

Northampton County Schools

NC Teaching Standard #1: Use data to organize, plan, and set goals to meet the needs of all students

NC Teaching Standard #2: Teacher encourages an environment that is inviting, respectful, supportive, inclusive, and flexible. The teacher recognizes the influences on a child's development, personality & performance.

NC Teaching Standard #3: Teacher investigates the content standards. The teacher develops and applies strategies to make the curriculum rigorous & relevant for all students; relates content to other disciplines.

Teacher		Grade		School	
Subject	Time Slot	Date			
Standard	Place the standard number and the state standard as it is written in the standard course of study below.				
1.					
Performance-Based Standard	Unpack the standard above and write the Performance-Based standard derived from the content standard and the expected outcome. Be mindful of how many you plan to address in a week's lesson. We are teaching for mastery versus coverage. Ex. The student will be able to determine the meaning of words and phrases as they are used in the text IN ORDER TO analyze the different forms of rhetoric used in the text.				
1.					
<u>Essential Question(s)</u>	What thought-provoking question will foster inquiry, understanding and transfer of learning? This is not a question that everyone will have the exact same answer.				
1.					
Academic Concepts CIRCLE on your board (nouns/noun phrases) (What students Must Know) <i>[Expectation - Planning for successful mastery of the vocabulary]</i> PLEASE LIST THE WORDS/WORD PHRASES ONLY			Academic Skills UNDERLINE On your board (Reasoning verbs) (What Students Must be able to Do) <i>[Expectation - Planning for causing successful mastery and demonstration of the skill]</i> PLEASE LIST THE REASONING VERBS ONLY		
1.			1.		

Also, please list any words below from the text/resources that students may not know or are key vocabulary

1.

OPTIONAL:

Please list any foundational skills that you will have to refresh students on or check for understanding prior to or during new skill introduction.

1.

Essential Teaching Points

The Five Es

More Explanation of the 5E Learning Cycle

Evidence of Marzano's Nine Essential Instructional Strategies

21st Century Skills Framework Resource-P21.org

MONDAY

Vocabulary Introduction: How will you introduce/reinforce vocabulary of the day.

"I DO"		"We Do"		"You Do"
1 st – ENGAGEMENT (Hooks by relying on previous knowledge)	3 rd - EXPLANATION (More formal, corrects misconceptions)	2 nd – EXPLORATION (Hands-on AND Minds-on)	4 th – ELABORATION (Extension, leads to mastery. Small group instruction usually occurs here)	5 th -EVALUATION (Assess EACH student's level of understanding. Should be pre and post)
				<p>Method of Individual Student Evaluation: (State what mastery will be i.e. 3 out of 4 questions correct, 2 out of 3 components of writing rubric correct,)</p> <p>HOTS Question(s)-List the RBT and/or DOK level</p> <ul style="list-style-type: none"> - Ask between Explanation and Elaboration. <p>Homework Assigned:</p>
TUESDAY				
"I DO"		"We Do"		"You Do"
1 st – ENGAGEMENT (Hooks by relying on previous knowledge)	3 rd - EXPLANATION (More formal, corrects misconceptions)	2 nd – EXPLORATION (Hands-on AND Minds-on)	4 th – ELABORATION (Extension, leads to mastery. Small group instruction usually occurs here)	5 th -EVALUATION (Assess EACH student's level of understanding. Should be pre and post)
				<p>Method of Individual Student Evaluation: (State what mastery will be</p>

