

The Non-Negotiables of Concept-Based Lesson Planning

YES/NO	COMPONENT	COMMENTS
Key Concepts		
	<ul style="list-style-type: none"> ▪ Does the lesson plan identify the key concepts that you want students to understand for the lesson? 	
	<ul style="list-style-type: none"> ▪ Is there a clear link between the factual content students are to know and the concepts being explored in the lesson? 	
Generalizations/Enduring, Essential Understandings/Big Ideas		
	<ul style="list-style-type: none"> ▪ Does the lesson plan contain generalizations? 	
	<ul style="list-style-type: none"> ▪ Do the generalizations in the lesson plan reflect the key concepts to be explored? 	
Guiding Questions		
	<ul style="list-style-type: none"> ▪ Does the lesson plan contain a mix of factual and conceptual questions? 	
	<ul style="list-style-type: none"> ▪ If the lesson contains a provocative/debatable question, does the lesson plan contain learning experiences where students may engage in debate? 	
	<ul style="list-style-type: none"> ▪ Do the questions in the lesson plan follow a logical path to inductively guide students' thinking through the facts to the generalization(s)? 	
	<ul style="list-style-type: none"> ▪ Are the questions linked to learning experiences and serve as a bridge between the factual content and the generalization(s)? 	
Learning Experiences		
	<ul style="list-style-type: none"> ▪ Do the learning experiences allow students to understand the key concepts of the lesson? 	
	<ul style="list-style-type: none"> ▪ Does the lesson plan contain experiences that allow students to apply previously learned skills or allow students to learn and apply new skills? 	
	<ul style="list-style-type: none"> ▪ Does the lesson plan contain experiences that reflect the diverse needs of all learners? 	
	<ul style="list-style-type: none"> ▪ Does the lesson plan contain experiences that address what students must know factual? 	

	<ul style="list-style-type: none"> ▪ Does the lesson plan contain experiences that address what students should understand conceptually (generalizations)? 	
	<ul style="list-style-type: none"> ▪ Are the learning experiences engaging so that students: <ul style="list-style-type: none"> ○ Think conceptually using facts as evidence for the guiding questions and support the big ideas of the lesson? ○ See patterns and connections in knowledge? ○ Are able to transfer skills and knowledge? 	
Assessment		
	<ul style="list-style-type: none"> ▪ Does the lesson include strategies for accessing factual content? 	
	<ul style="list-style-type: none"> ▪ Does the lesson plan include strategies to assess students' ability to apply skills learned during the lesson? 	
	<ul style="list-style-type: none"> ▪ Does the lesson plan include an assessment of student understating of the generalization(s) in relation to the factual content either formally or informally? 	
	<ul style="list-style-type: none"> ▪ If this lesson plan includes a performance task, does the task reflect the most important generalization(s) from the unit? 	
	<ul style="list-style-type: none"> ▪ If the lesson plan includes a performance task, does it contain criteria for student success upon completing the task? 	
Teacher Resources		
	<ul style="list-style-type: none"> ▪ Does the lesson plan include resources the teacher will need to effectively engage students in the lesson? 	
State/District/School Mandates (i.e. Standards, Learning Targets)		
Note* When evaluating lessons, you should also consider any state, district, or school mandates i.e. learning targets, formative assessment plan, and a connection to the Standard Course of Study.		

*This document is adapted from the work of Dr. H. Lynn Erickson in her book, *Concept-Based Curriculum and Instruction for the Thinking Classroom* (2007).