

Title: _____

Subject: _____

Author: _____

Audience: _____

Overview

Provide a brief overview of the program.

Guiding Question(s):

Whereas objectives should be clear, concise, and measurable, guiding questions are big questions that may be more affective or abstract.

Learning Objectives:

1. SWiBAT... (Student Will Be Able To...)
2. SWiBAT...

- These are best framed in terms of “know and do,” and must be clear, concise, and measurable.
- Objectives should not be affective (eg. “SWiBAT gain a greater appreciation for... - how could you possibly assess this???)

Curriculum Standards:

- Principles of Good Practice
- CSA Competencies
- Program Assessment Targets
- Writing/Diversity Across the Curriculum
- Strengths

Assessment Strategy:

- Once the lesson is completed, how will you know if the students accomplished the learning objectives?
- What kinds of assessment tools (eg. surveys, tests, focus groups, papers, behavioral standards/measures, etc.) will you use?

Your assessment strategy should be directly connected to the learning objectives and should be stated in clear, measurable terms.

Necessary Materials:

Always a good idea for organization!

Learning Connections:

- How does the lesson plan connect with a wide variety of learning styles?
- What kinds of barriers to learning might students face?

Learning Activities/Teaching Strategies:

An outline of what you will do and when. It is a good idea to include time estimates, transition strategies, and debriefing questions in your outline.

Evaluation:

How will you evaluate the lesson/program? This is not an assessment of student learning, but your evaluation of how well the program went and how it could be improved in the future.