

Resources for Lesson Planning

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An Addendum to the Video:

“What do I need to know about lesson planning:
Preschool through high school”

Summary of the K-12 Core Curriculum Standards (1/05)
Based on the N.J. State Department of Education Website: www.nj.gov/njded/cccs

1. Visual and Performing Arts – K-12

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|-----------------------|-------------------------------------|---|---------------------|-------------------------------------|
| 1.1 Aesthetics | 1.2 Creation and Performance | 1.3 Elements and Principles of Art | 1.4 Critique | 1.5 World Cultures, History, |
| A. Knowledge | A. Dance | A. Dance | A. Knowledge | A. Knowledge |
| B. Skills | B. Music | B. Music | B. Skills | B. Skills |
| | C. Theater | C. Theater | | |
| | D. Visual Art | D. Visual Art | | |

2. Health and Physical Education – K-12

- | | | |
|---|--|---|
| 2.1 Health Promotion and Disease Prevention | 2.3 Alcohol, Tobacco, and Other Drugs | 2.5 Learning and Applying Movement Concepts & Skills |
| A. Personal Health and Wellness | A. Drugs and Medicines | A. Movement Skills |
| B. Growth and Development | B. Tobacco | B. Movement Concepts |
| C. Nutrition | C. Alcohol | C. Strategy |
| D. Disease Prevention | D. Inhalants | D. Sportmanship |
| E. Injury Prevention and Safety | E. Other Drug Classifications | E. Rules and Safety |
| F. Mental Health | F. Dependency/Addiction and Treatment | F. Sport Psychology |
| | G. Staying Drug-Free | |
| | H. Media and Marketing | |
| 2.2 Health-Enhancing Personal, Interpersonal and Life Skills | 2.4 Human Sexuality and Family Life | 2.6 Learning and Applying Fitness Concepts & Skills |
| A. Communicating About Wellness | A. Pregnancy and Childbirth | A. Fitness and Exercise |
| B. Making Decisions About Wellness | B. Families and Parenthood | B. Training |
| C. Planning and Goal Setting for Wellness | C. Friendship and Dating | C. Achieving and Assessing Fitness |
| D. Developing Health Leadership Skills | D. Sexual Health | |
| E. Health Advocacy and Service | | |
| F. Health Services and Careers | | |

3. Language Arts Literacy - K-12

- | | | |
|---|---|---------------------------------------|
| 3.1 Reading | 3.2 Writing | 3.4 Listening |
| A. Concepts about print | A. Writing as a Process | A. Active Listening |
| B. Phonological Awareness | B. Writing as a Product | B. Listening Comprehension |
| C. Decoding and Word Recognition | C. Mechanics, Spelling, and Handwriting | |
| D. Fluency | D. Writing Forms, Audiences and Purposes | |
| E. Reading Strategies (before, during, and after reading) | | |
| F. Vocabulary and Concept Development | 3.3 Speaking | 3.5 Viewing and Media Literacy |
| G. Comprehension Skills and Response to Text | A. Discussion | A. Constructing Meaning |
| H. Inquiry and Research | B. Questioning (Inquiry) and Contributing | B. Visual and Verbal messages |
| | C. Word Choice | C. Living with Media |
| | D. Oral Presentation | |

4. Mathematics – K-12

- | | | | | |
|--|---------------------------------------|-----------------------------------|---|-----------------------------------|
| 4.1 Number & Numerical Operations | 4.2 Geometry & Measurement | 4.3 Patterns & Algebra | 4.4 Data Analysis, Probability, and Discrete Mathematics | 4.5 Mathematical Processes |
| A. Number Sense | A. Geometric Properties | A. Patterns and Relationships | A. Data Analysis (Statistics) | A. Problem Solving |
| B. Numerical Operations | B. Transforming Shapes | B. Functions. | B. Probability | B. Communication |
| C. Estimation | C. Coordinate Geometry | C. Modeling | C. Discrete Mathematics – Systematic Listing & Counting | C. Connections |
| | D. Units of Measurement | D. Procedures | D. Discrete Mathematics – Vertex-Edge Graphs & Algorithms | D. Reasoning |
| | E. Measuring Geometric Objects | | | E. Representations |
| | | | | F. Technology |

