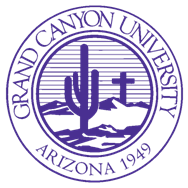
**GCU College of**

**Education**

**LESSON**

**UNIT**

**PLAN TEMPLATE**



**Section 1: Lesson Preparation**

**Teacher Candidate Name:**

**Grade Level:**

**Unit/Subject:**

**Title of Unit and Brief Summary:** Create a title for each lesson and 1-2 sentences summarizing the lesson, identifying the central focus based on the content and skills you are teaching.

**Classroom and Student Factors/Grouping:** Describe the important classroom factors (demographics and environment) and student factors (IEPs,

504s, ELLs, students with behavior concerns, gifted learners), and the effect of those factors on planning, teaching, and assessing students to facilitate learning for all students. This should be limited to 2-3 sentences and the information should inform the differentiation components of the lesson.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Day 1** | **Day 2** | **Day 3** |
| **National/State**  **Learning Standards**  List specific grade-level standards that are the focus of the lesson being presented. |  |  |  |
| **Specific Learning**  **Target(s)/Objectives**  Based on state standards, identify what is intended to be measured in learning. |  |  |  |
| **Academic Language** General academic vocabulary and content-specific vocabulary included in the unit. |  |  |  |

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|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Resources, Materials, Equipment, and Technology**  List all resources, materials, equipment, and technology to be used in the unit. |  |  |  |
| **Depth of Knowledge**  **Lesson Questions**  What questions can be posed throughout the lesson  to assess all levels of student understanding?   * Level 1: Recall * Level 2: Skill/Concepts * Level 3: Strategic Thinking * Level 4: Extended Thinking |  |  |  |

**Section 2: Instructional Planning**

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| --- | --- | --- | --- |
|  | **Day 1** | **Day 2** | **Day 3** |
| **Anticipatory Set**  How will students’ prior knowledge be activated as well as gain student interest in the upcoming content? |  |  |  |
| **Presentation of Content** | | | |
| **Multiple Means of**  **Representation**  Describe how content will be presented in various ways to meet the needs of different learners. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Multiple Means of**  **Representation**  **Differentiation**  Explain how materials will be differentiated for each of the following groups:   * English Language Learners (ELL) * Students with special needs * Students with gifted abilities * Early finishers (those who finish early and may need additional sources/support) |  |  |  |
| **Application of Content** | | | |
| **Multiple Means of**  **Engagement**  How will students explore, practice, and apply the content? |  |  |  |
| **Multiple Means of**  **Engagement**  **Differentiation**  Explain how materials will be differentiated for each of the following groups:   * English Language Learners (ELL) * Students with special needs * Students with gifted abilities * Early finishers (those who finish early and may need additional sources/support) |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment of Content** | | | |
| **Multiple Means of**  **Expression**  Formative and summative assessments used to monitor student progress and modify instruction. |  |  |  |
| **Multiple Means of**  **Expression**  **Differentiation**  Explain how materials will be differentiated for each of the following groups:   * English Language Learners (ELL) * Students with special needs * Students with gifted abilities * Early finishers (those who finish early and may need additional sources/support) |  |  |  |
| **Extension Activity and/or Homework** | | | |
| Identify and describe any extension activities or homework tasks as appropriate. Explain how  the extension activity or homework assignment supports the learning targets/objectives. |  |  |  |