



## IPGa VOCABULARY

<b>Academic Vocabulary</b>	Professional language common to learning communities / the field of education.
<b>Arc of Lessons</b>	Series of lessons deliberately constructed in a sequential way in which the cumulative result produces the intended learning outcomes.
<b>Content Vocabulary</b>	The key people, events, ideas.
<b>Culminating Activity</b>	Brings together the knowledge gained from the body of lessons within a unit
<b>Essential Questions</b>	Questioning beyond basic fact-gathering; questions that seek to problem-solve or generate higher-order thinking about a subject. [Example: "How do American consumption patterns affect people and the planet?"]
<b>Guiding Questions</b>	A set of questions developed in an intentional manner with the goal of steering the learner's thinking toward a predetermined outcome or goal. [Examples: "Which countries appear to produce the most waste?" "How effective is recycling as a way to reduce trash?"]
<b>Habits of Thinking</b>	Automatic thinking processes one has adopted through practice that are necessary to properly address certain tasks.
<b>Health Connections</b>	Specific emotional, physical, or intellectual connections to lessons (primarily used in middle school curriculum).
<b>Integration Comments</b>	General statements of integration opportunities at the unit level that will be suggested by other content areas.
<b>Intended Learnings</b>	Descriptions of what a student is expected to know, understand, and / or be able to do at the end of a lesson.
<b>Learning Objectives</b>	Measurable statements of what students will be able to do.
<b>Lesson</b>	A piece of instruction associated with a unit of study within a discipline. [Examples: Resources in Latin America; Causes of World War II; Strengths & Weaknesses of the Articles of Confederation]
<b>Major Concept</b>	A one- or two- word mental construct that is comprehensive and abstract, timeless, and universally recognized within a particular discipline's academic vocabulary and under which units of study are organized. [Examples: Belief Systems; Location and Place; Needs and Wants; Culture]
<b>Overarching Idea / Conceptual Theme</b>	Definitive discipline-based statements, below which units of study or major topics taught in a discipline are organized and grouped. [Example of <i>Overarching Idea</i> : "The earth's systems affect people and places." Example of <i>Conceptual Theme</i> : A theme is topical, such as "Community helpers" or "The American Civil War"; or it can be conceptual, such as "Conflict During the American Civil War". Note how including the concept as part of the title changes a topical theme into a conceptual theme.]
<b>Pacing</b>	Minutes, days, or weeks each unit takes to complete.
<b>Specific Learner Strategy</b>	Strategies considered appropriate for all learners but particularly designed to meet the needs of Special Education, English Language Learners, Gifted and Talented - formerly known as differentiation.
<b>Unit</b>	A unit generally consists of an "arc of lessons" supporting a discipline's major concept. [i.e., Latin America, 20 <sup>th</sup> c. Warfare; Origins of American Government]
<b>Unit Title</b>	The distinct manner of identifying units within a discipline and is done in a manner that is consistent so as to be recognized by all who work within the discipline.
<b>Universal Concept</b>	A one- or two- word mental construct that is broad and abstract, timeless, universal, and under which can be grouped a variety of examples across several disciplines that all share the attributes of the concept. [i.e., Systems, Change]

Lesson

**Teacher Lesson Submission Required Sections**

Teacher Submitter:	Campus:	Date:
Location of Lesson in IPG (Grade, 6-wks, Concept/Unit/Arc):		
Is this a new lesson for the IPG?:	Which lesson does this go after?:	

**Lesson Overview Summary**

Lesson Name	Pacing
Level	Sequence
Submission Date	Authors
Language	Homework
Lesson Objective (Intended Learnings)	
Universal Themes: Change, Patterns, Structure, Systems, Orders vs. Chaos, Conflict, Relationships	
Lesson Objective (TEKS)	
TEKS #	Knowledge & Skills: Assessments
	Student Expectation (SE):
	SE:

Related TEKS

TEKS #	Content Area	Knowledge & Skills:	Student Expectation (SE):

Lesson Assessments

Type	Description
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Further Information

Essential Questions	Technology Integration	
Health Integration	Health Connections	
Special Education	English Language Learners	Gifted & Talented <b>(Check with Advanced Academics)</b>
General Notes		
Vocabulary: Type	Description	
ELPS #	Knowledge & Skills:	SE:

**Lesson Stages/ Current Stages**

Name	Description

Student Work Products	
Extended Learning (Homework)	
Principles of Learning	

Resources	Title	Type	Description	Author	Pub Date	URL	ISBN	Actions