				<p>i.e. 3 out of 4 questions correct, 2 out of 3 components of writing rubric correct,)</p>
				<p>HOTS Question(s)-List the RBT and/or DOK level</p> <ul style="list-style-type: none"> - Ask between Explanation and Elaboration.
				<p>Homework Assigned:</p>
WEDNESDAY				
"I DO"		"We Do"		"You Do"
<p>1st – ENGAGEMENT (Hooks by relying on previous knowledge)</p>	<p>3rd - EXPLANATION (More formal, corrects misconceptions)</p>	<p>2nd – EXPLORATION (Hands-on AND Minds-on)</p>	<p>4th – ELABORATION (Extension, leads to mastery. Small group instruction usually occurs here)</p>	<p>5th -EVALUATION (Assess EACH student's level of understanding. Should be pre and post)</p>
				<p>Method of Individual Student Evaluation: (State what mastery will be i.e. 3 out of 4 questions correct, 2 out of 3 components of writing rubric correct,)</p>
				<p>HOTS Question(s)-List the RBT and/or DOK level</p> <ul style="list-style-type: none"> - Ask between Explanation and Elaboration.
				<p>Homework Assigned:</p>
THURSDAY				
"I DO"		"We Do"		"You Do"
<p>1st – ENGAGEMENT (Hooks by relying on previous knowledge)</p>	<p>3rd - EXPLANATION (More formal, corrects misconceptions)</p>	<p>2nd – EXPLORATION (Hands-on AND Minds-on)</p>	<p>4th – ELABORATION (Extension, leads to mastery. Small group instruction usually occurs here)</p>	<p>5th -EVALUATION (Assess EACH student's level of understanding. Should be pre and post)</p>

				Method of Individual Student Evaluation: (State what mastery will be i.e. 3 out of 4 questions correct, 2 out of 3 components of writing rubric correct,) HOTS Question(s)-List the RBT and/or DOK level - Ask between Explanation and Elaboration. Homework Assigned:
FRIDAY				
	"I DO"	"We Do"		"You Do"
1st – ENGAGEMENT (Hooks by relying on previous knowledge)	3rd - EXPLANATION (More formal, corrects misconceptions)	2nd – EXPLORATION (Hands-on AND Minds-on)	4th – ELABORATION (Extension, leads to mastery. Small group instruction usually occurs here)	5th -EVALUATION (Assess EACH student's level of understanding. Should be pre and post)
				Method of Individual Student Evaluation: (State what mastery will be i.e. 3 out of 4 questions correct, 2 out of the 3 components of writing rubric correct,) HOTS Question(s)-List the RBT and/or DOK level - Ask between Explanation and Elaboration. Homework Assigned:
Anchor Charts for this week: (Visuals of concepts/skills or algorithms) Insert photo				
Instructional Materials (whole group)				
Student Engagement (Differentiated Instruction/tasks; small group materials)	Below Level (Data-driven) <i>What will students who are performing below level with the content being taught do?</i>	At-Level (Data-driven) <i>What will students who have a basic understanding of the content being taught do? You must relate it to the</i>		Above Level (Data-driven) <i>What will students who have demonstrated mastery of the content being taught do?</i>

(MUST BE SPECIFIC)	<i>You must relate it to the standard in order to help address their deficits (explicit standard specific work).</i>	<i>standard in order to help students reach mastery (explicit standard specific work).</i>	<i>You must relate it to the standard in order to help students reach mastery (explicit standard specific work).</i>
	Data Source Used (How do you know?):		
	ACTIVITY(IES) STUDENTS WILL BE ENGAGED IN THAT WILL CAUSE DEEPER UNDERSTANDING AND CLOSE GAPS IN LEARNING		
	MONDAY:	MONDAY:	MONDAY:
	TUESDAY	TUESDAY:	TUESDAY:
	WEDNESDAY:	WEDNESDAY:	WEDNESDAY:
	THURSDAY:	THURSDAY:	THURSDAY:
	FRIDAY:	FRIDAY:	FRIDAY:
REFLECTION (This space is used for teacher reflection after the week's lesson or if adjustments during the week are needed, on the hard copy)			

“Building Capacity Feedback“ (COMPLETED BY LESSON PLAN REVIEWER)

(Facilitated by (√): Principal _____ Assistant Principal _____ Coach _____ Peer _____ Other _____
 Date of Review: _____

Guiding Question: Are the selected elements of NC Prof. Teaching Standards listed above as #1, #2 & #3 obviously stated in this lesson plan design?
 Place the standard number #1, #2, or #3) observed/evidenced in the lesson plan in the following blanks:
Yes, fully evidenced _____ **Vaguely evidenced #** _____ **Inadequate evidence #** _____

Teaching Points are logically sequenced for instruction: **Adequate** _____ **Inadequate** _____
 Requesting Resubmission of Lesson Plan: ____ **Yes.** ____ **No**

(Comments may be written on the back of the lesson plan by the teacher or other evaluators as well.)

Reviewer Comments: