# Final Lesson Plan Project

## Scoring Guidelines

Points available: 100.

| Component | Unacceptable  (0 points) | Acceptable  (5 points) | Target  (10 points) |
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| **State Standard** | **ALCOS standard(s) is not indicated, or only the number is provided** |  | **ALCOS standard(s), number and language are provided** |
| **Knowledge/Skills** | **List of knowledge and skills is incomplete or insufficient; skills and knowledge listed do not align with standard** | **Adequate list of knowledge and skills is included; some skills and knowledge listed do not align with standard(s) or the alignment is weak** | **Complete and thorough list of knowledge and skills is included; standard(s) alignment is strong** |
| **Resources** | **Incomplete, inaccurate, and/or insufficient list of resources; developmentally inappropriate and instructionally ineffective; all or some document-based resources, links, and reference listings are missing** | **Limited number of developmentally and instructionally appropriate resources; format variety is limited; all document-based resources, links, and reference listings are included** | **Complete, detailed list of resources; variety of formats are represented; resources are developmentally and instructionally appropriate; all document-based resources, links, and reference listings are included** |
| **Anticipatory Set** | **Anticipatory set does not raise interest toward standard(s); poorly constructed; inconsistent with the lesson aim** | **Anticipatory set raises anticipation but not representative of creative or imaginative instruction; connection with lesson aim is weak** | **Anticipatory set is imaginative, creative, and closely connects with lesson aim; raises anticipation and activates curiosity in relation to standard(s)** |
| **Lesson Procedure** | **Does not align with the standard(s); inappropriate teaching strategies used; content has some inaccuracies** | **Aligns with standard(s), but addresses only part of skills and knowledge listed; content is accurate and presented in a developmentally appropriate way** | **Aligns with standard(s), and addresses all skills and knowledge listed; content is accurate and presented in a developmentally appropriate way** |
| **Diversity Elements** | **Plan fails to properly address diversity and inclusion.** | **Plan encourages and celebrates diversity but does not include specific details related to the inclusion of all students.** | **Plan encourages and celebrates diversity and includes specific details related to the inclusion of all students.** |
| **Closure** | **Awkward progression from the procedure; does not align with standard(s) and/or other lesson components; teacher-centered and minimally involves students** | **Connection to real-world situations is missing or weak; smooth progression from the procedure but weak alignment with standard(s) and/or other lesson components; requires students to think about their learning but expression is limited or missing for some or all students** | **Makes clear connections to real-world situations; smooth progression from the procedure; strong alignment with standard(s) and other lesson components; requires students to reflect on and express their learning in some way** |
| **Adaptations** | **List of adaptations is inappropriate or incomplete; does not meet the needs of diverse learners** | **List of adaptations is generic; no evidence adaptations were designed to meet the specific needs of individual learners identified in analysis of the learning context** | **List of adaptations is thoughtful and complete; evidence adaptations were designed to meet the specific needs of individual learners identified in analysis of the learning context** |
| **Assessment Method** | **Assessment is missing or not developmentally appropriate; useful information cannot be obtained; does not relate to skills and knowledge identified for the standard(s); poorly constructed; tool(s) is not included with plan** | **Assessment is developmentally appropriate but information obtained is vague; all skills and knowledge identified for the standard(s) are not addressed; tool(s) is included with plan** | **Assessment is developmentally appropriate; yields precise, useful, accurate information that clearly relates to all skills and knowledge identified for the standard(s); tool(s) is included with plan** |
| **Alignment** | **Inadequate or insufficient alignment between desired outcomes, procedure, and assessment** | **Adequate alignment between desired outcomes, procedure, and assessment** | **Clear evidence of alignment between desired outcomes, procedure, and assessment; connections are easily made by students** |

