

Lesson Plan Guide

The Lesson Plan Guide below can be completed or discussed with the LAs/TAs during the Weekly Prep Meeting.

Course:

Topic:

Module/Week:

Possible Topics/Material: Describe concepts, topics and material that you think apply to the class this week. Describe ALL relevant topics that may be covered or background information that may be needed.

Goal: What concept(s) do students need to understand for this week's class sessions?

Prioritize your Brainstorm: Since you have limited class time, you must decide what things YOU need to help students learn directly (lecture or similar), what students may be able to learn AHEAD of class (through readings, pre-class recorded lectures, online discussion posts, or other homework assignments), and which concepts students can discover during class on their own/with their groups and under the guidance and support of you and the LA(s). To do this, you may want to think about the material, its relative importance and difficulty, and list the topics in the appropriate quadrant. If something is less difficult or a prerequisite knowledge refresher, perhaps they can learn that outside class. If something is new, important and difficult, perhaps you want to focus on that for your direct instruction, with a component of group work to check their understanding.

	Difficult	Not as Difficult
Important		
Not as Important		

How to Cover Material: Plan your sessions using the grid above. You might have pre-class activities that are based on concepts that are "Important" but "Not as difficult" (this also may be refreshing on pre-requisite knowledge and skills as a "warm up" for the work that will happen during class). These concepts may also be used at the start of group work as a low-stakes activity to assess that they know the basics and to make them feel more confident. Then the main focus ("work out") of group work in your class should come from the "Difficult" and "Important" area. These concepts may be covered first by you as the instructor but are the most important topics for students to work on as a group (with the support and checks for understanding that occur with the LAs). Think of what strategies and techniques you will use to help facilitate their learning and application of that material. Finally, you may want some type of closing activity at the end of class (or as homework/reflection after class) as a "Cool Down," an exercise that pulls it all together and solidifies understanding.

Here's some examples:

Concept	When and How Students will learn this (Be Specific)
Example 1: Application of gas laws; convert between units of pressure; analyze the effect of partial pressures in gas mixtures.	- Students will review readings and watch Canvas videos before lecture. - Students will complete a brief quiz and respond to Canvas discussion [write ideal gas law, what is the expression of Avogadro's Law, Boyle's Law, and Charles' Law? Describe a gas law in your own words and describe effects of the law using numbers/formula to help.] - In class, I will briefly review the relationship between the laws. I will demonstrate relationship between pressure, volume and temperature and show how they can derive additional formulas from one. [$PV=nRT$ is Ideal gas law, how does that change if we only have pressure and volume (temperature is constant)] - After each brief explanation, I will open an i-Clicker question on a related concept so students can work with their groups (supported by LA(s)) to apply the concept and answer questions. - After class, students will complete online homework to solidify concepts.
Example 2: Distinguish classic philosophers' views of ethics and moral behavior.	- Students will complete assigned readings and watch Canvas videos before lecture. - Students will complete a discussion post on Canvas to demonstrate they have done pre-work. - In class, teams will each be assigned 2 specific philosophers. Team members will research the individuals and complete a Venn Diagram describing where the philosophies intersect or what elements are unique to that philosopher. Teams will submit that diagram on a shared presentation slide and present it to the class.

	• After class, students will complete an online reflection, describing a minimum of two ways that a philosopher they learned about from another group has different views of ethics and moral behavior than exhibited by one of the philosophers their group studied.
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