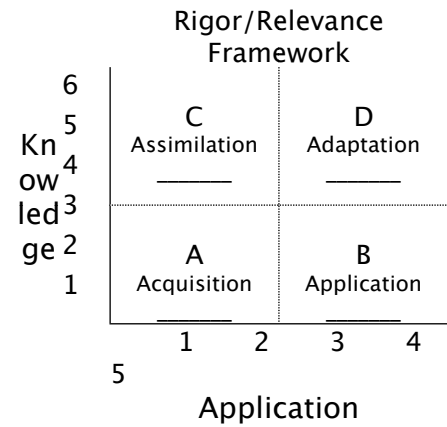


LESSON PLAN TEMPLATE



Area and/or Course _____

Lesson Title _____

Length of Time _____

Essential Question(s):

1. _____
2. _____

Objectives:

The student will be able to (TSWBT). (Oregon Skill Set numbers in parentheses at the end of the objective statement.)

- 1.
- 2.
- 3.
- 4.
- 5.

State Standards met by Objectives:

- 1.
- 2.
- 3.
- 4.

Materials, Equipment, Audio-visual Aids: References:

- 1.
- 2.
- 3.
- 4.
- 5.

Knowledge: 1=awareness; 2=comprehension; 3=application; 4=analysis; 5=synthesis; 6=evaluation

Application: 1=knowledge in one discipline; 2=apply knowledge in one discipline; 3=apply knowledge across disciplines; 4=apply knowledge to real-world predictable situations; 5=apply knowledge to real-world unpredictable situations

Anticipatory Set/Introduction/Motivation/Interest Approach:

Review Yesterday's Lesson:

Set:

Transition (Use Objectives):

| Strategy – Includes Teacher Activity, Student Activity, Questions/ Answers and Objectives | Subject Matter Outline/Problem and Solution (Application Points Laced in Throughout Lesson) (Modeling, Guided Practice, and Content) |
|--|--|
| | |
| | |
| | |
| | |

Closure/Summary/Conclusion (Tie in Objectives)

Evaluation: (Authentic forms of Evaluation, Quizzes, or Written Exam)

Assignments: (Student Activities Involved in Lesson/Designed to Meet Objectives)

Modifications for Special Populations and/or Strategies to integrate literacy:

Lesson Reflection:

GUIDELINES FOR CONTEXT STATEMENT

All information provided in this section regarding the school, personnel, families, and students must be kept anonymous so that no individual can be identified from the student's descriptive information. Use pseudonyms for the school, community, and all individuals. You may assign numbers or letters for each student in your class to identify them.

The context section of your Work Sample paints a picture of the setting in which you are teaching. It should include all of the following information:

Community Description:

- _____ Actual data on the physical setting of the community
- _____ Actual data on the economic basis of the community
- _____ Actual data on the social demographics of the community (size of population, racial/ethnic composition)
- _____ Description of special cultural or natural features of the community

School Description:

- _____ Description of the physical setting of the school
- _____ Description of the size and layout of the school (Are different grades housed in different wings? Is there a central meeting place? Etc.)
- _____ Description of the resources available in the school (computer labs, gymnasium, counseling office, etc.)
- _____ Description of the behavior management policy of the school
- _____ Actual data on the social demographics of the school (number of students in each grade, M/F, TAG, IEP, etc.)
- _____ Actual data on the racial/ethnic demographics of the school (number of ELL, languages spoken, etc.)
- _____ Actual data on the economic demographics of the school (number of free/reduced lunches, SES, etc.)
- _____ Actual data on the academic history of the school (test scores, AYP, etc.)

Classroom Description:

- _____ Description of the size and layout of the classroom
- _____ Description of the resources available in the classroom (computers, sinks, etc.)
- _____ Actual data on the social demographics of the classroom (number of students, M/F, TAG, IEP, etc.)
- _____ Actual data on the racial/ethnic demographics of the classroom (number of ELL, languages spoken, etc.)
- _____ Actual data on the economic demographics of the classroom (number of free/reduced lunches, SES, etc.)
- _____ Actual data on the economic demographics of the classroom (number of free/reduced lunches, SES, etc.)

| Community, School, and Classroom Context Scoring Guide Criteria | Community, School, and Classroom Context Scoring Guide Criteria | | |
|--|---|----------------------|----------------|
| | Meets Expectations | Exceeds Expectations | Needs Revision |