**Lesson Planning Sheet - Example**

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| **Teacher:** Zach Myers | **Grade:** Sophomores |
| **School:** Skyline | **Subject:** Honors European Studies |

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| **Instructional Outcomes:**  The instructional outcomes are the following.   * Understand the definition and background surrounding Absolutism. * Understand the causes of the English Civil War. |
| **Curriculum:**  Begin to work on the *Broad Curriculum* outlined in the 10th Grade Scope and Sequence – specifically Absolutism and the English Civil War |
| **Instructional Strategies:**  The instructional strategies are the following.   * **Direct Instruction**: I will direct instruct sections of the lesson regarding Absolutism. * **Indirect Instruction**: I will develop and environment that allows the students to discuss and synthesize data in order to obtain the information through guiding questions. The discussion will include both small group and large group discussion. The purpose of the small group discussion in order to afford the students an opportunity to find the answer(s) to guiding question on their own. The large group discussion is critical for two reasons. One, it allows me to assess student understanding. Two, it allows me the ability to guide the class in order to obtain the appropriate content. Another way I will be differentiating instruction is through the use of an in class reading. The students will read a short excerpt that will further their understanding of the background surrounding Absolutism. |
| **Assessment:**   * **Formative:** Formative assessments are naturally built into this lesson. They occur in two different ways. First, students will be given a journal question that assess their knowledge and understanding of previous readings on their own. Second, students will be asked “Connecting Questions.” Connecting questions are questions that check for student understanding. They will be asked after both sections of the lesson have commenced. * **Summative:** Summative assessment will be conducted at the end of the unit with a unit exam. |