5. Science- K-12

5.1 Scientific Processes

- A. Habits of Mind
- B. Inquiry and Problem Solving
- C. Safety

5.3 Mathematical Applications

- A. Numerical Operations
- B. Geometry and Measurement
- C. Patterns and Algebra
- D. Data Analysis and Probability and Discrete Mathematics

5.5 Life Science

- A. Flow of Matter & Energy
- B. Structure & Function
- C. Diversity & Similarity
- D. Evolution of Life
- E. Heredity

5.7 Physical Science-Physics

- A. Motion
- B. Forces
- C. Energy Transformations

5.9 Physical Science -Astronomy

- A. Earth, Moon, Sun System
- B. Galaxies & Universe
- C. Stars
- D. Solar System

5.2 Science and Society

- A. Cultural Contributions
- B. Historical Perspectives

5.4 Nature and Process of

- A. Science and Technology
- B. Nature of Technology
- C. Technological Design

5.6 Physical Science-Chemistry

- A. Atoms & Molecules
- B. Chemical Reactions
- C. Conservation of Matter
- D. States of Matter

5.8 Physical Science -Earth Science

- A. Earth's Properties and Materials
- B. Atmosphere and Weather
- C. Processes that Shape the Earth
- D. How We Study the Earth

5.10 Environmental Studies

- A. Natural Interactions
- B. Human Interactions

4. Social Studies- K-12

6.1 Social Studies Skills: Utilize Historical Thinking, Problem Solving, Research Skills (Time Lines, critical thinking)

6.2 Civics

- A. Civic Life, Politics & Government
- B. American Values & Principles
- C. The Constitution and the American Democracy
- D. Citizenship
- E. International Education: Global Challenges, Cultures, and Connections

6.3 World History

- A. Birth of Civilization to 1000 (BC)
- B. Early Human Societies to 500 CE (AD)
- C. Expanding Zones of Exchange and Interaction
- D. The Age of Global Encounters (1400-1750)
- E. The Age of Revolutionary Change (1750-1914)
- F. The Era of the Great Wars (1914-1945)
- G. The Modern World (1945-1979)
- H. Looking to the Future (1980-Present)

6.4 United States/New Jersey History

- A. Family and Community Life
- B. State and Nation
- C. Many Worlds Meet (to 1620)
- D. Colonization & Settlement (1585-1763)
- E. Revolution & the New Nation (1754-1820)
- F. Expansion & Reform (1801-1861)
- G. Civil War and Reconstruction (1850-1877)
- H. The Industrial Revolution (1870-1900)
- I. Emergence of Modern America (1890-1930)
- J. The Great Depression & WWII (1929-1945)
- K. Postwar Years (1945-1970)
- L. Contemporary America (1968-present)

6.5 Economics

- A. Economic Literacy
- B. Economics & Society

6.6 Geography

- A. The world in Spatial terms
- B. Places & regions
- C. Physical systems
- D. Human systems
- E. Environment & society

7. World Languages-K-12

7.1 Communication

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

7.2 Culture

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

8. Technological Literacy—K-12

8.1 Computer and Information Literacy-K12

- A. Basic Computer Tools and Skills
- B. Application of Productivity Tools
 - Social Aspects
 - Information Access and Research
 - Problem Solving and Decision Making

8.2 Technology Education

- A. Nature and Impact of Technology
- B. Design Process and Impact Assessment
- C. Systems in the Designed World

9. Career Education-K-12

9.1 Career and Technical Education

- A. Career Awareness and Planning
- B. Employability Skills

9.2 Consumer, Family, and Life Skills

- A. Critical Thinking
- B. Self-Management
- C. Interpersonal Communication
- D. Character Development & Ethics
- E. Consumer & Personal Finance
- F. Safety

Examples of Cumulative Progress Indicators: K-12

Sample K-12 Visual & Performing Arts CPI's

- K-2 1.2D1: Use basic elements of color.
- 3-4 1.3B1: Explore musical elements.
- 5-6 1.3B2: Use basic concepts of meter and rhythm.
- 9-12 1.5A1: Summarize how art forms preserve cultural heritage.



