Home Economics Careers and Technology Education
Unit Planning Organizer

Teacher_____ HECT Course _____

Date (s) _____ Length of the lesson: _____ Minutes/Hours

☐ **Exploratory Course** ☐ **Introduction Course** ☐ **Concentration Course** ☐ **Capstone Course**

Unit/Lesson Plan Title/Topic/Essential Question: _____

_____

K			
N	**T**	Evaluation	**6**
O	**A**		
W	**X**	Synthesis	**5**
L	**O**		
E	**N**	Analysis	**4**
D	**O**		
G	**M**		
E	**Y**	Application	**3**
		Comprehension	**2**
		Knowledge/Awareness	**1**

C Assimilation	**D Adaptation**
A Acquisition	**B Application**

APPLICATION MODEL

1	2	3	4	5
Knowledge	Apply in	Apply	Apply to	Apply to

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HECT Course_____

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_____

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Objectives and Performance Indicators: What do you want the students to know and be able to do at the end of this lesson?	
Standards: **Means of Assessment**: List the industry and/or pathway standards reflected within this lesson. Include anchor standards, academic standards and career ready standards as applicable. How will mastery be assessed?	
Anticipatory Set How will you open your lesson and engage your students quickly? Consider the objectives, input and practice before you design your anticipatory set.	
Materials/Equipment Needed List any lesson-specific materials needed including handouts, textbook pages, tools, etc. Include items needed for differentiated instruction as applicable.	
	Differentiated Learning Needs	
ACQUISITION (DOK A) **Teaching the Lesson/Instruction** Include input (content pieces). *Modeling* – how will you demonstrate the skill or competency for the students? *Instructional Strategies* – how will you deliver the lesson and differentiate as needed? *Check for Understanding* – how will you ensure the skill or competency is understood by the students; what specific techniques will you utilize? Be sure to indicate how you will accommodate those students who are struggling with the concepts in the differentiated learning needs. Note which quadrant this lesson targets in the grids.	

Rigor/Relevance Framework – **Note the activity or verb being used in AQUISITION :**		
A - Acquisition:		
Differentiated Learning Needs		

APPLICATION / ASSIMILATION (DOK B & C) **Guided Practice/Monitoring** What is/are the activity/activities you will use that allow(s) students to demonstrate new knowledge from this lesson? How will you monitor to determine the level of mastery and provide individual remediation as needed? Note the appropriate quadrant that the guided practice activity applies to.	
	Rigor/Relevance Framework – Note the activity or verb being used in APPLICATION OR ASSIMILATION:
	B - Application:
	C - Assimilation:
	Differentiated Learning Needs	
APPLICATION / ASSIMILATION (DOK B & C) **Recap/Closure** Statements or actions made by the instructor that help students make sense out of what has just been taught, to help form a coherent picture, to eliminate confusion or frustration and to reinforce major points learned.	
	Rigor/Relevance Framework – Note the activity or verb being used in APPLICATION OR ASSIMILATION :
	B - Application:
	C - Assimilation:
	Differentiated Learning Needs	
ADAPTATION (DOK D) **Independent Practice** What is the independent activity that students will complete? The aim is to reinforce and extend the learning beyond the lesson and ideally into real world settings. This may be a homework assignment.	
	Rigor/Relevance Framework – Note the activity or component and where it is relevant:
	D - Adaptation:
	Differentiated Learning Needs	
Summarize, Evaluate & Reflect After teaching the lesson, ask students to reflect on their learning. Instructors too should reflect on the lesson, its success and how it can be improved.	Teacher: Student:
The Next Step/s	

| What are the logical next steps? | |