|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Instructor: | | | Course: | |
| Topic: | | Target SLO(s): | | |
| Modality: | | Equity Intentionality Strategy: | | |
| Times 5E Model of Instruction Equity Intentionality | | | | |
| [Insert date and/or time for each E] | ENGAGE  Describe how you will capture students’ interest?  What kind of questions should the students ask themselves? | | | How do I engage students with culturally responsive content? |
| [insert] | | |
|  | EXPLORE  Describe what hands-on and/or minds-on activities students will be doing.  List “big idea” conceptual questions you will use to encourage and/or focus students’ exploration. | | | How do I help students explore culturally responsive content? |
| [insert] | | |
|  | EXPLAIN  Ideally, student explanations should precede introduction of vocabulary terms or explanations by the instructor. What questions or techniques will you use to help students connect their exploration to the concept under examination?  List higher order thinking questions which you will use to solicit  student explanations and help them to justify their explanations. | | | What culturally responsive vocabulary and/or content will I introduce after students’ explanation? |
| [insert] | | |
|  | ELABORATE  Describe how students will develop a more sophisticated understanding of the concept.  What vocabulary will be introduced and how will it connect to students’ observations?  How is this knowledge applied to other topics? | | | How do I help students elaborate on other topics with an equity lens? |
| [insert] | | |
|  | EVALUATE  How will students demonstrate that they have achieved the lesson objective or SLO? What is the “check for learning”? | | |
| Summative Assessment:  A. Solano | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Instructor: | | | Course: | |
| Topic: | | Target SLO(s): | | |
| Modality: | | Equity Intentionality Strategy: | | |
| Times 5E Model of Instruction Equity Intentionality | | | | |
| [Insert date and/or time for each E] | ENGAGE  Describe how you will capture students’ interest?  What kind of questions should the students ask themselves? | | | How do I engage students with culturally responsive content? |
| [insert] | | |
|  | EXPLORE  Describe what hands-on and/or minds-on activities students will be doing.  List “big idea” conceptual questions you will use to encourage and/or focus students’ exploration. | | | How do I help students explore culturally responsive content? |
| [insert] | | |
|  | EXPLAIN  Ideally, student explanations should precede introduction of vocabulary terms or explanations by the instructor. What questions or techniques will you use to help students connect their exploration to the concept under examination?  List higher order thinking questions which you will use to solicit  student explanations and help them to justify their explanations. | | | What culturally responsive vocabulary and/or content will I introduce after students’ explanation? |
| [insert] | | |
|  | ELABORATE  Describe how students will develop a more sophisticated understanding of the concept.  What vocabulary will be introduced and how will it connect to students’ observations?  How is this knowledge applied to other topics? | | | How do I help students elaborate on other topics with an equity lens? |
| [insert] | | |
|  | EVALUATE  How will students demonstrate that they have achieved the lesson objective or SLO? What is the “check for learning”? | | |
| Summative Assessment: | | | |

A. Solano