

CONNECTICUT ALTERNATE ROUTE TO CERTIFICATION PROGRAM

Office of Higher Education

July 2017

ARC Lesson Plan Template

Outcome: Candidate will present an effective lesson plan and lesson in alignment with CCT.

Name of candidate:

Assignment date:

Evaluated by:

Teacher	Date	CCT = 2010 Connecticut Common Core of Teaching: Foundational Skills	
Lesson Title	Course/Subject	Grade(s)/Level	
1. Performance Expectations			
How does the lesson build student abilities to use science concepts and scientific practices during inquiry to explain or make predictions about a real-world phenomenon?			
2. NGSS Dimension Components			
How is knowledge related to the students used to justify instructional plans?			
3. Knowledge Learning Objective(s)			
What will the students know, understand, or be able to do as a result of the lesson? Remember, objectives must be measurable. To reiterate, objectives must use measurable verbs that are lesson specific and appropriate for the developmental level of the students. Moreover, they must be challenging yet realistic. (CCT 3.2)			

4. Initiation

How will you get the class ready to learn something NEW by generating interest and creating a need to know in the students? (CCT 3.1)

5. Teaching Strategies

Are the teaching strategies congruent with the objectives and the developmental level of the students as well as varied enough to engage the students in the learning process? (CCT 4.1)

6. Procedures

List the activities that the students will participate in to facilitate their learning. They should be congruent with the knowledge learning objectives of the lesson and the developmental level of the students as well as varied enough to engage students in the learning process. (CCT 3.1)

Identify and support language demands associated with a key science learning task.

7. Closure (i.e., testing for understanding)

How will you test for understanding and push students to reflect on what they have learned? (CCT 3.1)

8. Assessment of Student Learning

How will you formatively and/or summatively determine whether the objectives were met?

The planned assessment(s) will allow the teacher to know whether students have met the knowledge learning objectives of the lesson and will cause them to reflect on their own learning.

How are the informal and formal assessments selected or designed to monitor student progress toward using practices during inquiry to explain or predict a real-world phenomenon. (CCT 5.2)

9. Strategies for Content and/or Process Differentiation

How will you adapt this lesson to meet the special learning needs of your students?

How does the lesson use knowledge of the students to target support for students to use concepts and practices during inquiry to explain or make predictions about a real-world phenomenon? (CCT 3.7)

10. Follow up/Homework

How will the lesson be reinforced? (CCT 5.5)

11. Resources

What materials and/or equipment is needed to promote lesson success? (CCT 3.5)

Note, the spacing on the template is not meant to represent an expectation of the length of response. Spacing should be adjusted depending on the amount of information required.