

# Engaged Learning Lesson Plan Template

## Writing Guide

### Section One: General Information

Project Title:	<Project Title>
Date:	<Date>
Teacher(s):	<List all>
Grade Level(s):	<List all>
Length of Lesson:	<How long?>

In this section, highlight the text you want to replace and then type in your information. Give your lesson a title, followed by the date you wrote up the lesson. List all teachers/library media/staff involved in the lesson and all the grade levels. Determine the length – number of days, class periods, etc.

Project Title:	Kitelina: Project
Date:	March 3, 2010
Teacher(s):	John Arnold
Grade Level(s):	5 <sup>th</sup>
Length of Lesson:	1 – 2 weeks

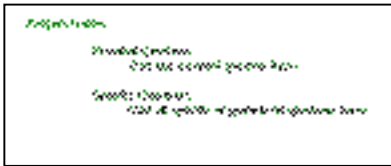
### Section Two: Project Description

Project Description:	<Give a clear description here>
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In this next section, type up a short (no more than 2 or 3 paragraph) description of the entire lesson. Answer questions like: Why are we doing this lesson? What will the students gain?

Project Description:	<p>Learning to respect a person's religion and culture is an important part of being a good citizen. This lesson will help students understand the importance of respecting others and the "Golden Rule" of treating others as you would like to be treated. The lesson will include a reading, a writing activity, and a role-play activity. Students will be able to identify the main idea of the text and explain how the author supports it. They will also be able to write a paragraph about their own experiences with respecting others and to act out a scene from the story.</p>
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### Section Three: Project Goals



Students are always asking: "Why are we doing this?" and "What is its value?" These are valid questions, and, as teachers, we need to have the answer. One approach is to develop curriculum around essential

questions. Essential questions get to the heart of student understanding. Teaching for understanding has been the subject of research of Grant Wiggins and Howard Gardner. Students will develop a better understanding of the content and performance when they are offered guiding insight.

Essential questions provide the framework for the design of instruction and assessment. Knowledge is the answer to the questions we pose to our students. Essential questions help to reduce the "intellectual" nature of standards. Essential questions beg asking questions, answering those questions, and then asking more questions to uncover knowledge. Essential questions help to frame a course or a unit of study; students can easily see connections if a series of essential questions frame a course.



There are six criteria for developing Essential Questions<sup>1</sup>

1. Essential questions go to the heart of the discipline. They can be found in the most historically important problems and topics in a discipline.
2. Essential questions have no one obvious right answer. Essential questions are not self-evident. The student must come to realize that there are other plausible theses and hypotheses to be considered and sorted.
3. Essential questions are "higher-order," in Bloom's sense - always matters of analysis, synthesis, and evaluative judgment. The questions require constant rethinking.

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<sup>1</sup> Wiggins, G. (1998). *Educative Assessment: Designing assessments to inform and improve student performance*. San Francisco: Jossey-Bass Publishers, pp. 214 - 215.  
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4. Essential questions recur; they are raised naturally rather than asked throughout one's learning. They arise and arise. Each time the question arises, our answers become more sophisticated.
5. Essential questions are framed to provoke and sustain student interest. Essential questions work best when the questions are edited to be thought provoking, generative of interesting inquires, and able to accommodate diverse interests and learning styles.
6. Essential questions link to other essential questions. Good questions engender other good questions.

Here are some examples of essential questions:

Literature: Must a story have a moral, heroes, and villains?

Science: How does an organism's structure enable it to survive in its environment?

Social Studies: Is U.S. history a history of progress?

Math: Do statistics lie?

At this point, review your content and performance standards. What overarching questions (essential) are common to the standards you want to meet? These are questions are not subject-specific; instead, they tend to be general - remember the criteria above. After reviewing the standards, write your essential questions in this section.

Here are some tips for using essential questions<sup>2</sup>:

- Organize programs, courses, units of study, and lessons around the questions.
- Select or design assessment tasks that are explicitly linked to the questions.
- Use a reasonable number of questions per unit (between two and five).
- Edit the questions to make them as engaging and provocative as possible.
- Through an informal check, ensure that every student understands the question(s).
- Derive and design specific concrete exploratory activities and inquiries for each question.

