Formatting notes:

1) NEVER use anything automated by Word (bullet/numbered lists, indents, fonts, etc.). All of the automatic features inevitably lead to confusion and destruction of the formatting when the document is moved to another machine or opened in another program. Word is a wonderful "word processing" program but a terrible "formatting" program...but there are no other options available to us, so we'll make it work.

2) NEVER indent using "space-space-space". If necessary, you can set the spaces using the ruler (or tool menu). It's typically better and the formatting holds up better if you use tables. Tables can be inserted into other tables (for example, the step-by-step part of this lesson plan, below), and the tables usually hold their form better (and are easier to adjust later) than tab stops.

3) NEVER line things up vertically using return-return-return (or enter-enter-enter). It is almost guaranteed to go completely haywire on other machines (even other machines using Word), and if any one line in any of the verticals shifts up or down (for example, by changing a phrase), the ENTIRE thing must be re-aligned. If items need to be aligned vertically, ALWAYS use tables; insert a new row for any new items that must be aligned.

\*Delete this text.

Competence-Oriented Curriculum and Lesson Plan

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| **Domain/Subject** | EFL or subject if CLIL | **Author** | Your Name |
| **Topic/Theme** | Water, animals, etc. What's it about? | **Grade level** | Number or grade range |
| **Number of lessons** | One, unless in a bundle (the entire bundle must be included in this .doc). | **Duration** | Number of minutes |
| **Title** | Create a simple title that everyone can readily refer to. |
| **Lesson Type** | Dictation, Card Game, Art Project, Song, Story, Reading, etc. You may include more than one, if necessary. This is the short-answer to "What kind of lesson is it?" for teachers looking for a specific kind of activity. |
| **Description** | Write a short description to allow teachers to quickly decide if this lesson/type of lesson is something they would like to use. This is the long answer to "What kind of lesson is it?" for teachers to decide if this activity fits into their general vision for their classes. |
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| **核心素養****Core-competencies** | **General**總綱 | **Subject-specific**領（課）綱 | **Competency Development** |
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| --- | --- | --- | --- | --- | --- |
|  | A1 |  | A2 |  | A3 |
|  |  |  |  |  |  |
|  | B1 |  | B2 |  | B3 |
|  |  |  |  |  |  |
|  | C1 |  | C2 |  | C3 |

Type an "X" in the appropriate boxes. \*Delete this text. |

 | Copy the code and statement verbatim from the ‘core lit.competencies’ tab of the excel file.E.g**English - J-C2** Actively participates in in-class & extracurricular English language group learning activities & cultivates the spirit of teamwork. | Explain how the students demonstrate the subject specific competencies described on the left.What strategies do you implement that allow the students to develop and show the stated competence?E.g**English - J-C2** Students most cooperate with their classmates in order to complete this activity. The end goal is to copy sentences into a notebook, but one student is responsible for reading and the other for writing, so both students must participate. |

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| **學習重點****Learning Focus** | **Learning Content****學習內容** | **Learning performance**學習表現 |
| Refer to the ‘learningcontent’ tab on the excel file and copy the code and statements that are explicitly covered by your learning objectives.Eg.**B-IV-1 Describe oneself, family, and friends briefly.** | Refer to the ‘learning performance’ tab on the excel file and write the code and statement for the performance indicators that will be explicitly met by the learning objectives of this lesson. \*Note there should be a clear link between the Learning Performance statements and the Learning Content statements.Eg.**2-IV-4 Can describe oneself, family, & friends using simple English.**Note: Your lesson should provide an opportunity for students to show/prove that they have indeed met the learning performance statement(s) that you write in this section. This will most likely be some kind of assessment at the end of the lesson. Students should also be encouraged to reflect on their own achievement (or not) of these statements. |

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| **Learning Objectives****學習目標** | Use Blooms taxonomy or the "Writing Clear Learning Objectives" sheet provided by Pamela. Keep the number fairly limited and achievable (and measurable).Students will be able to......verb phrases. |
| **Target vocabulary** | A list in column form for teachers to quickly see if the lesson will cover their target vocabulary. Delete these two sentences and use the (invisible) table on the line below this one.

