

TEACHING LEVEL 1 COGNITIVE CONTENT CHECKLIST

- I have primed my learners for learning by (describe):
- I have established context for learning:
 - I have a strong hook
 - I've explained the big picture
 - I've shared my goals and expectations (in a simple and tangible way)
 - I've told my students why they care
- I am ready to teach terminology explicitly and systematically
 - I've identified all of the terms students will encounter during a lesson
 - I've created a vocabulary sheet with definitions of all terms (or I'm using ABMP Exam Coach)
 - I've used at least two of these methods to preview terms with students
 - Practice the pronunciation of terms
 - Labeled diagrams with terms using textbooks for support
 - Matched written definitions to related images using textbooks
 - Matched images to definitions on PowerPoint slides and previewed them
 - Given students an activity where they must practice verbalizing term definitions in their own words
- I am ready to consciously build learners' basic concepts
 - I follow an interactive lecture content structure
 - I have navigation before I introduce any new term
 - I match a picture with a term/concept and use a formal definition to introduce it
 - I offer relevant facts and examples (each fact and example is on its own slide)
 - I anchor the learning with one or more of these activities
 - Quick Quizzes
 - Response Moments
 - Concept Checking Questions
 - Other (describe):
- I've added at least two pieces of scaffolding to the lesson (circle or describe)
 - Content outline
 - Lecture notes
 - Graphic organizers
 - Rubrics
 - Checklists
 - Example materials
 - Other (describe):
- I've anchored the lesson with drill and practice activities
- I have a plan for additional drill and practice of this content in upcoming classes