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<sup>2</sup> Wiggins, G. & McTighe, J. (1998). *Understanding By Design*. Alexandria, VA: Association for Supervision and Curriculum Development, p. 29.  
C.A.S.T.L.E. Technology Consultants, Inc.

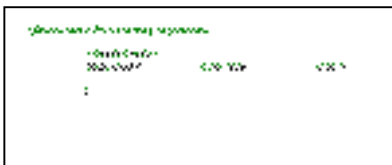
- Sequence the questions so they lead naturally from one to another.
- Post the essential questions in the classroom.
- Help students personalize the questions.
- Allot sufficient time for "unpacking" the questions - examining sub questions and probing implications.
- Share your questions with other faculty to make planning and teaching cross-subject matter coherence far more likely.

Essential questions are a proven method of framing a course, but they do not always serve as a doorway into a topic. Unit Questions are more specific questions that are needed to introduce and guide the work of a particular unit of study. Unit questions:

1. provide subject and topic specific doorways to essential questions. They frame a specific set of lessons.
2. have no obvious right answer. Unit questions open up and suggest important multiple lines of research and discussion.
3. are deliberately framed to provoke and sustain student interest. They should be sufficiently open to accommodate diverse interests and learning styles and allow for unique responses and creative approaches.

Think about the specific knowledge that you want the students to gain from this unit of study. Write the unit questions that are derived from the content and performance standards and the essential questions.

#### Section Four: Standards

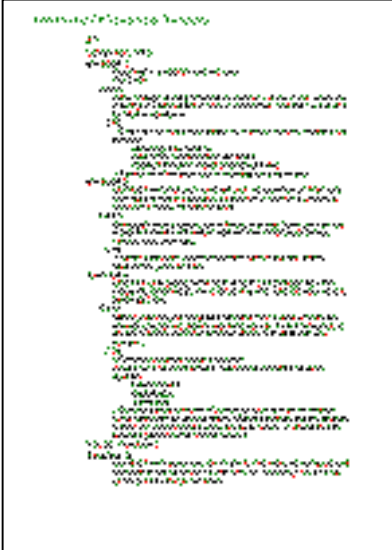


Content standards answer the question: *What should students know and be able to do?* Another way to address this section is: *Here is what students should know and be able to do as a result of instruction.*" Most

states have developed statewide content standards; also, most major educational organizations (e.g., NCTM, NCTE) have developed national standards. With so many organizations developing standards, the lexicon may be different. In Illinois, the "goals" and "learning standards" are examples of content standards. Therefore, as you begin to think about the topic or curriculum area for which you want to design a T.I.L.E., you need to identify the content standards.

Performance standards should be identified next. Performance standards are written in specific, measurable terms. These standards

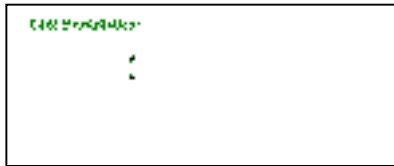
answer the question: *"How well must students do their work?"* In the Illinois standards, the performance standards are called benchmarks. In the Chicago Public School system, the combination of the Chicago Academic Standards and the Curriculum Framework Statements are performance standards. In short, performance standards (or indicators or benchmarks) form the basis for measuring student achievement over time.



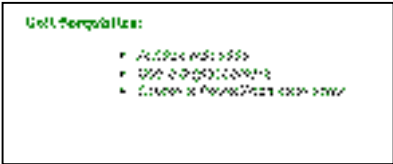
Note: Both content and performance standards are usually divided into levels represented by grades. For example, the Illinois standards are divided into five categories: Early Elementary, Late Elementary, Middle/Junior High School, Early High School, and Late High School. The New York State standards are represented by three groupings: Elementary, Intermediate, and Commencement. Make sure you are referring to the appropriate grouping when identifying content and performance standards. You can also use more than one content and/or performance standard AND you can use standards from multiple disciplines.

The easiest way to access the standards is to go to the Chicago Public School web site at <http://www.cps.edu>. Once you arrive at the site, click on the INSTRUCTION link at the top of the page. At the next page, click on ACADEMIC STANDARDS on the navigation bar to the left. Next, click on the subject area you want to work with on the navigation bar to the left. Then click on the grade level. Once you choose a grade level, you can access the CAS and CFS for a specific goal statement by clicking the goal number.

