

Useful Terms for Lesson Plans

Unit Theme: The Topic the unit will be centered on.

Conceptual Lens: The major concept that will integrate the lesson into a higher cognitive level. The conceptual lens ties together all the information in the lesson and allows for transfer of knowledge.

Concepts: The broad ideas that will be addressed in the lesson. Concepts are not facts, but rather are timeless constructs that can be described in many ways.

Enduring Understandings:

Summaries of information that students should be able to make after completing the lesson. The enduring understandings are not bound to any lesson, but are high-level cognitive statements that can be applied to many contexts.

Guiding Questions:

Teachers use guiding questions with students to steer the discussion and encourage active participation. The guiding questions also allow students to create knowledge on their own and introduce new ideas into the conversation.

Critical Content:

These statements contain the generalizations and factual information that students should be able to understand at the end of the lesson. In this way, the critical content can be used as part of the rubric for assessment as well.

Skills:

The content standards that are met by the lesson.

Instructional Activities & Methods:

These are the guidelines for how to best present the material in the lesson to students. Of course, teachers should always amalgamate the lesson into a model that best suits their students.

Culminating Performance Assessment:

This activity is the final project that allows the teacher to gauge each student's comprehension of the conceptual information in the lesson. The CPA answers three questions: What? Why? How?

Assessment Codes:

Gives suggestions for formative assessments of student work. Formative assessments include: (O)- observation, (SA) – self-assessment, (CP) – class participation, (WS) –writing sample and (P) presentation. Formative assessments are different from normative assessments such as multiple-choice tests because they take into account variability in learning styles among students. Normative assessments are not recommended for these lessons, as they do not account for transfer of high-level conceptual information.