

LESSON TITLE: _____

DURATION, CLASS, GRADE LEVEL, NUMBER OF STUDENTS	Classroom instruction time needed & additional time (if any) for student project completion. Class topic/title, Grade Level and Number of Students.
LOCATION	Center(s) of student learning and discovery.
KEY VOCABULARY	Language terms used to build essential understandings that reinforce the conceptual framework that engages student thought.
INSTRUCTIONAL MATERIALS	A list of learning materials needed for instruction. All materials should be included with lesson.
ENDURING UNDERSTANDING (BIG IDEA)	A terse statement that clearly identifies the life-long understanding that students will gain as a result of this lesson.
ESSENTIAL QUESTION/S	The basic inquiry sequence that will direct student learning and discovery.
LEARNING OBJECTIVES	Clearly stated and measurable.
STANDARDS	Preferably national standards that your lesson meets – however state standards may be used, but are not preferred.
BACKGROUND	What does the teacher need to know about this topic before introducing the lesson? What do students need to know prior to this lesson being introduced (or, what is the lesson built upon a previous enduring understanding?)?
SUGGESTED PROCEDURE	A brief outline of how this lesson will develop, including active learning techniques.
EVALUATIONS (ASSESSMENT)	A rubric directly tied to the stated lesson objectives is encouraged. List evaluation methods that can be used. Evaluation options should not be limited to a standard testing format and should consider various ways that students learn.
EXTENSIONS	What kind of activities can be suggested should a teacher wish to develop the essential understandings in greater depth?
RESOURCES	A list of print, electronic and artifacts that will aid in the preparation and development of this lesson.

This lesson plan provides a map for teachers to use but it is highly recommended that the evaluation rubric be used in conjunction with plan development.