**Section Five: Unit Pre-requisites**

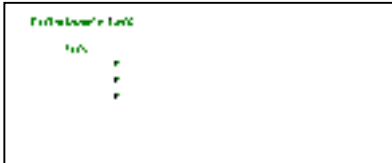


List any skills or knowledge students need coming into the lesson.



## Section Six: Performance Task

### The Task



The worksheets on pages 5 through 13 deal with designing performances. You will use **some** of these worksheets to craft the performance scenario. Each of the worksheets provides prompts to be completed. The focus of the prompts will vary according to the nature of the scenario. There are three basic scenarios to consider:

1. **Role Performance Scenarios:** In this scenario, the student functions in a role such as engineer, poet, or flight scheduler. The role performance approach works best when the task causes the student to use information, concepts, skills, or abilities in a way that is similar to the way people in real situations act. This is a good vehicle for designing "authentic" tasks.
2. **Task Performance Scenarios:** In this scenario, the student is told the task he/she has to complete. If the task is smaller and more focused, this is the best approach. This approach lends itself to tasks that are not interdisciplinary; an example of this approach would be to tell the students that they would produce an oral or written presentation describing how a skill may be performed or applied.
3. **Problem-Based Performance Scenarios:** In this scenario, the performance is presented through a statement of a situation or problem that needs to be resolved. Like the Role Performance Scenario, this approach works best with larger and more complex performances; this scenario also lends itself to the process of developing smaller, discrete units that build up to the problem-based situation.

The first thing to do is to determine which scenario works best with the goals you want to accomplish. You may try writing out all three approaches and then choosing one based on the needs of your students.

Examples of each scenario:

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### Role Performance

You are to act as a member of a production team for educational materials. Your company believes that adolescents should see classical literature not only as a selection in their curriculum, but also as a source of valuable information and ideas concerning situations and relationships in which they may find themselves. Your team is to work with *Romeo and Juliet*, and your task is to design and produce a video (12 to 15 minutes in length). In this video you are to depict and communicate a universal concept and message that your team feels is appropriate and meaningful to today's adolescents. Your team's video needs to be interesting and entertaining enough to captivate a mostly adolescent audience. It also must be considered appropriate for your audience you're the editorial review board.

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### Task Performance Scenario:

Research a current issue on the Internet in order to determine the "quality" of the information available with respect to biases, inaccuracies, propaganda techniques, and effectiveness. You are then expected to make well supported, curriculum recommendations regarding the Internet to the School Improvement Team.

You are expected to prepare and give an oral presentation describing how two current political candidates are using specific persuasion/propaganda techniques.

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### Problem-Based Performance Scenario:

As seniors, you have noticed that the elementary school students in your area do not have sidewalks to use as they walk to and from school. These students are forced to walk in the street when the ground becomes very muddy or buried under too much snow. The street they walk in is the main street that the high school students must drive on to get to and from school at the time the elementary students are also using the street.

The problem that has kept a sidewalk from being built for seventeen years is that the sidewalk would cross between two townships with laws on the books that require different materials for sidewalks. The sidewalk would also be primarily in a planned community with covenants opposing sidewalks because they are not "natural."

Your task is to find a solution that makes it safe for the elementary students to get to school. As far as resources are concerned, the school can provide you with time by providing you with a free period. However, there are no funds. The solution needs to be in place before graduation.

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Note each scenario has three separate sheets that are just slightly different.



## **A Role Performance**

In this task, you are seeking an answer to the question ...

You are to act as a(n) ...

Whose point or view or perspective is ...

As such, you are expected to ...

You are then expected to ...

You will know you have successfully finished when ...

Challenges you may encounter are ...

Resources you can depend on are ...

You will need ...

The final completion date is ...

## **A Task Performance**

In this task, you are seeking an answer to the question ...

You are to represent the point of view or perspective that ...

As such, you are expected to ...

You are then expected to ...

You will know you have successfully finished when ...

Challenges you may encounter are ...

Resources you can depend on are ...

You will need ...

The final completion date is ...

## **A Problem-Based Performance**

The situation is ...

The problem is ...

Your task is ...

You will know you have successfully finished when ...

