

The TOP TEN QUESTIONS to ask myself as I design LESSONS

1st Oval

1. What should **students know and be able to do** as a result of this lesson? How are these objectives related to national, state, and/or district standards? How are these objectives related to the **big ideas/key concepts** of the course? Consult your state and district learning standards and your district curriculum for guidance with this question. See pages 43-45 for information on big/ideas and key concepts.

2nd Oval

2. How will **students demonstrate what they know and what they can do**? What will be the **assessment criteria** and what form will it take? See pages 149-181.

TOP TEN QUESTIONS CONTINUED...

5. How will I **facilitate student processing (meaning making)** of new information or processes? What key questions, activities, and assignments (in class or homework) will promote understanding, retention, and transfer? See pages 122-148.

6. What shall I use as **formative assessments** or **checks for understanding** during the lesson? How can I use the **data** from those assessments to **inform my teaching decisions**? See pages 154-156.

7. What do I need to do to **scaffold instruction** so that the learning experiences are productive for all students? What are the multiple ways students can access information and then process and demonstrate their learning? See pages 195-216.



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Materials to be Gathered or Prepared

Time Line/Sequence for Lesson