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

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| **Student Teacher** |  | **Co-operating Teacher(s)** |  |
| **Date** |  | **Start/End Time** |  | **Room** |  |

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| **Title of lesson** |  | **Grade level** |  |
| **Subject** | *What subject area are you teaching in?* | **Topic** | *What is this learning opportunity about?* |
| **Relevance** | *How is this learning relevant to students? Why should they care about this subject?* |
| **Materials/Resources Required** | *What materials and/or resources will students need to be successful in this learning opportunity? How are you ensuring materials and resources are equitable, diverse, and inclusive to your group of students?*  |
| **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 the transfer of learning?* |

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| **Lesson Timing***How will**the lesson**unfold?* | **Introduction (hook):**  | **Students will know:** |
| *Where are your students headed (make connections to bigger picture)? Where have they been (make connections 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?* | *What key knowledge and skills will students 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 will the lesson 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 the 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, and apply? How should students**demonstrate perspective, display empathy, or have self-knowledge? (e.g. key/big ideas, generalizations, connections, applications, relationships)* |
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|  | **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 wellbeing, personal and career planning, environmental awareness and consumer rights and responsibilities, media literacy, or citizenship and community life?* |
| **Universal Design for Learning / Differentiation** |
| *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?* |
| **Closure (transition):** *How will you know what students have learned and -understood? How will you know what they can do? How will you cause students to reflect and rethink? How will you help students exhibit and self-evaluate their growing skills, knowledge, and understanding? How will you help students understand where they are going next?* | **FORMATIVE - Assessment FOR learning:** |
| *How will you use assessment to promote learning? How will you show students their strengths and suggest 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 critically analyzing their own learning?* |
| **SUMMATIVE - Assessment OF learning:** |
| *What tools and tasks will you use to provide evidence of achievement for evaluation and reporting?* |
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| **Equity, Diversity & Inclusion (EDI) Considerations:** |
| *How has your lesson incorporated aspects of cultural responsiveness and student identity awareness?* |
| **Further Considerations:** |
| *How have you incorporated multiliteracies, learning styles, higher order thinking, technology, and creativity? What learning activities might follow?* |

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| **Reflection:** |
| *How did students engage in the content and learning strategies? What could you do differently to improve the intended learning?* |
| **Professional Competencies:** |
| *Which professional competencies are you aiming to address; which feature(s)? And specifically, how?* |

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