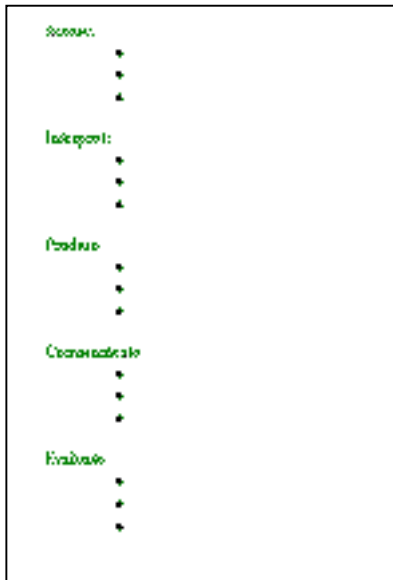
Challenges you may encounter are ...

Resources you can depend on are ...

You will need ...

The final completion date is ...

### The Performance Actions



This section facilitates the determination of the specific performance actions within each phase of the performance. The purpose of this section is to ...

- Facilitate alignment with the task's intended long-term, transferable learning focus through an analysis of the performance actions that will be expected;
- Ensure that the performance at least simulates the five performance actions that exist in virtually every major performance in real-life (access, interpret, produce, disseminate, and evaluate).
- Facilitate the determination of the specific performance actions that are inherent in the task, will be taught, and will be assessed as part of the overall performance;
- Help ensure a tight alignment between performance and its targeted broad goals, long-term learning focus, and standards; and,
- Capture the performance task actions in a logical teaching progression for the performance.

<b>Access:</b>	<ul style="list-style-type: none"> <li>• Analyze the information needed to be accessed</li> <li>• Identify a classification of the type of activity needed</li> <li>• Determine the source of the information</li> <li>• Develop a plan to access the information</li> <li>• Identify the information needed to be accessed</li> </ul>
<b>Interpret:</b>	<ul style="list-style-type: none"> <li>• Analyze the information needed to be accessed</li> <li>• Identify a classification of the type of activity needed</li> <li>• Determine the source of the information</li> <li>• Develop a plan to access the information</li> <li>• Identify the information needed to be accessed</li> </ul>
<b>Produce:</b>	<ul style="list-style-type: none"> <li>• Write a paragraph that includes the main concepts in each of the articles, identify the main concepts and write</li> <li>• Present a summary of your findings to the class</li> <li>• Give a presentation to the class</li> <li>• Create a poster or other visual aid</li> </ul>
<b>Communicate:</b>	<ul style="list-style-type: none"> <li>• Present your findings to the class</li> <li>• Present your findings to the class</li> <li>• Present your findings to the class</li> </ul>
<b>Evaluate:</b>	<ul style="list-style-type: none"> <li>• Analyze the information needed to be accessed</li> <li>• Identify a classification of the type of activity needed</li> <li>• Determine the source of the information</li> <li>• Develop a plan to access the information</li> <li>• Identify the information needed to be accessed</li> </ul>

### Access (necessary information and skills) by ...

Indicate the specific accessing actions that the students are to do in order to access whatever information, skills, and concepts they will need to perform the task. Each action should be stated in the form of a verb followed by a phrase. Verbs that are typically used include read, listen, research, survey, investigate, dialogue, question, brainstorm, interview, and observe. The following are examples of access actions:

- Interviewing personnel representing the various roles in "Such 'n Such" company to obtain their perspective regarding the ...
- Brainstorming with your team to generate ideas regarding ...
- Reading \_\_\_\_\_ in order to determine his/her perspectives
- Listening to the teacher's lecture on the reasons for ...

- Surveying your neighbors to determine their preferences regarding ...

### **Interpret by ...**

Indicate the specific actions that the students are to perform in order to evaluate and put into usable form the information, skills, and concepts they access to complete the task. Again, each action should be stated in the form of a verb followed by a phrase. Verbs commonly used include prioritize, organize, evaluate, determine, analyze, compare, contrast, decide, solve, and integrate. The following are examples of interpret actions:

- Comparing and contrasting your findings in order to select those that are common across all sources.
- Determining the nature and extent of documentation that is necessary to persuade the city council to support your position
- Organizing the samples you collect in no more than five categories that are supported by three experts in the field
- Determining those uses for local farm animals that are most important to both the economic well-being of the farm and of the community
- Evaluating the accuracy and usability of all information, concepts, and skills accessed for use in this performance.