Sample K-12 LA CPI's

- K: LA 3.2A7 Sequences story events using pictures.
- 2: LA 3.2A4: Writes sentences to convey ideas.
- 3: LA3.1G2: Identifies cause/effect, fact/opinion, main idea/support details in interpreting texts.
- 4: LA3.1G7: Summarizes central ideas in informational texts.
- 5: LA 3.1G9: Make inferences & find supporting evidence.
- MS: LA 3.1G6: Compares an author's perspective: character, setting or event.
- HS: LA 3.2 B5: Writes a range of essays across the curriculum: persuasive, or analytic.

Sample K-12 Math CPI's

- K: Math 4.1A1 Demonstrates the use of ordinal math (first, second, etc.)
- 1: Math 4.1B5: Adds and subtracts whole numbers to 10.
- 2: Math 4.2D1: tells time to the minute, hour.
- 3: Math 4.1A1: Uses proper fractions with denominators of 2,3,4,5,6,8,10)
- 4: Math 4.1B1: Adds and subtracts two and three digit numbers.
- 5-8: Math 4.2D1: Measure angles, area, volume.
- 9-12: Math 4.3 A3 Use inductive reasoning to form generalizations.

Sample K-12 Science CPI's

- 1: Sci.: 5.8B4: Describes how changes in four seasons affect weather.
- 2: Sci. 5.8B3 : Describes patterns of weather.
- 3: Sci. 5.8B2 Diagrams the water cycle and describes evaporation, condensation, precipitation.
- 4: Sci. 5.9A1 Illustrates how the earth orbits the sun resulting in seasonal patterns.
- 5-8: Sci. 5.5B2: Identifies and describes the function of cells and cell parts.
- 9-12: Sci. 5.10B2: Assesses environmental risks.

Sample K-12 Social Studies CPI's

- 2: SS 6.3A5: Compares family life with long ago.
- 3: SS 6.1C2: Describes three branches of the federal government.
- 4: SS 6.1C1 Describes three essential ideas in the Constitution and their importance
- 5-8: SS 6.3 B2: Compares characteristics of places in N.J. and the U.S.
- 9-12: SS 6.4H1: Industrial Revolution

Sample K-12 World Languages CPI's

- 2: WL 7.1A1: Comprehends simple oral directions.
- 4: WL 7.2A1: Compares the daily practices of people in the target culture.
- 8: WL 7.1B4: Engages in short conversations.
- 12: WL 7.2A4: Compares products of the target culture.



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Detailed Lesson Planning Template for a Teacher Led Lesson (For K-5, 5-8, K-12 and TSD)

Candidate Name:

School:

Grade:

I. Subject Area(s):

II. Topic and Core Standard:

III. Concept:

IV. Essential Question:

V. Objectives/Student Learning Outcomes:
(SWBAT): Students will be able to ...

VI. Teacher Actions:

1. Planning:

2. Motivate:

3. Teach:

4. Image:

5. Ask Low and High Level Questions:

6. Practice Skills:

7. Create (Performance Task):

8. Student Presentations/Closure (How will students share their performance task results?):

9. Evaluation (Show the Rubric used to evaluate the Performance Task):

10. Accommodations (How will you help students who struggle with the lesson?):

11. Role of Auxiliary Personnel (How will you use other adults in the lesson?):

12. Summary of Assessment Data (Results of the Rubric Evaluation):

13. Family/Community (How will you involve the families in the lesson?):

14. Reflection/Self Evaluation (How can you improve the lesson?):

Casey At the Bat by E. L. Thayer (1888)

The Outlook wasn't brilliant for the Mudville nine that day:
The score stood four to two, with but one inning more to play.
And then when Cooney died at first, and Barrows did the same,
A sickly silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest
Clung to that hope which springs eternal in the human breast;
They thought, if only Casey could get but a whack at that -
We'd put up even money, now, with Casey at the bat.

But Flynn preceded Casey, as did also Jimmy Blake,
And the former was a lulu and the latter was a cake;
So upon that stricken multitude grim melancholy sat,
For there seemed but little chance of Casey's getting to the bat.