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| **Target grammar/****sentence** | A list (no columns, just list them down the page) of the grammar structures targeted in this lesson. |
| **Classroom English** | What classroom language have you **planned for** during this lesson? Refer to <https://www.eslbuzz.com/classroom-language-for-teachers-and-students-of-english/> (scroll down several screen-lengths for a massive list). |
| Procedural Language(Routine type language used by the teacher to set up the activity)\*shuffle the cards, deal the cards etc. | Functional LanguageUsed by the students to complete the activity.\*Whose turn is it? Names of the students etc. |
| **Teaching materials and equipment** | A list (no columns) of the necessary materials and equipment the teacher must prepare prior to teaching this lesson. Try to include alternative materials for more difficult/expensive items, even if they are less than ideal. This list should include computer equipment (computer, speakers, projector, presentation remote, etc.), computer software (PowerPoint, MX Player, Adobe Acrobat Reader, etc.), printables (cards, worksheets, cut-outs, etc.), and other objects (items of clothing, food, etc.). Be as specific as possible. Printables should be included in this file after the worksheet; special printing instructions should be included in the “Notes” section below. |
| **Necessary prior knowledge** | What must students have already mastered before they will be able to effectively complete this lesson? Include vocabulary/grammar that is taken for granted in the lesson (i.e., it won't be reviewed or taught), skills students must have already developed (e.g., how to make a bar chart), etc. |
| **Teacher preparation** | This is what to do BEFORE students arrive in the classroom. If there are long-term preparations to be made, include a time frame (e.g., “Two weeks before this lesson....”) |
| **AccountabilityMeasures****Summary** | This is what your students will do to show/prove they are actively participating in the lesson. Note participat"ING". Showing a final product after the lesson is not enough; there needs to be accountability throughout the lesson.These will be be detailed in the step-by-step lesson progression below. |
| **Lesson Modifications/****Student Accommodations** | **High level students (HLSs)** * This is what the high level students can specifically do to ensure they are involved in the lesson.

**Low level students (LLSs)*** This is what the low level students can specifically do to ensure they are involved in the lesson.

**Special considerations (e.g., high level reading but low level speaking, impairments)*** These are ideas to involve students with special characteristics. These can be students with mixed English ability skill sets, special education students, etc.
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| Note: This section is an embedded table, so the columns can be adjusted without affecting the rest of the table formatting. For each new phase, PLEASE insert a new row in the table to preserve the readability of the formatting. \*Delete this text.

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| **Lesson Phase** | **Procedure**This is a description of specifically what will happen in the classroom.If you include scripted language, it's advised to create two versions: a slim-line version here and a scripted version as an addendum. | **Time** |
| The part of the lesson:Introduction/ConnectPresentation/ActivatePractice/DemonstrateReview/Consolidate\*Delete this row | The time spent at this phase. Make sure the total adds up to the duration of the lesson EXACTLY. |
| **Introduction/****Connect/****Warm-up** | What will you do the first minute(s) of the lesson to hook the students?This is what you will do to introduce the topic/lesson to the students.The time spent here should be minimal. |  |
| **Interaction measures** | This is ***specifically*** what the teacher will do to elicit participation from the students. It can also include what the students will do to interact with one another. |
| **Presentation/****Activate/** | What will you do to teach the students the lesson content?This is what you will do to directly teach the material. This is where you give the students guided practice to really get the lesson-ball rolling. Keep in mind the importance of interaction with the students; eliciting is key.Example: Teacher going over the target language, eliciting its meaning. Students saying target sentences chorally to ensure correct pronunciation.Teacher talk: 75% |  |
| **Interaction measures** | This is ***specifically*** what the teacher will do to elicit participation from the students. It can also include what the students will do to interact with one another. |
| **Practice/****Demonstrate** | What will the students do to actively process and use the content?The students show their application of the knowledge/skills they've learned.This is what the students will do to demonstrate that they are able to use the material in a meaningful way.Give the students an opportunity for independent practice, without the teacher's direct involvement (unless necessary). Example: Small-group work to complete an information puzzle activity and then sharing their findings with the class.Teacher talk: 10% |  |
| **Interaction measures** | This is ***specifically*** what the teacher will do to elicit participation from the students. It can also include what the students will do to interact with one another. |
| **Review/****Consolidate/****Wrap-up** | What will you do to wrap up the lesson? Consider having students self-assess, bring the lesson back to a "big question", relating it directly to their real-life and encouraging them to use it, etc.Link the consolidation assessment to the learning objectives so that students can see themselves if they have been successful in this lesson. |  |
| **Interaction measures** | This is ***specifically*** what the teacher will do to elicit participation from the students. It can also include what the students will do to interact with one another. |

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| **Learning assessment** | **Formative Assessment**What formative assessment strategies will you use during the lesson to improve student attainment?**Summative Assessment**What method/strategy will you use to measure students' mastery of the material?This should be directly related to the learning objectives.How will you ensure/assess that the students have met your learning objectives? |
| **Teaching reflection** | Write about your personal experience teaching this lesson. You can point out potential rough spots to be ready for, specific tricks you suggest, and all the other humanizing elements to help teachers. |
| **Notes** | This is a list of any special notes about this lesson that don’t fit anywhere else. Please include as many notes as possible to get the feel of the lesson across, letting the rest of the lesson plan cover the logistics. An example is included below:Cards can be made by the teacher in various ways:1) Printing a card-sized grid with colors, cutting out the grid, and laminating.2) Gluing colored paper to one side of white paper, cutting into card side, and laminating. |