**Annotated Learning Plan Template ELEMENTARY & SECONDARY [[1]](#footnote-1)**

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| **Title of lesson** | |  | **Grade level** |  |
| **Subject** | | *What subject area you are teaching in?* | **Topic** | *What is learning about?* |
| **Relevance:** | | *How is this learning relevant to students? Why should they care?* | | |
| **Resources Required** | | *What materials and/or resources will students need to be success in this learning opportunity?* | | |
| **QEP Subject Area Competencies** | | *What is the important curricular knowledge from the subject area competencies that you expect students to address as a result of this learning opportunity? (Explain the competencies instead of simply listing them)* | | |
| **Learning Objectives:** | | *What relevant goals (e.g. prescribed learning outcomes (PLO), content standards, course or program objectives) will this learning plan address?* | | |
| **Essential Question(s):** | | *What provocative questions will foster inquiry, understanding, and transfer of learning?* | | |
| **Lesson Timing**  *How will the lesson unfold?* | **Introduction (hook):**  *Where are your students headed (make connections to bigger picture)? Where have they been (Make connection to past/previous learning)? How will you make sure the students know where they are going? How will you hook students at the beginning of the lesson?* | | **Student will know:** | |
| *What key knowledge and skills will student acquire as a result of this unit? (e.g. vocabulary, terminology, definitions, key factual information, critical details, important events or people, sequence and timelines)* | |
|  | **Development (Learning activities – step by step sequential procedure):**  *How the lesson will unfold?**How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students? What activities will help students experience and explore the essential question? How will you equip them with needed skills and knowledge? How will you guide them in rehearsing, revising, and refining their work? How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students?* | | **Students will understand:** | |
| *What should students be able to explain, interpret, apply? How should students demonstrate perspective, display empathy or have self-knowledge? (e.g. key/big ideas, generalizations, connections, applications, relationships)* | |
| **Students will do:** | |
| *What should they eventually be able to do as a result of their learning? (e.g. basic skills, communication skills, thinking skills, research, inquiry, investigation, study skills, interpersonal or group skills)* | |
| **Cross Curricular Competencies:** | |
| *(Explain the cross curricular competencies in relation to THIS learning instead of simply listing them)*:*How does the intended learning promote the intellectual, methodological, personal & social and communication related competencies?* | |
| **Broad Areas of Learning:** | |
| *Explain the specific broad areas of learning in relation to THIS learning instead of simply listing them)*:*How does the intended learning promote Health and well-being, personal and career planning, Environmental Awareness and Consumer Rights and Responsibilities, Media Literacy, or Citizenship and Community Life?* | |
| **Closure (transition):**  *How will you know what students have learned? Understand? Can do? How will you cause students to reflect and rethink? How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding? How will help students to understand where they are going next?* | | **Universal Design for Learning:** | |
| *How will you present information and content in different ways? How will you differentiate the ways that students can express what they know? How will you stimulate interest and motivation for learning?* | |
| **FORMATIVE - Assessment FOR learning:** | |
| *How will you use assessment to promote learning? How will you show students their strengths and suggests how they can develop further?* | |
| **FORMATIVE - Assessment AS learning:** | |
| *What opportunities will you provide for reflection and self-assessment to help students develop, practise, and become comfortable with critical analysis of their own learning?* | |
| **SUMMATIVE - Assessment OF learning:** | |
| *What tools and task will you use to provide evidence of achievement for evaluation and reporting* | |
| **Further considerations:** *How have you incorporated multiliteracies, learning styles, higher order thinking, technology, creativity?* | | | | |
| **Reflection:** *How have students engaged in the content and learning strategies? What could you do differently t improve the intended learning?* | | | | |
| **Professional Competencies:** *Which professional competencies are you aiming to address; which feature? And specifically, how?* | | | | |

1. *Based on a simplified version of Understanding by Design (UBD) and the IB Middle Year Program Planner* [↑](#footnote-ref-1)