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| **LESSON TITLE** |  |
| **UNIT:** |  |
| **GRADE LEVEL:** |  |
| **TYPE OF LESSON:** | *(activity, lab, project…)* | **DAY(S):** |  |

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| **Lesson Overview:** |
| *All lessons in the unit should connect to the anchoring event and build on each other so students will better understand the big idea and scientific phenomena.* |
| **NJSLA-Science:** |
| **Performance Expectation(s):***Identify relevant grade level performance expectations from NJSLS-S.* |
| **Core Idea(s):***Identify relevant grade Disciplinary Core Ideas from NJSLS-S.* |
| **Science and Engineering**: * Asking Questions and Defining Problems
* Developing and Using Models
* Planning and Carrying out Investigations
* Analyzing and Interpreting Data
* Engaging in Argument from Evidence
* Using Mathematics and Computational Thinking
* Constructing Explanations and Designing Solution
* Obtaining, Evaluating and Communicating Information
 | **Crosscutting Concepts**: * Patterns
* Cause and Effect
* Scale, Proportion and Quantity
* Systems and System Models
* Energy and Matter
* Structure and Function of Matter
* Stability and Change
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| **Learning Objective(s):** |
| *What should the students know or be able to do after the instruction? Use a common format with a measurable verb that matches the cognitive domain of the standard(s).* |
| **Materials:** |
| *What materials are needed to complete this lesson?* |
| **Assessment:** |
| *Attach questions, worksheets, tests or any additional documentation related to your assessment strategies. Also attach appropriate marking rubrics, criteria lists, expectations, answer keys, etc.* |

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| **Organization of Lesson:** |
| **Organization of Lesson** | **Teacher notes:***In the boxes for this column describe what you are doing to facilitate learning and what students are doing.* |
| **Launch****(BEFORE)** | * *How will I launch this lesson?*
* *State the task(s).*
* *In what ways does the task(s) build on students’ previous knowledge?*
* *What definitions, concepts, or ideas do students need to know in order to begin to work on the task?*
* *What questions will you ask to focus their thinking?*
* *What questions will you ask to assess students’ understanding of key content ideas, problem-solving strategies, or the representations?*
 |
| **Explore****(DURING)** | * *How will my students explore concepts during this lesson?*
* *How will I assess the content ideas brought out in the lesson?*
* *How will I use scaffolding to support students?*
* *What questions will you ask to advance students’ understanding of the content ideas?*
* *Formative assessment?*
 |
| **Summarize****(AFTER)** | * *What content and processes need to be emphasized?*
* *How will students share their work/thinking?*
* *How can I orchestrate the discussion so students summarize their thinking?*
* *What questions will you ask to encourage students to share their thinking with others or to assess their understanding of their peer’s ideas?*
* *Formative assessment?*
 |
| **Next Steps**  | * *Based on the above, what you will do in your next lesson to ensure students' learning.*
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| **Grouping:** |
| *Describe how and why students will be divided into groups, if applicable (random, ability, interest, social purposes, etc.).* |
| **Adaptations for Diverse Learners:** |
| *How will you adapt the task for diverse learners?* |
| **References:** |
| *Acknowledge your sources.* |