

EDUC 8545A: Language Teaching for Social Justice

This handout includes detailed instructions about this project, some guiding questions and a rubric at the end. Those who are not doing a lesson planning project are not required to annotate this handout. But the checklist at the end will be really helpful since it provides insights into what questions we need to pay attention to while designing lesson plans. Those working on lesson planning are required to annotate this task with questions and comments. In case you have no comments/questions, please simply add “I have read this and I don’t have any questions at this point.”

Lesson plan project (25% = first draft 15%, final draft 10%)

Using the lesson plan template, you will create a lesson plan relating to one of the course’s critical themes. These lesson plans will then be reviewed during our class workshops.

We will review your lesson plans during our workshop session. I will announce the procedure for each workshop the week in advance since some workshops have one person assigned while some have two. But to give you a general sense, here is the cycle:

- The student submits their lesson plan/materials 24 hours before our Zoom session.
- Everybody reads the projects in advance, and writes their notes on the margins.
- We meet during our Zoom session to give feedback
- When there are two people signed up for the same workshop time, we might use our full Zoom session (1hour50minutes) to review their projects

After our Zoom session, you will have two weeks to revise your project in light of your workshop feedback before posting it on the course website for final evaluation. The following list is the checklist we will be using to review your lesson plan. However, you’re not required to address all the issues listed below but rather use it as a reference point.

Lesson Plan Review Checklist

✓ Yes X No NA Not applicable

_____ Are there content/social justice/language objectives?

_____ Are the objectives are clear and assessable?

- _____ Is the lesson organized into phases? Are the activities in each phase appropriate to that phase?
- _____ Do the activities align with/support the objectives?
- _____ Are the transitions between activities logical?
- _____ Do the activities include problem posing questions (e.g., essential, transformative, etc)?
- _____ Are there problem-posing, reflective, text analysis and action-oriented activities?
- _____ Are authentic texts used?
- _____ If there is group/pair work, does there seem to be a sound rationale for it? Are tasks using group/pair work designed in a way to foster negotiation of meaning?
- _____ Does the lesson provoke meaningful and provocative conversations?
- _____ Does the lesson incorporate a variety of communication modes (Interpretive, interpersonal, presentational)?
- _____ Does the lesson incorporate different components of culture (practices, perspectives and products)?
- _____ Does the lesson challenge the status quo?
- _____ Does the lesson promote a more balanced and equitable perspective as regards gender, race, culture and power?
- _____ Does the lesson present students the big picture by encouraging them to investigate and gain a sense of social, economic, and political contexts of issues?
- _____ Does the lesson encourage real-life connections with content which learners can transfer to future work/study opportunities?
- _____ Does the content of the lesson reflect various perspectives?
- _____ Does the lesson include topics related to students' backgrounds and concerns related to their lives and communities?
- _____ Is the lesson plan brief and easily readable?
- _____ Is differentiation used? If not, are there places where it could be incorporated?
- _____ Is there a robust and systematic formative assessment plan? If not, what could be added?

_____ Does the lesson support effective classroom management?

_____ Is technology used in a value-added way? If not, are there places where it could be incorporated?

Rubric for evaluating the lesson plans:

(1st drafts only)

Cover page (not graded)		
Rationale (2pts)		
Objectives (content, language, social justice) (3 points)		
Instructional design (5pts)	Activities (e.g., transitions, addressing objectives, group-pair work, etc)	
	The use of authentic texts & materials	
	Differentiation	
	Formative assessment strategy	
Social justice lens (5pts)		

Reflection (not graded)	
Total: out of 15	