## Lesson Plan Template

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| **Basic Information** | |
| Teacher: Paige Wilson | |
| **Standards to be Addressed** | |
| State Standards: ALEX Standard 2. Gather and synthesize information to explain how prokaryotic and eukaryotic cells differ in structure and function, including the methods of asexual and sexual reproduction. | |
| **Key Knowledge & Skills**  This is what you will assess. | |
| The students **will know:**  1. The steps of Mitosis in description form  2. The steps of Mitosis in picture form  3. What the product of Mitosis is | The students will be **able to:**  1. Model the steps of Mitosis using various objects  2. Describe what occurs at each step of Mitosis  3.Describe why cell division is important |
| **Resources for Teaching**  Resources (i.e. links, documents, passages, graphic organizers, trade book reference lists, etc.) should be included with plan, but candidates must refrain from using textbooks as a resource. Textbooks, although useful resources, are often 0ver utilized and can limit creativity. One purpose of this assessment is to provide practice and constructive feedback with respect to the collection of relevant and appropriate resources beyond those often provided by school systems. | |
| * Stop Motion Tutorial Video –   <https://drive.google.com/file/d/1C-7bfPQ4XdTadANMqCjzal69_fbOq_w6/view?usp=sharing>   * Prior knowledge – notes we covered previously in class / graphic organizer with pictures of the phases drawn      * Resources for Video – students will have access to the Stop Motion App through our iPad, tripod stand, playdoh, yarn, pipe cleaners, and beads to create their videos. * Planning Sheet for the Group: | |
| **Anticipatory Set**  This must include 2 things: (a) an engaging start to interest students in the lesson, and (b) the purpose of the lesson (“The reason you need to know this is…”). | |
| 1. Show them a short STOP Motion Video - <https://www.youtube.com/watch?v=3DFzjP6PbnU>   This gets them thinking about what they look like, how cool they can edit it to look, etc.  Ask them to brainstorm how they can make a Stop Motion video to model Cell Division. Think – Pair – Share  B) The purpose of this lesson is for students to know and understand the importance of cell division. They need to know how this applies to our bodies and our body cells for growth and development. This leads into our human body unit so making this connection is important for real life connections. | |
| **Procedures**  This is where your instructional plan is described. Provide a thorough description. | |
| Students will begin to plan their Stop Motion video using the planning guide. They will plan what materials they will need. They will plan what models to create in order. Then, using available materials, construct a model of a cell for each stage of the cell cycle. You must create a model for: Interphase, prophase, metaphase, anaphase, telophase, and cytokinesis. You will need to take 15-20 pictures of the different stages of the cycle. Make very small changes to transition from phase to phase (20 pictures for each phase). Label the stages and describe in detail the important parts of the cell as you are taking your pictures. Upload into Stop-Motion software to create your Stop-Motion video. | |
| **Closure**  This is your last opportunity to “drive home” the learning. Bring the students together as a group, review the learning, revisit the objective, and connect this learning to the real world and to the next topic or skill. | |
| After, we come back as a class, I will pick a couple of videos to show to the class. We will discuss the phases in order, have students pick out key points from each phase as illustrated in the video, and discuss how this is important to our bodies. The next unit is Skeletal System, we will brainstorm how this relates to our skeleton. | |
| **Adaptations**  Your adaptions should address specific student issues. Over generalizations will not be acceptable. | |
| Group Work Issues – some classes rely on one student to do all the work, while the others do not participate. To prevent this, I will have the students assign specific roles and phases to each student in the group. I will also incorporate part of the rubric to group work.  Differentiation – for my inclusion students and lower-level learners, they will have descriptions written to match to their video segments. I will also provide these students a description of how to create models so that have a starting point.  Early Finishers – students will have review work to work on if they finish before other groups  Technology issues – we have extra iPad to use, they have access to the tutorial video in case they need extra assistance | |
| **Assessment**  Development an assessment tool to use with the lesson. This assessment should evaluate learning with respect to the standard(s) addressed in the instruction.  A copy of the assessment tool and its evaluation criteria (i.e. observation checklist, quiz, graphic organizer, journal entry rubric, etc.) must be included with the plan to allow for proper evaluation of standards alignment and quality. | |
| To assess their learning and mastery I will use the following rubric: | |