Name: Grade level/Subject: Date:

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| **Unit / Grade Level** |
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| **Standards** |
| Please include the number and the content of the standard. |
| **Essential Questions** |
| Think 2-4 for the entire unit and try to break them into edTPA learning segments with each question representing a central focus. |
| **Knowledge and Skills (Learning Targets)** |
| These should include ALL of the learning targets you will use in your lessons. Number them so you can refer to them by number in your daily plans. |
| **Performance Tasks / Summative Assessments** |
| How will you know the learning targets have been met? This is why the learning targets must be observable. Here is where you will examine the evidence. |
| **Student Self-Assessment** |
| How will you help your students become aware of how they are learning? |
| **Formative Assessments** |
| What assessments will you use to determine how students are learning along the way? This should be through every lesson. Highlight key checkpoints and strategies here. What type of feedback will you give students to help them move toward deeper understanding of the essential questions? |
| **Learning Experiences – Bullet points are fine. Your three sample edTPA lesson plans around a central focus will demonstrate how you will completely address these days. However, you should answer the following questions: what are the learning targets, how you will engage students, what will you do, what will they do, how will they demonstrate learning?** |
| **Day 1**  Learning Target:  Engagement:  Questions you will ask:  Students will do:  Assessment:  **Day 2**  Learning Target:  Engagement:  Questions you will ask:  Students will do:  Assessment:  **Day 3**  Learning Target:  Engagement:  Questions you will ask:  Students will do:  Assessment:  **Day 4**  Learning Target:  Engagement:  Questions you will ask:  Students will do:  Assessment:  **Day 5**  Learning Target:  Engagement:  Questions you will ask:  Students will do:  Assessment: |
| **Day 6**  Learning Target:  Engagement:  Questions you will ask:  Students will do:  Assessment:  **Day 7**  Learning Target:  Engagement:  Questions you will ask:  Students will do:  Assessment:  **Day 8**  Learning Target:  Engagement:  Questions you will ask:  Students will do:  Assessment:  **Day 9**  Learning Target:  Engagement:  Questions you will ask:  Students will do:  Assessment:  **Day 10**  Learning Target:  Engagement:  Questions you will ask:  Students will do:  Assessment: |
| **Day 11**  Learning Target:  Engagement:  Questions you will ask:  Students will do:  Assessment:  **Day 12**  Learning Target:  Engagement:  Questions you will ask:  Students will do:  Assessment:  **Day 13**  Learning Target:  Engagement:  Questions you will ask:  Students will do:  Assessment:  **Day 14**  Learning Target:  Engagement:  Questions you will ask:  Students will do:  Assessment:  **Day 15**  Learning Target:  Engagement:  Questions you will ask:  Students will do:  Assessment: |
| **Key Academic Language** |
| Language Function (What are you asking students to do? – e.g. – analyze, explain, interpret, justify with evidence):  Vocabulary and/or symbols introduced or reviewed in this lesson (What words or symbols do the students need to understand and be able to apply in order to fulfill the language function?) include the definitions you will use:  SUPPORTS:  Discourse (How will students express the language function?):  SUPPORTS:  Syntax (What are the rules/conventions/guidelines of the discourse):  SUPPORTS: |
| **Differentiation/Modifications/Accommodations** |
| What will you modify (process, product, and content) for students with IEPs/504s, ELLs, and advanced learners? Think about this for the entire unit. |
| **Reflection for Next Year** |
| How did you change your unit based on student learning as assessed through formative and summative assessment? |