**Lesson Plan  
*Comprehensive***

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Code:**  **Couse Name:** | | | **Topic/Title of Lesson:** | | | | |
| **Week/Hour/Unit/Module:** *(corresponds to “Course Plan” on Course Outline)*  **Total Time for Lesson:** | | | **Date:**  **Section:** | | | | |
| **Purpose of Lesson:** *(The “why” of the lesson – where and how the lesson fits into the course or program curriculum)* | | | | | | | |
| **Lesson Learning Objectives:** *(What will students know or be able to do by the end of the lesson? Lesson objectives are more specific than course learning outcomes.)* | | | | **Relevant Course Learning Outcome(s) (from Course Outline):** | | **Related Essential Employability Skill(s) (from Course Outline):** | |
| **1** | | | |  | |  | |
| **2** | | | |  | |  | |
| **3** | | | |  | |  | |
| **4** | | | |  | |  | |
| **TIME** | **CONTENT** | **TEACHING & LEARNING ACTIVITIES\*** | | | **LESSON**  **RESOURCES/MATERIALS** | | **CHECKING FOR UNDERSTANDING\*\*** |
|  | **Housekeeping** *(e.g., announcements, reminders)* |  | | |  | |  |
|  | **Introduction** *(e.g., agenda, attention-getter, link to previous lesson, benefits)* |  | | |  | |  |
|  | **Knowledge Check** *(e.g., review of previous knowledge/skills/attitudes)* |  | | |  | |  |
|  | **ADD TOPIC** |  | | |  | |  |
|  | **ADD TOPIC** |  | | |  | |  |
|  | **ADD TOPIC** |  | | |  | |  |
|  | **ADD TOPIC** |  | | |  | |  |
|  | **Conclusion** *(e.g., link to lesson objectives, preview next lesson, summary of key points)* |  | | |  | |  |
|  | **Housekeeping** *(e.g., homework, reminders)* |  | | |  | |  |
| **Evaluation:** *(How will I evaluate learning from this lesson within this course?) Cross reference to “Evaluation” on Course Outline (e.g., quiz, lab, test, project, exam).* | | | | | | | |
| **Reflection:**  *(Were the lesson objectives met? How do I know? What worked well? What didn’t work? How can I improve the lesson?)* | | | | | | | |

**\*Teaching and Learning Activities:** *What will I do and what will students do to achieve the learning objectives? e.g., demo, lecture, discussion, hands-on practice, group problem solving*

**\*\*Checking for Understanding:** *What non-graded activities, also known as classroom assessment techniques or CATs, within this lesson will specifically allow me to check for student understanding? e.g., discussion, individual or group homework exercise, questions, “muddiest point”, minute paper, clicker questions.*

***Universal Design for Learning (UDL):****How will I design and deliver my course to be more teacher and student friendly?  Do I have a single, one-size-fits all approach or can I adjust what I do to address the variability of the learners in my class and provide opportunities for them to fully demonstrate their learning?*

*OCQAS Accreditation Quality Standards 3 and 4*