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<b>Planning Form for Student Learning Objectives</b>			
<b>Class Date:</b>		<b>Lesson/Unit Title:</b>	
<b>Learning Level</b>	<b>Possible action verbs</b>	<b>Student Learning Objective</b>	<b>Activities/Techniques to Achieve Objective(s)</b>
<b>Understand</b>	describe, summarize, explain, identify, interpret, match, locate, etc.		
<b>Apply</b>	simulate, use, teach, operate, demonstrate, solve, edit, implement, etc.		
<b>Analyze</b>	distinguish, classify, categorize, determine, deduce, deconstruct, etc.		
<b>Evaluate</b>	critique, decide, support, discuss, compare, rank, conclude, select, etc.		
<b>Create</b>	produce, compose, design, change, suggest, transform, build, hypothesize, etc.		

A blank planning template is provided on page one. Scroll down for completed samples.

### Sample Lesson Plan 1

Planning Form to Align Formative Assessments with Learning Objectives				
Class Date:	2/24/14	Lesson/ Unit Title:	Chapter 5: Home Energy Loss Prevention	
Learning Level		Possible action verbs	Student Learning Objective	Activities/Techniques to Achieve Objective(s)
<b>Understand</b>		describe, summarize, explain, identify, interpret, match, locate, etc.	Describe what factors to consider in site selection	Think-pair-share discussion activity based on pre-assigned reading assignment
<b>Apply</b>		simulate, use, teach, operate, demonstrate, solve, edit, implement, etc.	Estimate the amount of heat loss that will occur through a building material.  Solve for the heating load for a house based on infiltration rates.	After brief period of direct instruction on the R-value, students will work on an in-class problem with individualized feedback  In-class problems with individualized feedback
<b>Analyze</b>		distinguish, classify, categorize, determine, deduce, deconstruct, etc.	N/A	N/A
<b>Evaluate</b>		critique, decide, support, discuss, compare, rank, conclude,	Rank various energy conservation measures according to cost savings.	In groups, students will be asked to choose four energy conservation measures from a list provided on the document camera. They will perform calculations to estimate energy and cost savings.

A blank planning template is provided on page one. Scroll down for completed samples.

	select, etc.		Each group will write their highest-saving energy conservation measure on the board along with the cost savings. The class will then vote on the top conservation measure based on large-scale practicality of implementation.
<b>Create</b>	produce, compose, design, change, suggest, transform, build, hypothesize, etc.	Suggest retrofit methods to conserve energy in an existing home.	Each student will be assigned a room in a theoretical home. They will identify the single greatest source of energy loss in that room and craft a retrofit solution to decrease energy loss.

### Sample Lesson Plan 2

Planning Form to Align Formative Assessments with Learning Objectives			
<b>Class Date:</b>	3/5/14	<b>Lesson/ Unit Title:</b>	The United States Constitution
Learning Level	Possible action verbs	Student Learning Objective	Activities/Techniques to Achieve Objective(s)
<b>Understand</b>	describe, summarize, explain, identify, interpret, match, locate, etc.	Describe the ideas behind the impact of the American Revolution and its role in shaping the Constitution.	<p>Prior to lecture, students will be asked to brainstorm in pairs what they may already know and be familiar with as it pertains to the American Revolution and the United States Constitution.</p> <p>Next I will choose a few pairs to share their thoughts with the class and write their responses on the board.</p> <p>After this part of the lecture, we will revisit the initial student responses and add/revise as a group.</p>
<b>Apply</b>	simulate, use, teach, operate, demonstrate, solve, edit, implement, etc.	N/A	N/A

A blank planning template is provided on page one. Scroll down for completed samples.

<p><b>Analyze</b></p>	<p><b>distinguish, classify, categorize, determine, deduce, deconstruct, etc.</b></p>	<p>Determine the strengths and weaknesses of the Articles of Confederation.</p>	<p>As a collective group activity, we will construct a concept map or KWL (know, want-to-know, learned) Chart of the issues raised during the discussion of the Articles of Confederation. The chart will be analyzed through informal discussion to identify strengths and weaknesses, which will be documented by the instructor at the board.</p>
<p><b>Evaluate</b></p>	<p><b>critique, decide, support, discuss, compare, rank, conclude, select, etc.</b></p>	<p>Compare and contrast the Federalist and Anti-Federalist positions regarding government and the Constitution.</p>	<p>In groups, students will answer the following question from both the Federalist and Anti-Federalist positions: <i>How do you think the Framers of the United States Constitution would have organized government today, with the modern types of economic, social, political, and environmental challenges that we face.</i></p>
<p><b>Create</b></p>	<p><b>produce, compose, design, change, suggest, transform, build, hypothesize, etc.</b></p>	<p>Create a new Constitution by suggesting what you would revise and ratify in the United States Constitution.</p>	<p>As a group assignment, students will create a new Constitution in a Wiki page. In class, students will decide which parts of the Constitution should be revised or ratified and then assign among themselves individual tasks for outside of class. This task list will be shared with the instructor. Work on the Wiki page will be done outside of class according to the task list provided to the instructor.</p>