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| **ACADEMIC CONTENT STANDARDS –** *Access the North Dakota Content Standards* [*here*](https://www.nd.gov/dpi/students-parents/Standards/)*. Access various disciplines’ sets of standards* [*here*](http://www.educationworld.com/standards/national/toc/)*.*  **Standard(s) addressed in this lesson:** |
| **LEARNING OBJECTIVES –** *List your objectives for student learning for this lesson. In other words, what do you want the students to be able to do as a result of this lesson? An objective is written as one sentence that contains “the ABCDs” of a learning objective: the Audience (“The student . . .”); the Behavior (the student action that will demonstrate achievement of the objective); the Conditions (under which the behavior is to be demonstrated); and the Degree (of proficiency or accuracy to which the behavior is to be demonstrated). An example might be, “The student will correctly identify independent and dependent variables in a set of scientific experiments.” Set your objectives at the high levels of Bloom’s taxonomy more frequently than those at the lower levels. Access two helpful online resources* [*here*](http://hermes.webster.edu/elnassio/abcd-model.html) *and* [*here*](http://archive.tlt.psu.edu/learningdesign/objectives/writing.html)*.*  **Objective(s):** |
| **TECHNOLOGY INTEGRATION** – *How will you use technology effectively as an aid in your teaching? How will you engage students in using technology effectively to facilitate their learning? Explain your technology choices and cite the ISTE standard(s) for students (accessible* [*here*](http://www.iste.org/standards/standards/for-students)*) or for educators (accessible* [*here*](http://www.iste.org/standards/standards/for-educators)*) that this lesson addresses.*  **Technology Integration:** |
| **ASSESSMENT –** *How will you assess (collect evidence of) student attainment of the learning objective(s) for this lesson? As applicable, attach a copy of the assessment instrument, such as a written quiz, homework assignment, list of discussion questions, performance task, etc.*  **Assessment:** |
| **LESSON ACTIVITIES – TEACHING METHODS AND STRATEGIES –** *What experiences will the students have to prepare them to meet the lesson objective(s)? Create a step-by-step list indicating how the lesson will unfold from start to finish. Indicate in parentheses the time allocated for each step. Provide enough detail that a substitute could implement the plan as you intend. As applicable, attach a copy of materials that will be distributed or displayed to the students (e.g., PowerPoint slides, video clip, lab sheet, handout, problem set, etc.). Consult your professor, cooperating teacher, or university supervisor to see if he/she would like you to show the structure of your lesson with labels such as these: (1) Anticipatory Set, (2) Purpose, (3) Instructional Input, (4) Modeling, (5) Checking for Understanding, (6) Guided Practice, and (7) Independent Practice.*  **Lesson Activities:** |
| **RESEARCH BASE FOR TEACHING STRATEGY** – *What educational research provides the basis for your selection of this particular teaching strategy? Explain the research and cite the researcher(s) whose work (in a journal article, textbook, etc.) suggests that your choice of teaching strategy is likely to help your students achieve the learning objective(s) for this lesson.*  **Research Base:** |
| **LESSON MODIFICATIONS –** *As applicable, describe any modifications you will make for students with special needs (e.g., ELL, special education, gifted/talented, etc.).*  **Modifications/Accommodations:** |
| **MATERIALS, TECHNOLOGY, AND MEDIA –** *What instructional materials, technology, and media will you use for planning and delivering the lesson? What hyperlinks to online resources will you need?*  **Resources:** |