

Subject	
Name:	
Date:	
Standards:	<i>This section is where standards will go. You can copy and paste these from the state website or retype them.</i>
I Can statements/ Objectives	<i>This section is where you break apart the standard(s) you are teaching to focus on what students should know.</i> <i>Ex:</i> <i>I can state the parts of the cell theory.</i> <i>I can describe the contributions of Robert Hooke, Anton von Leeuwenhoek, Mathias Schleiden, Theodore Schwann, and Rudolph Virchow to the cell theory.</i> <i>I can distinguish between eukaryotic cells and prokaryotic cells.</i> <i>I can describe the importance of a nucleus in a eukaryotic cell.</i>
Materials:	<i>A list of materials you will need to complete this lesson. Chromebooks, paper, writing utensils, textbooks, and the ViewBoard will likely be here each week. This is an opportunity to include a checklist of other items that you may need. This can include copies of particular worksheets you plan to give students. In science, this includes lab items so you don't forget a key lab material vital to the lesson. In math, this could include manipulatives you plan to use. In ELA, this can include special books you plan to use. In art, this can include the art materials needed. In music, this can include sheet music and instruments.</i>
Assessments:	<i>What grades will be taken? How are you assessing student knowledge of the standards both formatively and summatively?</i> <i>Example:</i> <i>Starters (5pts/day)</i> <i>Osmosis Lab Report—65 points</i> <i>Passive and Active Transport Venn Diagram—20 points</i> <i>Kahoot Review on material—10 points (active participation)</i> <i>Cellular Transport Summative Assessment—120 points</i>
AVID Strategies:	<i>In this section, I like to track the WICOR strategies that I use. This helps the building AVID site coordinator show how the strategies are being used. This is a section that is dependent on county program implementations.</i> W (writing): I (inquiry): C (collaboration): O (organization): R (reading):
Modification:	<i>A generic list of your modifications. More detailed modifications can be added within the lesson on the specific activity. Refrain from using student names in the lesson plans if you will have these out on your desk. You can keep a detailed one separately to</i>

	<i>track. I do use student names when referring to a severe allergy. You may choose to include this information elsewhere.</i> <i>Example:</i> • <i>Extended time (1 day for 2 students, 2 days for 3 students)</i> • <i>Study-guide 3 days ahead of test (for 2 students)</i> • <i>Redirection (for 5 students)</i> • <i>Preferential Seating (for 2 students)</i> ***Jane Doe has a severe peanut allergy.
Monday Procedures:	<i>Bellringer:</i> <i>Main Activity:</i>
Tuesday Procedures:	<i>Bellringer:</i> <i>Main Activity:</i>
Wednesday Procedures:	<i>Bellringer:</i> <i>Main Activity:</i>
Thursday Procedures:	<i>Bellringer:</i> <i>Main Activity:</i>
Friday Procedures:	<i>Bellringer:</i> <i>Main Activity:</i>
Notes:	<i>I like to include this section to help track my own thoughts whether that is when a test should be, activities I know I would like to continue this lesson with, or reflections on activities.</i>