



Lesson Planning Template & Reflection

Teacher Name: *Tori Gillett* 2. Course/Content/Grade: 8th Grade *Four-Year Planning for HS Graduation and CCR* 3. Unit/Module/Topic: CCGP
 Program Review Standard 3 - 4B 4. Plan Duration: 60 minutes

5. Core Standard(s):	<p><i>CCGP Standard 3</i> <i>Curricula: 4B</i></p>	6. Objective(s):	<p><i>I will be able to identify the four-year (high school) course requirements needed for HS graduation.</i> <i>I will have a personal plan as to which courses I need/want to take for grades 9-12.</i> <i>I will understand different diploma and scholarship options available to me for College and Career Readiness</i></p>	
7. Essential Vocabulary:	<p><i>CCR</i> <i>4-year plan</i> <i>Standard, Advanced, Honors Diploma</i> <i>Graduation Requirements</i> <i>Regents Scholarship</i></p>	8. Inter-Disciplinary Connections:	<p><i>Use of manipulatives to model building a 4-year plan (put required courses in your plan first and then add electives and courses of interest).</i></p>	
9. Assessing for Student Learning:	<p><i>Follow and “I do. We do. You do.” approach for instruction. (For high needs students, consider lowering student/counselor ratio and taking an “I do. We do. We all do.” approach.</i> <i>Monitor and coach individual students individual CCR meeting.</i> <i>Each student has a completed 4-year plan that will follow them into their high school careers and will also take a copy home with them.</i></p>	10. Technology Integration: (When applicable)	Teacher Use:	Student Use:
			<p>N/A Consider any connection you can make to UtahFutures or other online 4-year plan programs.</p>	<p>N/A</p>
<p>11. Area for Content Specific Additions – Make sure students understand what a 4-year plan and a CCR are. Connect lesson to previous CCR lessons. Survey students who may be new to the school/district.</p>				



Lesson Planning Template & Reflection

12. Pacing (mins.)	13. Lesson Sequence (What You Do When: Including Explicit Instruction/Guided Inquiry)	14. DOK Level	15. Grouping and Scaffolding Structures (including interventions for diverse learners)	16. Engagement & Checking for Understanding (OTRs: What will students be saying, writing, reading & doing)
1 st day				
5-10 min.	<i>Introduction of HS Grad Requirement</i>	1	Whole Class	<i>OTR - Show fingers, "how many credits needed per subject?"</i>
10 min	<i>"I Do." Counselor models putting together a 4-year plan by placing manipulatives in a 4-year plan example</i>	1	Whole Class	<i>Choral response "How many credits needed for..." Cold Calling</i>
5-10 min	<i>Introduce Advanced, Honors diploma and Regents Scholarship</i>	1	Whole Class	<i>Choral Response "What is the difference between options..."</i>
10 min	<i>"We Do" 4-year plan. Counselor has class help develop another 4-year plan example using a different diploma option or Regents Scholarship</i>	1-2	Whole Class	<i>Cold Calling - Have class members recite how many credits needed for each subject and have class member place manipulatives on board.</i>
20 min	<i>"You Do." Have students create their own 4-year plan using handout and given manipulatives</i>	2-3	Individual or Pairs	<i>Independent work</i>
	<i>Follow up and review at Individual CCR with parent and counselor (Make adjustments as needed)</i>	2 - 3	<i>Small Group with parent and counselor</i>	<i>Individual Problem solving.</i>



Lesson Planning Template & Reflection

17. Closure: (Students reflecting on their learning and providing feedback on their understanding to the teacher)	<i>Completed 4-year plan is turned in at the end of instruction and is returned to student after discussed at individual CCR with parent and counselor. A separate 4-year plan is copied and kept by counselor and forwarded on to the high school counselor to be followed up yearly until HS graduation.</i>
18. Feedback to students: (Teacher providing feedback to students on their learning and growth)	<i>Student is guided through their 4-year plan and amended as needed throughout the ongoing CCR process during 8-12 grade.</i>



Lesson Planning Template & Reflection

19. Lesson Plan Reflection Questions

1. Were my students ready for this lesson? What data supports this?

2. Was the instructional objective met? How do I know students learned what was intended?

3. Were the students productively engaged? How do I know?

4. Did I alter my instructional plan as I taught the lesson? How and why?

5. If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why?

6. Are my students ready to “move on”? If yes, how do I know? If not, what adjustments/re-teaching do I need to make to ensure student understanding?