

Criteria for “Magna Carta” Lesson Planning Competition

1. The lesson plan must address the following:

- The lesson must introduce the students to Magna Carta and its historical importance.
- It must include teaching of one or two of the concepts below:
 - No one is above the law.
 - To no one we should deny justice.
- The lesson must be 45 to 60 minutes max.
- The lesson plan must be developed using **British Council Lesson Planning Template**.

2. The lesson plan will also be evaluated against the criteria* below:

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
Objectives/ Learning Targets	Lesson objective(s) lack clarity &/or measurability.	Lesson objective(s) somewhat clear & measurable.	Lesson objective(s) are clear, measurable, and specific.	Lesson objectives are clear & measurable; learning progression is evidenced.
Materials & Use of Technology	List of materials and use of technology given limited attention in the lesson plan.	List of materials and/or use of technology is incomplete or inaccurate. Teacher-created hand-outs and/or other reproduced hand-outs are not attached to the lesson plan.	List of materials and technology is provided and accurate for both teacher and students. All hand-outs, both teacher created and those reproduced from other resources, are attached to the lesson plan.	Detailed list of materials/technology is provided for both teacher and students. All hand-outs, both teacher created and those from other resources, are referenced in the procedures and attached to the lesson plan.
Introduction	Little or no attempt to gather students' attention and/or set a purpose for the lesson.	Inadequate attempt to gather students' attention and/or set a purpose for the lesson.	Introduces the lesson by sharing purpose, relevance, and eliciting schema.	Introduces the lesson by sharing purpose, relevance, and eliciting schema.
Procedures	Lesson plan has no match between procedures and objective(s); no modelling; no evidence for guided or independent practice; plan missing necessary details for teacher's actions.	Lesson plan has limited match between procedures and objective(s); limited teacher modelling or examples provided; few opportunities for guided & independent practice; plan missing necessary details for teacher's actions	Lesson plan has clear match between procedures and objective(s); adequate teacher modelling or examples provided; some opportunities for guided & independent practice; sufficiently details teacher's actions step-by-step in first person (I).	Lesson plan has explicit match between procedures and objective(s); multiple teacher modelling or examples provided; with opportunities for guided & independent practice; thoroughly details the teacher's step-by-step actions in first person (I).