**Teacher:** Click here to enter name **Class/Course:** Click here to class, course, or subject

**School:** Select a school **Date:**Click here to enter a date. **Time of Lesson:** Click here to enter time

**State Standard:** Click on the button to go to the state standards to copy and paste here.

**PO(s):**Click here to enter PO(s). ****

**Content Standard:** At the Choose a Bloom’s Level level, after Enter condition, SWBAT Enter behavior scoring Enter performance level.

**Language Objective:** SWBAT Enter language objective here.

**Purpose:** Enter purpose of the lesson here.

**Academic Language:**Click here to enter academic vocabulary to use during the lesson.

**Technology Tools/Resources**: Click here to enter technology tools and resources used during the lesson.

**Differentiation:** Click here to enter any differentiation strategies used.

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| --- | --- | --- | --- |
| **Learnings****(Sub-objectives)** | **Teacher Actions****(IRAQ – Model – Modalities – Differentiated Instruction- Differentiated Technology)** | **Student Behavior****(Student Active Participation that is observable and measureable)** | **Technology supporting the learning and level of integration: (Matrix)** |
| SWBAT | Click here to enter teacher actions. | Click here to enter student actions. |  |
| SWBAT | Click here to enter teacher actions. | Click here to enter student actions. |  |
| SWBAT | Click here to enter teacher actions. | Click here to enter student actions. |  |
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| SWBAT | Click here to enter teacher actions. | Click here to enter student actions. |  |

| **Levels of technologyTechnology Integration Matrix**  | **Entry***Teacher uses* technology to deliver curriculum content to students. | **Adoption***Teacher directs* students in the conventional use of tool-based software (e.g. Microsoft Office, Movie Maker…etc.). | **Adaptation***Teacher encourages* adaption of tool-based software by allowing *students to select* and modify a tool to accomplish the task at hand. | **Infusion***Teacher consistently* *provides the infusion* of technology tools with understanding, applying, analyzing, and evaluating learning tasks.  | **Transformation***Teacher blends a choice of technology tools with student-initiated* investigations, discussions, compositions, or projects, across content areas. |
| --- | --- | --- | --- | --- | --- |
| **Active***Students are actively engaged* in educational activities where technology is a transparent tool *used to generate and accomplish objectives and learning.* | Students **receive** **content** through the use of technology or use technology for drill and practice type activities. | Students **occasionally use specified** **technology tools** to plan or create end products. | Students **choose or modify the technology-related** tools most appropriate for developing learning tasks. | Students focus on learning tasks, and **purposefully combine technology tools** to design desired outcomes based on their own ideas. | **Students** seamlessly **organize the learning tasks and formulate products**, discussions, or investigations **using any appropriate technologies** available. |
| **Collaborative***Students use* technology tools *to collaborate* with others. | Students primarily work **alone** in highly structured activities, using technology. | Students are allowed the **opportunities** **to** utilize **collaborative** tools in conventional ways. | Students have **opportunities** **to select and employ technology tools** to facilitate and enhance **collaborative** work. | Students **select technology tools to facilitate and enhance collaboration** in all aspects of their learning. | Students seamlessly use technology tools to **globally collaborate with peers and experts.** |
| **Constructive***Students use* technology to *understand content and add meaning* to their learning. | Technology used to **deliver information** to students. | Students begin to use constructive technology tools to **build upon prior knowledge and construct meaning.** | Students have opportunities to **choose and manipulate** technology tools to assist them **in molding their understanding.** | Students **make connections** with technology tools to construct **deeper understanding** **across disciplines.** | Students use technology to **construct, share, and publish new knowledge** to an appropriate audience. |
| **Authentic***Students use* technology tools *to solve real-world problems* meaningful to them, such as digital citizenship. | Students use technology to complete assigned activities that are generally **isolated issues and unrelated to real-world problems.** | Students are allowed opportunities to employ technology tools to **connect content-specific activities that are based on real-world problems.** | Students have opportunities to **select** and utilize the appropriate technology tools and digital resources to **solve problems based on real-world issues.** | Students **select** appropriate technology tools to complete authentic **tasks across disciplines while modeling digital etiquette and responsible social interactions.** | Students participate in meaningful projects that **require problem-solving strategies, and facilitate global awareness,** through the utilization of technology tools. |
| **Goal Directed***Students use* technology tools to *research* data, *set goals, plan activities, monitor progress,* and *evaluate results.* | Students **receive directions, guidance, and feedback** from technology. | From time to time, students have the **opportunity** to use technology to either **plan, monitor, or evaluate an activity.** | Students have **opportunities** **to select and modify** the use of technology tools to **facilitate goal-setting, planning, monitoring, and/or evaluating specific activities.** | Students **use** technology tools to **set goals, plan activities, monitor progress, and evaluate results** throughout the curriculum. | Students engage in **ongoing metacognitive activities, with reflection or connected purpose,** supported by technology tools. |

