Candidate:	Date:
	Course for which the Unit is developed:
Subject:	Content (Topic):
Grade Level(s):	

Cumulative list of the Common Core or Illinois Learning Standard(s) to be met in the Unit: Specific Standards/Benchmarks will be listed
in each lesson.
Pre/Diagnostic Assessment: (What tools and procedures will be used to provide data about what students know about the central focus and can do at the beginning of the Learning Segment?)
do at the beginning of the Learning Segment?)
Summative Assessment: (What tools and procedure will be used to provide data to demonstrate that the students met the Central Focus and
objectives at the end of the Learning Segment?)

The Learning Segment consists of 3 to 5 lessons that build upon one another toward a central focus, with a clearly defined beginning and end. *Copy, paste, and complete the lesson plan template on pages 2, 3, and 4 for each Lesson in the Learning Segment.*

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Learning	Segment/	Unit Plan	Design	2017
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Teacher Candidate:	Date:
	Course for which the Lesson is developed:
Subject:	Classroom Teacher:
Central Focus: (Content of the lesson)	Time allotted:
Grade Level(s):	

Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should correspond to one or more objective.	 Learning Objective(s): What are the students expected to know and/or do in the lesson? Write out each specific objective to be met by students in the lesson. You must include an objective for Academic Language demands 	 Assessment Tool(s) and Procedures: What will provide evidence that students meet objectives? Every objective, including Academic Language Demands, must be assessed.
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Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
	A. Engage Students: (Diagnostic/Pre-Assessment may be included here.)
	B. Communicate the Purpose of the Lesson to Students (Objectives and Assessment):
	C. Instructional Sequence
	Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)

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Lesson Plan Details

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Concordia University Chicago College of Education

Instructional Materials:				
Selection and Use of Technology and/or Resources:				
Safety in the Physical Environmen	nt:			
			demic Purposes in Content Disciplines	
Vocabulary	Function: purpose for which language is used –	Syntax (ways to organize words) AND/OR Discourse	Explain how the Academic Language is scaffolded in the Lesson using Sensory, Graphic and/or Interactive	
Tier 1:	an active verb (select	(talk, write, participate in	supports.	
Tier 2:	one)	knowledge construction):		
Tier 3:				
		Assessment		
(Identify the type(s) of assessment u			s will meet the objective(s). At least one type of assessment	
	l	is required in a lesson plan.)		
Diagnostic (Pre-): (Formal or Infor	Diagnostic (Pre-): (Formal or Informal)			
Formative: (Formal or Informal)				
Reflective: (Formal or Informal)				
Summative: (Formal or Informal)				
]	Differentiating Instruction		
Identify the Element(s) of the Less		Content Process Produc	t	
Explain how it is Differentiated for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.				
Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest Student Learning Profile				
Explain how it is used to Differentiate for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.				
Theoretical Principles and/or Research–Based Best Practices in this Lesson				
Why are the learning tasks for this le	esson appropriate for your stud	dents? Cite a specific theorist and a	a brief explanation of the theory.	

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Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings for this Lesson What are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them for this group of students?

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Teacher Candidate:	Date: Course for which the Lesson is developed:
Subject: Central Focus: (Content of the lesson) Grade Level(s):	Classroom Teacher: Time allotted:

Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should correspond to one or more objective.	 Learning Objective(s): What are the students expected to know and/or do in the lesson? Write out each specific objective to be met by students in the lesson. You must include an objective for Academic Language demands 	 Assessment Tool(s) and Procedures: What will provide evidence that students meet objectives? Every objective, including Academic Language Demands, must be assessed.
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Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)
	D. Engage Students: (Diagnostic/Pre-Assessment may be included here.)
	E. Communicate the Purpose of the Lesson to Students (Objectives and Assessment):
	F. Instructional Sequence
	Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)

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Lesson Plan Details

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Concordia University Chicago College of Education

