**DIXIE STATE COLLEGE – DEPARTMENT OF EDUCATION**

 **LESSON PLAN TEMPLATE -SECONDARY**

Teacher Candidate \_\_Becca Rhodes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level: High School Subject/Content:AP Music Theory Title:Exam Prep- Final Practice Exam

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| **CONTEXTUAL FACTORS** (e.g. ethnicity, gender, exceptionalities, ELL, GATE, etc.) which need differentiation in instruction and assessment.  |
| none |

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| **WALK-AWAY** (what do I want students to know, understand, and be able to do?) |
| Content Walk-Away: Students will be able to complete an AP Music Theory Exam in its entirety. They will know how to pace themselves more accurately. They will be able to walk away knowing what concepts they need to study more in preparation for their final AP Exam. Reading/Language Walk-Away: Every practice test students take, they improve their reading literacy. These tests require speed reading in order to accomplish times sections in time.  |  |

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| **ASSESSMENT EVIDENCE** (formative/summative checks for learning) **(Match the Content Walk-Away)** | **Modifications/Accommodations** (ELL, IEP, GATE, etc.) |
| AS this is the final assessment of the Unit, it will serve as an assessment within itself. I will break the grades down into three sections: Multiple Choice, Free Response, and Sight Singing. This will help students to see where their strengths and weaknesses lie.  |  |

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| **ACTIVE LEARNING PLAN** | **Modifications/****Accommodations** (ELL, IEP, GATE, etc.) |
| Activate Prior Knowledge/Experiences: Student must use all of their content knowledge as well as formatting knowledge in order to successfully complete the assessment. I will go over the formatting with them as an overview right before they receive the test.Focus Lesson (“I do it”): I will give the students a piece of blank paper. They can write terms that are confusing to them that they encounter on the exam. Guided Instruction (“We do it”): The We do it part of this lesson will come later when we go over the terms the students struggle with from the ExamCollaborative/Cooperative (“You do it together”): Any extra time we have, I will have the students pair up and share their newly learned terms with each other.Independent (“You do it alone”): Student's will take their tests individually. They will take all three sections. Summarization/Closure: Sometimes I feel like with this AP Music Theory class, I feel like the students just need confidence. I will close this unit by talking to these students about being sure of themselves. I want them to head into the test with confidence that they are more than capable.  |  |

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| **NOTES TO TEACHER** |
| *What do I need to remember to do? get materials, print tests**Materials to have ready? scantrons, pencils, recording device, audio prompts, tests.**Approximate time needed for lesson? 2 Class Periods* |

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|  **Reflection** (focus on student learning results) |
| *The students all completed their tests in the time allowed. That is fantastic. The most important part of this lesson was the "conclusion" part. These students needed to know that we (my mentor teacher and I) had confidence in them. I was so glad I invited my mentor teacher to lead this closing discussion. He has so much passion for what he does and for the students. I wanted the students to know that he has confidence in them just like me. They look up to him greatly. To me, this was like having a guest speaker, but someone who the students connect with. I understand that I have not stuck to focusing on "student learning results", but this lesson plan was about the assessment in itself. Therefore, the students used this class time to prove what they already know rather than from learning new things. I will say that another practice tests only helps them with pacing and comprehension.*  |