

Exemplar Lessons (linked to performance tasks and power standards)

Content	
Grade Level	
Power Standard and Lesson Objective/KFOs	
Anticipated Lesson Time	
Lesson Resources	

Concepts:	Vocabulary:	DOK:
Performance Task and/or Common Assessment (isolate the particular tasks and/or assessments that will be used to ultimately evaluate student understanding) <u>Scoring Template:</u> <u>Performance Task:</u> <u>Common Assessment:</u>		

Descriptor	Detail (Teacher explanation of the descriptor)
Student engagement	
Teacher engagement	
Posted KFO	
Learning Environment	
Lesson Elements Evident	
Anticipatory Set (connect to prior learning)	
Modeling (teacher demonstrates skill)	

Guided practice (teacher is working with students on skill)	
Independent practice (students are working independently on skill)	
Formative assessment/feedback	
Closure (teacher reviews objective and ties into goals for lesson)	
Effective instructional strategies utilized in this lesson:	*Only the strategy(s) being utilized should have description. All other can be listed as N/A.
1. Identifying similarities and differences	
2. Summarizing and note taking	
3. Reinforcing effort and providing recognition	
4. Homework and practice	
5. Nonlinguistic representations	
6. Cooperative learning	
7. Setting objectives and providing feedback	
8. Generating and testing hypotheses	
9. Cues, questions, and advance organizers	
10. Missouri Reading Initiative Strategy	
11. Error Analysis and Correction	
12. Building Background Knowledge / Academic Vocabulary	
13. Use of differentiated instruction	

Completed Example: Exemplary Lesson Plan

Content	High School Government
Grade Level	10 th and 11 th Grade
Power Standard/Lesson Objective/KFO	1Aa2; I will describe how views of separation of powers have changed throughout history as a result of different issues. (may need an additional KFO for this lesson)
Anticipated Lesson Time	1 Class Session
Lesson Resources	Textbook, articles regarding separation of powers

Concepts: Apply the principle of separation of powers to historical and contemporary issues.	Vocabulary: Apply	DOK: 3
<p>Performance Task and/or Common Assessment (isolate the particular tasks and/or assessments that will be used to ultimately evaluate student understanding)</p> <p>Scoring Template:</p> <p>Performance Task: Identify the powers of each branch of government: With a cooperative team identify the powers of each branch of government and create a graph (electronically) listing the powers by each branch of government.</p> <p>Common Assessment: (if completed, would copy the link to the common assessment on C R-III web page)</p>		

Descriptor	Detail (Teacher explanation of the descriptor)
Student engagement	<p>Student engagement will be generated in the following manner:</p> <ol style="list-style-type: none"> 1. Students have received instruction regarding roles in the cooperative format for this course. 2. Students will be grouped (teacher predetermined) into groups of three. 3. One individual will be the recorder of information, one will present the information to the class, and one will be responsible for compiling the information. 4. Laptops will be made available to each team.
Teacher engagement	<p>I will be engaged in the following manner:</p> <ol style="list-style-type: none"> 1. Mini-lesson to build upon the reading pertaining to the separation of powers among each branch of government. 2. I will facilitate group work by circulating through each team and observing their work as well as

	answering their questions.
Posted KFO	KFO will be posted on the board and I will make reference to the key academic terms of identifying and categorizing each power to the appropriate branch.
Learning environment	Classroom routine for cooperative learning and classroom management has been established in this class and may be found in the Class Period 1 folder on my desk.
Lesson Elements Evident	
Anticipatory Set (connect to prior learning)	As an anticipatory set, I will use a clip from the television show West Wing that describes an issue related to the separation of powers. I will then give the students a brief “quiz” to assess their understanding of the previous reading assignment and discussions regarding the distribution of powers.
Modeling (teacher demonstrates skill)	I will provide students with a rubric for this assignment as well as sharing exemplar projects from previous classes. In addition, I will demonstrate how to research tools available on the internet.
Guided practice (teacher is working with students on skill)	After establishing groups and breaking into small cooperative teams, I will give students approximately ten minutes to address the first cooperative task I have given them (to brainstorm as a group as many powers as they can think of (by branch) as a small team). We will reconvene and I will ask each group to give me their list. I will then have them check their list with the internet research tools available on their laptop.
Independent practice (students are working independently on skill)	Students will be given time to work in cooperative teams to identify and classify powers by branch and create a graph on their laptop to describe the powers of each branch.
Formative assessment/feedback	A ticket out will be given to each student asking them to (individually) identify two powers for each branch.
Closure (teacher reviews objective and ties into goals for lesson)	Prior to the bell, I will bring students back to the whole group discussion and reference the KFO for the day. In addition, I will discuss how this will build to our next day’s lesson.
Effective instructional strategies utilized in this lesson:	*Only the strategy(s) being utilized should have description. All other can be listed as N/A.
1. Identifying similarities and differences	
2. Summarizing and note taking	
3. Reinforcing effort and providing recognition	
4. Homework and practice	
5. Nonlinguistic representations	
6. Cooperative learning	Students will work cooperatively in this lesson to: 1. Brainstorm without instructional materials the powers assigned to each branch of government.

	<ol style="list-style-type: none">2. Verify their brainstorm list with internet research tools.3. Create an electronic graph of the powers.4. Prepare to use this information on a larger authentic performance task.
7. Setting objectives and providing feedback	
8. Generating and testing hypotheses	
9. Cues, questions, and advance organizers	
10. Missouri Reading Initiative Strategy	
11. Error Analysis and Correction	
12. Building Background Knowledge / Academic Vocabulary	
13. Use of differentiated instruction	