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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 |
| **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.* |
| **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.* | |