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| **STANDARDS:** *List all of the standards that are addressed in this lesson. Write out the “address” and the text of that standard.**Take a deeper look at the ISTE standards. ISTE standards for educators must be a part of every lesson, ISTE standards for students are included only if the student is interacting with technology. Every lesson must have a minimum of one academic content standard and one ISTE standard for educators.* ***If technology is used in the lesson, one ISTE standard for students should also be listed.***  **ACADEMIC CONTENT STANDARDS –** *List all of the academic standards you will address here. This includes ND Content Standards as well as other standards followed within your content area (i.e. National Council for Teachers of Mathematics [NCTM] standards)*  **[Place standard here]**  **ISTE for Educators –** *List ISTE standards for educators along with the substandard that will be implemented in this lesson.*  **[Place standard and substandard here]**  **ISTE for Students –** *List ISTE standards for students that will be implemented in this lesson.*  **[Place standard and substandard here]** |
| **LEARNING OBJECTIVES & ASSESSMENT –** *List your objectives for student learning for this lesson. Remember objectives are aligned to your academic content standards and must be observable and measurable. Each objective must include the behavior to be performed. You may have more than one objective, but limit each objective to only one behavior. Additionally, provide a meaningful answer to how you will assess that objective.*  **Objective(s):**  **[Place objective(s) here]**  **How will you assess this objective?** |
| **MATERIALS –** *List all materials and equipment that will be utilized during this lesson.* |
| **LESSON ACTIVITIES – TEACHING METHODS AND STRATEGIES –** *In this section the student will provide a detailed outline (bullet points) of how they plan to teach the lesson. Each element of the lesson should be followed by a time estimate and a research-base for that element of the lesson (i.e. Vygotsky – social cognitive learning theory) or a strategy/theory that is being implemented. Script the questions you plan to ask. List the technology you plan to use and reference the ISTE standard for that usage (i.e. Global communicator/learner). List assessments as they happen within the lesson. If a formal assessment or printed document is used, it should be attached to this lesson plan. If presentation software is used, the presentation should also be attached to this plan.*  **EXAMPLE IN BLUE:**  **Hook – Q & A (Activate Prior Knowledge, Marzano) – 6 minutes**  **List of planned questions**  **YouTube Video (theory, theorist: ISTE for students/educators) 2 minutes**  **Video link & Title**  **Scripted introduction and/or closing**  **Collaborative Problem Solving (Vygotsky, social learning theory) 15 minutes**  **Identify the problem**  **Define groups (Shoulder partners)**  **List instructions**  **Instructor role**  **Share Time (Theory, theorist) 7 minutes**  **Groups spokesman summaries work**  **Instructor – facilitate discussion as is appropriate**  **Assessment (Theory, theorist) 5 minutes**  **Exit ticket (strategy/theorist)** |
| **LESSON MODIFICATIONS & ACCOMMODATIONS–** *As applicable, describe any modifications you will make for students with special needs (e.g., ELL, special education, gifted/talented, etc.).*  **Accommodations**  *ADHD*  *Hearing/Visual Impairment*  *Physical Impairment*  *Test Anxiety*  *EL*  *Other* |
| **SOURCES CONSULTED:** *List all sources consulted in the planning of your lesson. Remember if what you do it not original to you, your sources must be cited. If what you do is similar to what you see on a teacher site, this site should be listed or links provided here.* |