Activity Plan Template

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| --- | --- |
| **Department or Grade Level(s)** | **Use: Example: GRADE K-12** |
| **☐ Complete ☐ Needs Editing ☐ Missing**  **Comments:** |  |
| **Course: Subject Area** | **Use: Example: Math, ELA, SCIENCE, PE** |
| **☐ Complete ☐ Needs Editing ☐ Missing**  **Comments:** |  |
| **Unit:** | **Use: Example: Reading (Literature)** |
| **☐ Complete ☐ Needs Editing ☐ Missing**  **Comments:** |  |
| **Topic:** | **Use: Example: Key Ideas and Details** |
| **☐ Complete ☐ Needs Editing ☐ Missing**  **Comments:** |  |
| **Contact: Author’s full name** | **Use: First and Last** |
| **☐ Complete ☐ Needs Editing ☐ Missing Comments**: |  |
| **Title:** | **Use: Example: My Best Lesson** |
| **☐ Complete ☐ Needs Editing ☐ Missing** **Comments:** |  |

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| --- | --- | --- | --- | --- | --- |
| **Knowledge/Skills**  **☐ Complete ☐ Needs Editing ☐ Missing** | | | | | |
| Indicate the Essential Element(s) [EE(s)] associated and the Objectives: | | | | | |
| **Comments:** | | |  | | |
| **How will the knowledge/skill help students in adult life? ☐ Complete ☐ Needs Editing ☐ Missing**  **Address: Equity, Research, Technology and/or Workplace readiness** | | | | | |
| Describe authenticity of this activity [consider where students will be after graduation and their postsecondary needs, even at an early age; teach toward a skill, activity or product; use scaffolding (supports) and Explain why it is important for the student to learn the skills taught in this activity: | | | | | |
| **Comments:** | |  | | | |
| **Adaptations: ☐ Complete ☐ Needs Editing ☐ Missing** | | | | | |
| Provide examples of ways to adapt this activity for the physical challenges that many students face (switches, built up handles, larger pictures, communication boards, hand-under-hand, electronic dice, etc.): | | | | | |
| **Comments:** | | | |  | |
| **Teaching Steps and Depth of Knowledge ☐ Complete ☐ Needs Editing ☐ Missing** | | | | | |
| List the steps to teach the activity (in numerical sequence) List the depth of knowledge levels along with a description that clarifies each level (level one is recall; level two is skill/concept; level three is strategic thinking; level four is extended thinking): Format activity to state: I do, we do, you do | | | | | |
| **Comments:** | | | | |  |
| **Materials and Instructional Resources ☐ Complete ☐ Needs Editing ☐ Missing** | | | | | |
| List authentic materials needed to teach the activity: | | | | | |
| **Comments:** |  | | | | |