But Flynn let drive a single, to the wonderment of all,
And Blake, the much despis-ed, tore the cover off the ball;
And when the dust had lifted, and the men saw what had occurred,
There was Jimmy safe at second and Flynn a-hugging third.

Then from 5,000 throats and more there rose a lusty yell;
It rumbled through the valley, it rattled in the dell;
It knocked upon the mountain and recoiled upon the flat,
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;
There was pride in Casey's bearing and a smile on Casey's face.
And when, responding to the cheers, he lightly doffed his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;
Five thousand tongues applauded when he wiped them on his shirt.
Then while the writhing pitcher ground the ball into his hip,
Defiance gleamed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped-
"That ain't my style," said Casey. "Strike one," the umpire said.

From the benches, black with people, there went up a muffled roar,
Like the beating of the storm-waves on a stern and distant shore.
"Kill him! Kill the umpire!" shouted someone on the stand;
And it's likely they'd a-killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult; he bade the game go on;

He signaled to the pitcher, and once more the spheroid flew;
But Casey still ignored it, and the umpire said, "Strike two."

"Fraud!" cried the maddened thousands, and echo answered fraud;
But one scornful look from Casey and the audience was awed.
They saw his face grow stern and cold, they saw his muscles strain,
And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lip, his teeth are clenched in hate;
He pounds with cruel violence his bat upon the plate.
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favored land the sun is shining bright;
The band is playing somewhere, and somewhere hearts are light,
And somewhere men are laughing, and somewhere children shout;
But there is no joy in Mudville - mighty Casey has struck out.

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Short Lesson Plan Template for a Teacher Led Lesson (For K-5, 5-8, K-12 and TSD)

Candidate Name:

School:

Grade:

I. Subject Area(s):

II. Topic and Core Standard:

III. Concept:

IV. Essential Question:

V. Objectives/Student Learning Outcomes:
(SWBAT): Students will be able to ...

VI. Teacher Actions:

1. Planning:

2. Motivate:

3. Teach:

4. Image:

5. Ask Low and High Level Questions:

6. Practice Skills:

7. Create (Performance Task):

Examples of Topics, Concepts & Essential Questions: Math Topics K-12

- Estimation (Primary)
- Addition of Whole Numbers (Primary)
- Measurement (Gr. 3-5)
- Area (Middle School)
- Probability (Middle-High School)
- Data Analysis (High School)



Science Topics (K-12)

- Weather (Primary)
- Matter (Grades 3-5)
- Rainforest (Middle School)
- Solar System (Middle School)
- Environment (Middle/High)
- Evolution (High School)



Social Studies Topics (K-12)

- Family and Community (Primary)
- Maps (Primary)
- Holocaust (Grades 4-6)
- American Revolution (Middle)
- Constitution (Middle)
- Great Depression (High School)
- Ancient Greece (High School)



How are Topics and Concepts Different?



<u>Concept</u>	<u>Topic</u>
■ Power	Medieval Times (6.3D)
■ Trust	Data Analysis (4.4A3)
■ Growth	Plants (5.5A)
■ Equality	Democracy (6.2A3)
■ Exploration	Columbus (6.3E)
■ Location	Maps (6.7A)
■ Change	Four Seasons (5.9A)
■ Racism	<u>Huckleberry Finn</u>

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High Level Concepts

■ Change	Ambition
■ Courage	Identity
■ Conflict	Relationships
■ Equality	Leadership
■ Exploration	Culture/Diversity
■ Cruelty	Survival
■ Waterways	Prejudice
■ Protection	Growth
■ Adaptation	Wellness
■ Heroism	Communication
■ Invention	Contributions
■ Pollution	Power
■ Creativity	Revolution



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Essential Questions Create a Stimulating, Community of Learners

■ Topic: Animal Habitats (Grade 2)

■ Concept: Survival

■ Essential Question: "How does an animal's habitat help it to survive?"

■ Topic: Occupations (Middle School)

■ Concept: Contributions

■ Essential Question: "What qualities does one need in order to change the world?"

