### UDL LESSON PLAN TEMPLATE CSUSM SINGLE SUBJECT PROGRAM

Name: Subject: Grade Level: School: Date:

**Individual Support**

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| **Learners/**  **Focus Students[[1]](#footnote-1)** | **Interests/Strengths/Assets**  (Funds of Knowledge) | **Needs:** EL (CELDT/ELPAC[[2]](#footnote-2)), IEP/504 accommodations, GATE, student(s) w/life experiences who would benefit from additional academic and/or emotional support |
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**Whole Class Support**

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| **Additional Support** (Instructional aides, etc.) | **Technology** | **Resources & Supplemental Materials** |
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| **Lesson Overview** | |
| **Content Standard(s)[[3]](#footnote-3)**: (List relevant content standards covered in this lesson/unit, including number and text). |  |
| **Content Learning Objective/Goal(s)**: (Student-friendly language that captures what do you expect students to learn from this lesson):   * “Students will be able to… (insert specific expectations) by (insert assessment tool to measure meeting expectation)” |  |
| **ELD Standard(s):**   * ELD Standard(s)**[[4]](#footnote-4)** for this lesson/unit |  |
| **ELD Objective/Goal(s)**:  (Student-friendly language that captures what language skills you expect students to learn from this lesson) |  |
| **Academic Language:** (Language proficiency required to learn effectively in schools such as academic and/or content-specific vocabulary, CALPS, rhetorical conventions, etc.). |  |
| **Placement in Unit:** (Including where and how this lesson fits into the unit)  BIG IDEA ADDRESSED/ENDURING UNDERSTANDING  ESSENTIAL QUESTIONS |  |
| **Assessment(s):** (How will you measure whether students have met or exceeded the learning objective?):   * Informal (Formative, Checking for Understanding) * Student Self-Assessment * Peer Assessment * Formal (if applicable; must include a rubric previously shared with students) * Summative (if applicable) |  |

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| **Lesson Sequence** | | | |
|  | **Instructional Strategies (What You Do)**   * Address instructional strategies (grouping, transitions, scaffolding, modeling, questioning, etc.). * Address any informal assessment strategies you will use. | **Learning Activities (What Students Do)**   * Address inclusive practices and support for diverse learners (EL, IEP/504, GATE, etc.). * Address any self-assessment or peer assessment students will be doing. * Address any anticipated student questions, misconceptions, confusions, etc. | **How does your lesson use UDL[[5]](#footnote-5) principles,** including multiple means of:   * Engagement? (E) * Representation (R) * Action & Expression (AE) |
| **Anticipatory Set/Launch:**  How will you activate your learners’ prior knowledge and engage them in the topic?  **Purpose/ Learning Goals:**  How will you explain the purpose and/or learning goals of the lesson to the students? |  |  |  |
| **Instruction/Input/Modeling/ Explore:**  How will you facilitate, introduce and/or model the key ideas for this lesson? |  |  |  |
| **Closure/ Summarize:**  How will you support students in making connections between this lesson and key concepts, connection questions using student reasoning, and/or next steps? |  |  |  |

**Rationale** (Before Lesson) **/ Reflection** (After Lesson)

If submitting this lesson **prior to** instruction, use these spaces to address your *rationale* for your choices in each area. Why did you choose the particular strategies, approaches, grouping methods, assessments, etc.? How will your choices address various elements of Universal Design for Learning guidelines? How will your choices support English Learners, students identified as GATE or those who have an IEP or 504, and students who may need additional support?

If submitting this lesson **after** instruction, use these spaces to *reflect* on how things went in each area. What went well? What would you modify if you were to teach this lesson again? What are your next steps for this class?

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| **Multiple Means of Engagement** | **Multiple Means of Representation** | **Multiple Means of Action & Expression** |
|  |  |  |
| **English Language Learners** | **SPED/504/GATE** | **Other Students** |
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1. Text not in bold can be removed prior to submission. [↑](#footnote-ref-1)
2. <https://www.scoe.org/blog_files/ELPAC%20ELD.pdf> [↑](#footnote-ref-2)
3. <https://www.cde.ca.gov/be/st/ss/> [↑](#footnote-ref-3)
4. <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf> [↑](#footnote-ref-4)
5. <http://udlguidelines.cast.org/> [↑](#footnote-ref-5)