Instructional Materials:				
Selection and Use of Technology a	Selection and Use of Technology and/or Resources:			
Cafeta in the Dhusical Environment	4.			
Safety in the Physical Environmer	11:			
A codomia L ongu	ago Domondo the Oral and	Writton Longuage used for A as	demic Purposes in Content Disciplines	
Vocabulary	Function: purpose for	Syntax (ways to organize	Explain how the Academic Language is scaffolded in	
Tier 1:	which language is used – an active verb (select	words) AND/OR Discourse (talk, write, participate in	the Lesson using Sensory, Graphic and/or Interactive supports.	
	one)	knowledge construction):	supports.	
Tier 2:				
Tier 3:				
		Assessment		
(Identify the type(s) of assessment u		w it proviaes eviaence that student is required in a lesson plan.)	s will meet the objective(s). At least one type of assessment	
Diagnostic (Pre-): (Formal or Infor	em a l)			
_	mar)			
Formative: (Formal or Informal)				
Reflective: (Formal or Informal)				
Summative: (Formal or Informal)	Summative: (Formal or Informal)			
]	Differentiating Instruction		
Identify the Element(s) of the Lesson that is Differentiated: Content Process Product Explain how it is Differentiated for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.				
Explain now it is Dijjerennaled for the whole class, groups of students with similar needs, thatvialad students OK students with 1E1's or 504 plans.				
Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest Student Learning Profile				
Explain how it is used to Differentiate for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.				
Theoretical Principles and/or Research–Based Best Practices in this Lesson				
Why are the learning tasks for this lesson appropriate for your students? Cite a specific theorist and a brief explanation of the theory.				

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Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings for this Lesson What are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them for this group of students?

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Teacher Candidate:		Date:	
Subject:		Course for which the Lesson is developed:	
Central Focus: (Content of the lesson)		Classroom Teacher:	
Grade Level(s):		Time allotted:	
Standard(s)/Benchmark(s) to be met in the Lesson: (ILS, Common Core, or Professional Learning Standards) Each standard should correspond to one or more objective.	and/or do in the les	ecific objective to be the lesson. an objective for	 Assessment Tool(s) and Procedures: What will provide evidence that students meet objectives? Every objective, including Academic Language Demands, must be assessed.

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Concordia U	Iniversity Chicago College of Education Learning Segment/Unit Plan Design 2017	11			
Pacing (minute markers)	Instructional Sequence: (Label the following elements in your Instructional Sequence: questioning, scaffolding, formative assessment, student interaction, academic language, differentiation)				
	G. Engage Students: (Diagnostic/Pre-Assessment may be included here.)				
	H. Communicate the Purpose of the Lesson to Students (Objectives and Assessment):				
	I. Instructional Sequence				
	Closure: Purpose of the Lesson is clearly restated by students and/or teacher (Objectives and Assessment)				

Lesson Plan Details

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Concordia University Chicago College of Education

Instructional Materials:						
Selection and Use of Technology and/or Resources:						
Safety in the Physical Environment:						
Academic Language Demands – the Oral and Written Language used for Academic Purposes in Content Disciplines						
Vocabulary	Function: purpose for which language is used –	Syntax (ways to organize words) AND/OR Discourse	Explain how the Academic Language is scaffolded in the Lesson using Sensory, Graphic and/or Interactive			
Tier 1:	an active verb (select one)	(talk, write, participate in knowledge construction):	supports.			
Tier 2:	one)	knowledge construction).				
Tier 3:						
Assessment						
(Identify the type(s) of assessment used in this lesson. Explain how it provides evidence that students will meet the objective(s). At least one type of assessment						
is required in a lesson plan.)						
Diagnostic (Pre-): (Formal or Informal)						
Formative: (Formal or Informal)						
Reflective: (Formal or Informal)						
Summative: (Formal or Informal)						
Differentiating Instruction						
Identify the Element(s) of the Lesson that is Differentiated: Content Process Product Explain how it is Differentiated for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.						
Identify the Student Characteristic that you will use to Differentiate: Student Readiness Student Interest Student Learning Profile <i>Explain how it is used to Differentiate for the whole class, groups of students with similar needs, individual students OR students with IEPs or 504 plans.</i>						
Theoretical Principles and/or Research–Based Best Practices in this Lesson						
			a brief explanation of the theory.			
Why are the learning tasks for this lesson appropriate for your students? Cite a specific theorist and a brief explanation of the theory.						

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Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings for this Lesson What are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them for this group of students?

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