understanding.]</li> <li>[Designed at least at the application level or higher on Bloom's Taxonomy/Depth of Knowledge Wheel.]</li> <li>[Rubrics can be used to guide students in self-assessment of their performance.]</li> </ul>	
<b>Homework</b> <ul style="list-style-type: none"> <li>Homework is an extension or reinforcement of the learning.</li> </ul>	
<b>Key Questions: How will you scaffold the questions to address the needs of all learners?</b>	