UMF Unit-Wide Lesson Plan Template - Explained

Name:		Program:		Course:

Lesson Topic / Title:

Lesson Date:	Lesson Length:	Grade/Age:

Learning Objectives & Content Standard Alignment - Selects, creates, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards.	
Learning Objective(s) Write learning objectives that are clear, attainable, measurable, and age/content appropriate.	**Instructional Decisions / Reasoning** In bulleted form, identify your reasoning or why you chose these objectives. How are they content-appropriate and age-appropriate?
Content Standard(s) Identify the relevant standards (CCSS, MLR, MGSS, MELDS, ISTE, other) Objectives are aligned with content specific standards.	**Instructional Decisions / Reasoning** In bulleted form, why did you choose these standards?

Assessment - Uses assessment flexibly to expand and deepen understanding of learner performance and determines best supports for continued learner growth.	
Assessment Use evidence to choose or develop appropriate methods for assessing student achievement of learning objectives. Use multiple means of assessing student learning when appropriate. How are the assessments adapted to enable all learners to demonstrate their knowledge? How will the assessment results be used?	**Instructional Decisions / Reasoning** In bulleted form, what type of assessment is this? What accommodations, modifications, or extensions in assessment are you using? How will analysis of this data inform instruction?

Instructional Materials and Resources - Stays current in content knowledge and expands expertise in reviewing instructional materials from the perspectives of both the discipline and individual learner needs.	
Materials, Resources, and / or Technology What teacher and student materials are necessary for this lesson? Include handouts, types of manipulatives, models etc. Describe how technology augments learning or assisted in planning this lesson and what specific technology is necessary for this lesson, when applicable.	**Instructional Decisions / Reasoning** In bulleted form, please show how these materials, resources, technology are relevant, accurate and accessible to the learners. Include how you addressed students with disabilities, language needs or giftedness.

Instructional Methods: Selects, creates, and sequences learning experiences and performance tasks by using a variety of instructional approaches, strategies, and technologies that make learning accessible to all learners and support learners in reaching rigorous curriculum goals.	
Teaching and Learning Sequence Show the plan and sequence of your lesson that is connected to the objectives. Clearly identify timeframe. Show the introduction and closure of the lesson. Show where in the sequence technology is used to engage learners in meeting learning objectives when appropriate. The sequence should include process for monitoring student progress. Closure should be indicated.	Instructional Decisions / Reasoning Provide, in bulleted form, any additional information pertaining to your teaching and learning sequence.
Meeting students' needs (differentiation, extensions, modifications, accommodations) Identify potential adaptations (accommodations, modifications, assistive technology, etc.). Clearly identify specific students who may need the adaptations, scaffolding, enriching and/or extending learning activities. Be sure to include multiple instructional strategies that engage a range of learner preferences and abilities. Incorporate required adaptations for all students with identified needs. Plan for learner choice / interest that result in variation of pace, process, product and/or environment. State the specific activities that will adapt, scaffold, enrich and/or extend instruction in order to appropriately challenge specific students.	Instructional Decisions / Reasoning In bulleted form, discuss your reasoning for including specific activities or strategies. What instructional decisions are you making, and why?

Field Courses Only – Post lesson

Reflection:
Once the lesson is implemented, produce a thoughtful reflection addressing the following: strengths of the lesson and areas for growth; evidence of student learning and interpretation of assessment results. Consider the following questions:
- Did the students meet the objective(s)/learning goal(s) of the lesson? How do you know?
- What does your assessment data tell you?
- What went well?
- What would you change?
- What did you learn? How will this impact your next lesson?

How many students met the objective(s)? Partially met? Did not meet? After analyzing the assessment data what will you do to help ALL students meet the objective(s)?

Teaching Standards and Rationale

What teaching standards are you meeting with this lesson? Identify the specific standard and indicator. Write the standard in your <u>own</u> words. What does it mean to you? Why is this lesson a good example for this standard/indicator? How does the lesson demonstrate your competence in meeting the specific teaching standard/indicator? Identify examples within the lesson that demonstrate the standard/indicator.