Planning Framework (long form)

Title:

Subject Matter Emphasis and Level:

Brief Description of the Lesson:

Goals: Why are you teaching this lesson or unit? What are its goals? What school, district, and/or state standards/benchmarks and outcomes are addressed? What new knowledge, skills, habits of mind, and attitudes do you expect students to gain?

Content: What important content will you teach in this lesson or unit? Will you present the content as a problem, theme, issue, or topic? What role will students play in selecting content? In what ways will this content promote worthwhile and engaged learning?

Prior Learning, Interests, Misconceptions, and Conceptual Difficulties: What student needs, interests, and prior learning are a foundation for this lesson or unit? What conceptual difficulties might students have? How will the lesson or unit address these?

Planning Framework (long form continued)

Major Learning Activities: What engaged and worthwhile learning activities and tasks do you plan? What learning actions will they involve? How will you use community and technological resources effectively to enhance students' learning?

Materials and Resources:

Books and Other Familiar Resources:

Community Resources:

Technology Resources:

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Planning Framework (long form continued)

Assessment: What procedures will you use? How will you build them into the lesson? How will you guide students to assess themselves? How can technology enhance assessment?

Management: How will you manage students working in cooperative or collaborative groups? with partners? independently? How will you arrange the classroom physically? Where will students work? in the classroom, in the resource center, in a computer lab, or other location (e.g., at a museum)? How will you deal with students who need extra help? How will you help students who have special needs?

Support Services and Special Teacher Notes: What help will you need with computer hardware or with software, listservs, e-mail, the Internet, or other technology applications? What other help will you need, such as a special education teacher, to advise or assist you with special students? What professional development opportunities would you like?