### **Produce (or create) by ...**

Indicate the specific actions that the students are to perform in order to produce (or create) a model, product, conceptual framework, performance, plan, or solution that will achieve the desired impact, effect, or result. Each action should be stated in the form of a verb followed by a phrase. Verbs typically used include make, build, depict, develop, construct, fabricate, create, and produce. See Appendix A for a list of products. The following are examples of produce actions:

- Developing a plan of action for persuading ...
- Building a model that will clarify the concept for the people with whom you will be working

- Designing an addition to the hospital that will meet the needs of the board and fit within the constraints they establish
- Making a museum display that your parents study to learn which farm animals in our area are the most valuable and why
- Composing a song that best conveys what you and your classmates value from your years together at "Any Town" High School
- Designing and making an outfit that would be appropriate for a holiday, family get-together and that you and your parents/guardians like
- Writing a note that effectively describes at least one application of what you've learned in this last unit

### **Communicate, Disseminate or Use by ...**

Indicate the specific actions that the students are to perform in order to achieve the intended impact, effect, or result for the performance. This is the action phase in which the students are expected to actually give information, concepts, and skills to others or to use them to accomplish something. Each action should be stated in the form of a verb followed by a phrase. Verbs typically used include explain, teach, describe, present, convince, display, distribute, make, move, portray, convey, and perform. The following are examples of communicate, disseminate, or use actions:

- Teaching your parents the five most important uses for farm animals (using your museum display)
- Presenting your proposal to the Board of Education
- Distributing your voters' guides to all the registered voters in your precinct
- Presenting your artwork depicting local issues at an art fair in the mall
- Using your game to teach the benefits of protecting endangered species to a group of sixth graders

### **Evaluate (the total endeavor) by ...**

Indicate the specific actions the students are to perform in order to evaluate the effectiveness of their total effort and to develop a realistic but appropriate improvement plan. Be certain to include actions that will have the students evaluating the overall endeavor and developing do-able and observable improvement plans for one or more of the major performance tasks. These plans are to be implemented in the next performance. Performance task actions in this phase will utilize verbs such as evaluate, assess, judge, critique, appraise, improve, grow, amend, and refine. Each action should be stated in the form of a verb followed by a phrase. The following are examples of evaluate actions:

- Assessing the effectiveness of your cooperative learning procedures in order to identify at least one specific way do even better next time
- Assessing the quality of your presentation by surveying your audience as to what they learned and how they felt about it. Identify one thing you will do to make your next presentation more effective
- Evaluating the effectiveness of your consensus building processes in order to identify steps for improvement.

Review the following list of performance verbs.

Access	Analyze	Apply	Act	Assess
Ask	Apply	Build	Announce	Check
Assess	Appraise	Compose	Apprise	Critique
Canvass	Assess	Construct	Articulate	Elevate
Elicit	Categorize	Create	Broadcast	Evaluate
Examine	Check	Depict	Communicat	Gauge
Explore	Combine	Design	e	Grow
Fact-find	Compare	Develop	Convince	Improve
Feel	Conceive	Draft	Debate	Judge
Gather	Contrast	Draw	Describe	Plan
Inquire	Critique	Editorialize	Dialogue	Rate
Inspect	Decide	Fabricate	Disclose	Test
Interview	Deduce	Fashion	Discuss	Value
Investigate	Deliberate	Form	Display	Weigh
Listen	Determine	Formulate	Disseminate	
Look-up	Disentangle	Frame	Distribute	
Observe	Evaluate	Generate	Divulge	
Probe	Gauge	Invent	Elaborate	
Pursue	Generalize	Make	Elucidate	
Question	Imagine	Manufactur	Explain	
Read	Imply	e	Express	
Recollect	Infer	Originate	Inform	
Reflect	Integrate	Paint	Interact	
Research	Interpret	Picture	Mime	
Review	Judge	Plan	Perform	
Scrutinize	List	Produce	Persuade	
Search	Organize	Shape	Portray	
Seek	Picture	Work Out	Present	
Smell	Prioritize	Write	Pronounce	
Study	Rate		Publish	
Survey	Reason		Relate	
Taste	Resolve		Report	
	Synthesize		Reveal	
	Weigh		Share	
			Show	
			Sign/Sing	
			Teach/Tell	
			Transfer	
			Transmit	



## Section Seven: The Performance Assessment



The next step is to brainstorm assessment techniques that you could incorporate into your final T.I.L.E. The key here is to think about the evidence you and your students can generate that demonstrates an understanding of the topic. Notice the different areas of assessment that you should be thinking about. The areas range from performance task (authentic) to quizzes/tests (standardized), including self-assessment.

