**FCOE ELA CCSS Lesson Template**

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| Lesson Author: | Grade Level: | Subject: |
| Unit Theme: *EQ-What universal idea/ideal ties this lesson to other lessons in the unit?* | Lesson Title/Topic: *EQ-What title/topic would this lesson be given in real-world or college/career applications?* |
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| Grade Level Standard(s): |
| Lesson Objectives: *EQ-What are the content and language objectives of the lesson?* | Essential Questions: *EQ-What essential question do you want students to be able to answer by the end of the lesson(s)?* |
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| Materials:  |
| Technology Skills (Teacher): *EQ-How is technology incorporated as an avenue for your teaching?* | Technology Skills (Student): *EQ-How is technology being used by students for learning or assessment?* |
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| Teaching Steps/Strategies: *EQ-Which strategies/skills can be incorporated into the lesson steps? What strategies can be used to support differentiation for ELs and other learners?* | Cross-Curricular Connections: *EQ-What skills could/should be used by students in other disciplines? What themes are connected in history, science, VAPA, mathematics, etc.?* |
| Step 1Step 2Step 3Step 4 |  |
| 21st C Skills |
| Critical Thinking: *EQ-Where do my questions fall on the DOK chart? What opportunities do students have to question/think using HOTs?* | Collaboration: *EQ-How are students purposefully working in pairs, small groups, larger groups to accomplish the task?* |
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| Communication: *EQ-How will students demonstrate their knowledge through listening, speaking, reading, and writing?* | Creativity: *EQ-What opportunities for creating unique and useful products will students have?* |
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| Student Product: *EQ-What product(s) will students research, design, create, and present?* |
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| Rigor and Relevance (note: there are skills practiced in each quadrant, but aim for Quadrant D) |
| Quad C (High Rigor/Low Relevance) | Quad D (High Rigor/High Relevance) |
| Quad A (Low Rigor/Low Relevance) | Quad B (Low Rigor/ High Relevance) |
| Assessment and Rubrics: *EQ-How will learning be assessed within the context of the lesson both formatively and summatively? What will students produce or create as a product of their learning? What rubric will I have shared with students prior to the assessment?* |
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