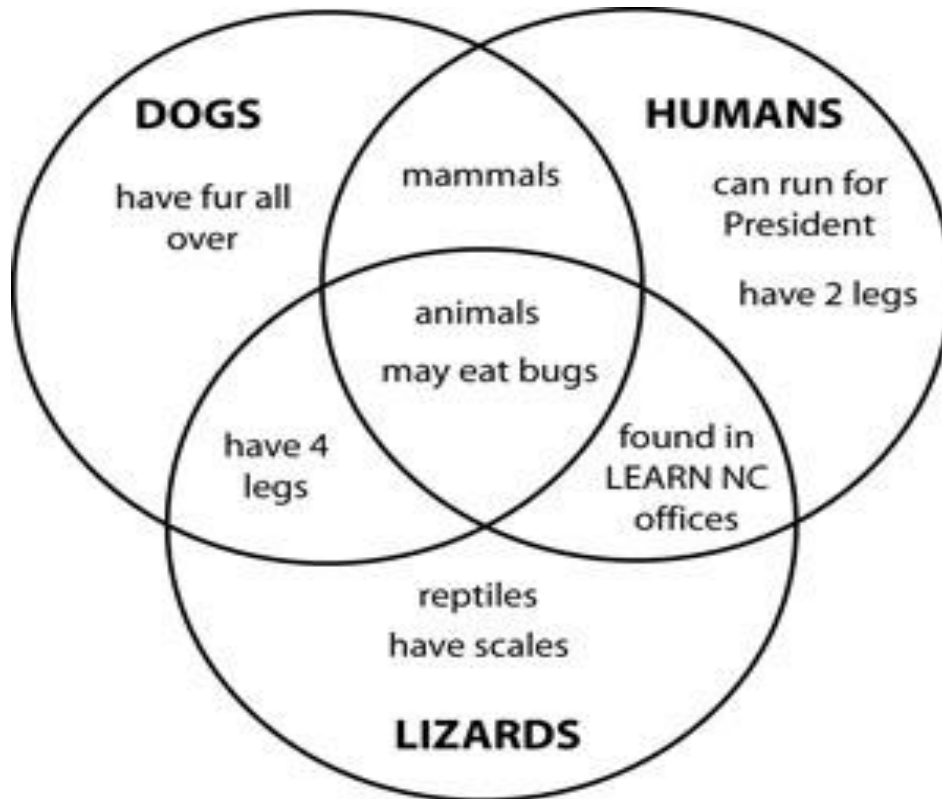


■ Topics: LA: Ethnic Authors; SS: Religions; Science: Plant Variation) (H.S.)

■ Concept: Diversity

■ Essential Question: Is Diversity a good thing? Why?

Visual Organizers: A Venn Diagram



Asking Questions Using Bloom's Taxonomy

1. Knowledge (Recall): What causes the Indian River to be polluted?
2. Comprehension (Describe): Why does Ella want to clean up the River?
3. Application (Apply): How can you improve your environment?
4. Analysis (Compare, Conclude): How are Ella's thoughts different from Ivan's? Similar?
5. Synthesis (Create, Predict, Solve): How can Ella and Ivan compromise?
6. Evaluation (Judge): Who has the stronger argument, Ella or Ivan? Why?

Critical Skills for Students to Practice

(Robert Marzano reports that direct instruction of vocabulary promotes a 33% improvement on tests.)

Low Level Thinking

1. **Vocabulary and Definitions:** (Grade 3: LA 3.3C3) (Grade 8: LA 3.1F2)

- Strategies for Learning and Practicing Vocabulary:
- “Up and About”
- Visual Images: sketches show understanding of the word
- Games: Bingo, Jeopardy, Word Baseball
- Crossword Puzzles
- Decoding: prefixes, suffixes, roots
- Organizer: arrange under key concepts
- Total Physical Response (TPR): students act out words
- Use certain number of words in a writing assignment
- Storytelling
- Metaphor: “How is democracy like baseball?”
- Glossary: list of words, definitions and pictures

2. **Summarizing** (Grade 3: 3.1G7) (Grade 8: SS 6.1A11)

3. **Notetaking** (LA 3.4B2)

4. **Revising** (LA 3.2A6 or 8)

High Level Thinking (94% of test items require higher order thinking)

5. **Make inferences and find supporting evidence.** (Fifth Grade: LA 3.1G9)
(8th Grade: LA 3.1G7)

6. **Comparing** (LA 3.1G15) (SS 6.1A8)

7. **Identify a problem—create a solution** (LA 3.2B3)

8. **Write to persuade** (5th Grade: LA 3.2B2) (8th Grade: LA 3.2B4)

9. **Asking questions** (LA 3.4B2) (SS 6.1A6)

Examples of Performance Tasks: Pre-K to 12

Performance Task: An end of the unit task which is integrated and shows student understanding of content and skills found in the standards.