There are two keys to filling out this worksheet. The key here is to think about collecting the evidence and then anthologizing it. Grant Wiggins uses the term "anthology" (an assessment portfolio) to distinguish it from an instructional portfolio. According to Wiggins, a student anthology would be composed of three different types of evidence:

1. Tasks
2. Prompts
3. Tests/Quizzes<sup>3</sup>

Our form adds three additional forms of evidence:

1. Informal Checks
2. Student Self-Assessment
3. Other...

The second key is to think like an assessor. Assessment is an ongoing process throughout the learning experience. When choosing assessments, you want to pick assessments that demonstrate student understanding. There are six facets to consider when choosing assessments. The facets are listed below, but they will be explained in more detail in the assessment section of this guide. Right now, keep these facets in the back of your mind:

1. A student who really understands can *explain*.
2. A student who really understands can *interpret*.
3. A student who really understands can *apply*.
4. A student who really understands sees in *perspective*.

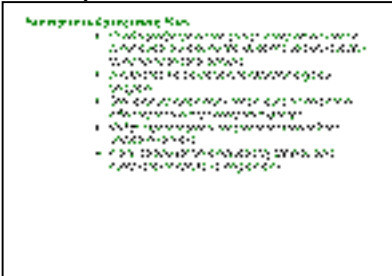
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<sup>3</sup> Wiggins, G. *Educative Assessment: Designing assessments to inform and improve student performance*. San Francisco: Jossey-Bass Publishers, pp. 194-195.

5. A student who really understands *demonstrates empathy*.

6. A student who really understands *reveals self-knowledge*.<sup>4</sup>

**Performance Tasks/Reports:** Performance tasks/reports should reveal the depth of the student's understanding of the concepts and the student's sophistication of skills as identified by the standards and essential questions. These assessments demonstrate a student's capacity to deal with this understanding and sophistication in simulated situations. These assessments can be long-term or short-term and they are complex, requiring student production or performance. Characteristics of performance tasks/reports include:



- They mirror challenges, issues, and problems faced by adults.
- They require students to address an identified audience that is meaningful.
- They are based on specific purposes that relate to the identified audience.
- They usually are designed to allow students to personalize the task.

When you are brainstorming, don't try to write the complete task; simply list examples of performance tasks that are applicable to the identified standards and essential questions.

**Prompts:** Prompts are complex questions. They require students to work on multiple levels:

- Prompts are questions that require students to think critically.
- Prompts are questions that require students to view concepts from multiple perspectives.
- Prompts are questions that require students to apply knowledge in new ways.

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<sup>4</sup> Wiggins, G. and J. McTighe. (1998). *Understanding By Design*. Alexandria, VA: Association for Supervision and Curriculum Development, pp. 66-67.

- Prompts are questions that require students to create new knowledge.

The characteristics of prompts are:

- They require constructed responses;
- They are open;
- They are ill-structured, requiring the development of a strategy;
- They require an explanation or defense of the answer or methods; and
- They require judgment-based scoring.

The easiest way to develop prompts is take multiple-choice questions and remove the choices, requiring students to construct a written or oral response to the question.

**Quizzes/Tests:** Tests and quizzes are usually reserved for assessing factual knowledge. These items are an important part of the anthology and can be used in multiple ways:

- To assess factual information, concepts, and skills
- To indicate growth in knowledge (pre- and post-tests)
- To determine end-of-grade results
- To compare a student against a norm-referenced or criterion-referenced test

Quizzes and tests can also be used to assess student use of strategies:

- Give multiple-step questions revealing the knowledge used and the students capacity to skillfully process the information called for; and,
- Give questions requiring the students to reflect upon and explain what was learned in taking the test.

