



Erie Arts & Culture

Standards-Based Planned Instruction / Lesson Template

Teacher Name:

School:

Planned Instruction Title:

Grade Level:

Curricular Area:

Big Idea and Essential Question:

Targeted Standard:

Standard Statement:

PA Arts and Humanities Standards Category:

- 9.1 Production, Performance and Exhibition
- 9.2 Historical and Cultural Contexts
- 9.3 Critical Response
- 9.4 Aesthetic Response

Standard Statement: *(Example: 9.2.3.G - Relate works in the arts to geographic regions: Africa)*

Rationale: The rationale is a general statement of what the lesson is intended or designed to accomplish. How will this lesson fit into the unit plan or theme? For example: This lesson is designed to introduce the unit of Colonial Days and the skill of estimating.

Vocabulary: List new words and a brief description that children need to know for understanding the lesson. Note: Vocabulary does not need to be introduced prior to the lesson. If the vocabulary needs to be introduced or discussed, decide how and when this will be accomplished in the lesson.

Resources/Multimedia: List all materials necessary for the presentation of the lesson. What must you or the students locate and provide to carry out the lesson.

Objectives/Adaptations: These are specific statements of what regular education students should be able to demonstrate following a lesson. Objectives can be: behavioral-which state specific measurable and observable behaviors; (2) problem-solving-which state a problem to be solved, but allow for individual, unique solutions within the stated parameters; or (3) expressive-which allow for individual, creative responses. Furthermore, because all children have different strengths and limitations, teachers must adapt the instructional goals to meet every child's learning needs.

The **Objectives/Adaptations** section should utilize the following format:

A. Objectives

The children (audience) will be able to:

1. _____(behavior)

2. _____ (behavior)

B. Adaptations (how specific needs will be met)

Identify the adaptive audience, for example:

1. Hearing impaired children will _____

2. Perceptually impaired children will _____

Seven types of specific special needs include: specific learning, developmentally challenged, behavior disorders (ADHD), language disorders, attention deficit disorders, English as second language, and gifted.

Procedures:

Assessment-Task and Criteria: What is the student performance that demonstrates they have met each objective? Include actual assessment and scoring tool(s). How will you judge "below basic," "basic," "proficient" and "advanced"? (Do you have a model/exemplar of your expectations?)

Rubric Grid

Objective	Advanced	Proficient	Basic	Below Basic

Correctives: (Activities for students who have not met the objectives at proficient or advanced level)

Extensions: (Enrichment activities for students who have met the objectives at a proficient or advanced level)