Performance Task Ideas

Create an “All About...” Book.

Create a “How to...” Book.

Write a letter to a friend.

Create an advertisement, “want ad” or travel brochure.

Write a play or a skit.

Draw a picture and dictate a sentence.

Construct (clay, legos, collage) a model.

Create a poster, newsletter or website.

Create a map for a purpose.

Write a comparison of similarities and differences within two books.

Write a new story based on two other sources.

Solve a problem: how to do it differently.

Create an experiment.

Interview, survey, graph and summarize data into a report

Compose and perform a song or poem.

Create a power point presentation or a web site.

Sample Performance Task and Rubric: 6th Grade: “Protecting Forests”

Pretend you are a city planner facing a difficult decision: should the city allow a building company to pay the city a lot of money in order to build apartment houses in a portion of a city-owned forest?

You are asked to write and give a speech before the city council, aired on local cable TV, in order to persuade the council and the citizens to your point of view, either for or against this decision. Provide at least three arguments for or against allowing the apartments to be built and acknowledge the main opposing argument. Be sure you clearly explain your arguments and use correct vocabulary terms, good grammar, spelling and complete sentences. (CPI: Sci. 5.10B2)

Sample Rubric for “Protecting Forests”

Grading Scale: Proficient =16; Satisfactory = 12-15 ; Emerging = 8-11; Needs Improvement: 4-10

Category	1 = Needs Improvement	2 = Emerging	3 = Satisfactory	4 = Proficient
Content	Shows <u>no understanding</u> of any arguments; no details of an opposing view.	Shows a <u>beginning understanding</u> of one or less arguments with little in details of an opposing view.	Shows <u>some understanding</u> of two or three arguments, with some details, showing an opposing view.	Shows a <u>clear understanding</u> of three arguments, with details, showing an opposing view.
Opening	<u>No attempt</u> to capture attention.	<u>Beginning attempt</u> to capture attention.	An opening that <u>somewhat</u> catches the audience’s attention.	An opening that <u>clearly</u> catches the audience’s attention.
Mechanics	<u>Poor understanding</u> of grammar, spelling, and incomplete sentences.	<u>Beginning understanding</u> of grammar, spelling, punctuation, and complete sentences.	<u>Some understanding</u> of good usage of grammar, spelling, punctuation and complete sentences.	<u>Clear understanding</u> of good usage of grammar, spelling, punctuation and complete sentences.
Vocabulary Terms	<u>No understanding</u> of vocabulary terms as part of the speech.	<u>Beginning understanding</u> of vocabulary terms as part of the speech.	<u>Some understanding</u> of vocabulary terms as part of the speech.	<u>Clear understanding</u> of vocabulary terms in the speech.

Performance Task and Rubric Template

Candidate

Grade:

Topic:

Concept:

Essential Question:

Performance Task:

Rubric:

Grading Scale: Proficient =

Emerging =

Satisfactory =

Needs Work =

Overall Score:

Category	Needs Work =1 pt.	Emerging = 2 pts.	Satisfactory =3 pts.	Proficient = 4 pts.
Understanding of Content				
Mechanics				

Use Lower and Higher Level Verbs When Writing Objectives

“The students will be able to...” (SWBAT)

Lower Level:

Knowledge: recall, identify, label, list, define

Comprehension: describe, retell, explain in own words, translate, expand

Higher Level:

Application: apply, illustrate, interview, use, diagram, show

Analysis: compare, conclude, examine

Synthesis: create, predict, solve, invent, design, compose, blend, produce

Evaluation: judge, rank, debate, editorialize, criticize, recommend