Characteristics of quizzes and tests are they:

- Assess for factual information, concepts, and discrete skills;
- Use selected-response or short-answer formats;
- Are convergent, usually a single answer is correct;
- Are easily scored; and,
- Are typically secure.

**Informal Checks for Understanding:** Throughout the learning experience, you will need to briefly interpret the progress to check to see if students are developing an understanding of the topic. The data gathered will allow you to make decisions about continuing with the learning experience or with making adjustments. Informal checks are just one method that allows teachers to be vigilant about collecting this data. Below are some examples of informal checks; you may have some methods of your own that work just as well or better.

1. Index Card Summaries and Questions:

Periodically, distribute index cards and ask students to write on both sides, with these instructions:

(Side 1)

Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement.

(Side 2)

Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

2. Hand Signals

Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process:

I understand \_\_\_\_ and can explain it (e.g., thumbs up).

I do not understand \_\_\_\_\_ (e.g., thumbs down).

I'm not completely sure about \_\_\_\_\_ (e.g., wave hand).

3. Question Box or Board

Establish a location (e.g., question box, bulletin board, or email address) where students may leave or post questions about concepts, principles, or processes that they do not understand. This technique may benefit students who are uncomfortable saying aloud that they do not understand.

#### 4. Analogy Prompt

Periodically, present students with an analogy prompt:

(A designed concept, principle, or process) is like

\_\_\_\_\_ because \_\_\_\_\_.

#### 5. Visual Representation (Web or Concept Map)

Ask students to create a visual representation (e.g., web, concept map, flow chart, or time line) to show the elements or components of a topic or process. This technique effectively reveals whether students understand the relationship among the elements.

#### 6. Oral Questioning

Use the following questions and follow-up probes regularly to check for understanding:

How is ... similar to/different from ... ?

What are the characteristics/parts of ... ?

In what other ways might we show/illustrate ... ?

What is the big idea, key concept, moral in ... ?

How does ... relate to ... ?

Give an example of ... ?

What ideas/details can you add to ... ?

What is wrong with ... ?

What might you infer from ... ?

What conclusions might be drawn from ... ?

What question are we trying to answer? What problem are we trying to solve?

What are you assuming about ... ?

What might happen if ... ?

What criteria would you use to judge/evaluate ... ?

What evidence supports ... ?

How might we prove/confirm ... ?

How might this be viewed from the perspective of ... ?

What alternatives should be considered ... ?

What approach/strategy could you use to ... ?

## 7. Follow-up Probes

Why?	What do you mean by ... ?
How do you know?	Could you give an
example?	
Do you agree?	Tell me more.
Explain.	Can you find that in the
text?	
Give your reasons.	What data support your
position?	
But what about ... ?	

## 8. Misconception Check

Present students with common or predictable misconceptions about a designed concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

**Others...:** There may be some method of assessment that you utilized that does not fit in any of the pre-defined categories. Include that assessment here.

**Student Self-Assessment:** You should build in the process a series of assessments that allow students to assess themselves. This metacognitive process allows the students to be reflective; they can reflect on the knowledge and skills



<Name of School>

# Engaged Learning Lesson Plan Template

**Project Title:** <Project Title>

**Date:** <Date>

**Teacher(s):** <List all>

**Grade Levels:** <List all>

**Length of Lesson:** <How long?>

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## Project Description:

<Place a short description here>

## Project Goals:

Essential Question:

<List one essential question here>

Specific Questions:

<List all specific or grade level questions here>

## Illinois and CPS Learning Standards:

<Grade Level>:

State Goal #

CAS letter

CSF #



**Unit Pre-requisites:**

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**Performance Task:**

**Task:**

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**Access:** read, listen, research, survey, investigate, dialogue, question, brainstorm, interview, and observe

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**Interpret:** prioritize, organize, evaluate, determine, analyze, compare, contrast, decide, solve, and integrate

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**Produce:** make, build, depict, develop, construct, fabricate, create, and produce

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**Communicate:** explain, teach, describe, present, convince, display, distribute, make, move, portray, convey, and perform.

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**Evaluate:** evaluate, assess, judge, critique, appraise, improve, grow, amend, and refine

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**Performance Assessment Plan:**

**Resources:**

**Project Evaluation: (respond to the following questions)**

1. What worked?
2. What did not work?
3. What would you change?

**Student Work:**

**Please attach copies of student work.**