In North Carolina, the curriculum for computer/technology skills is not taught in isolation. Teachers in all grades are expected to incorporate computer skills throughout their subject area(s). This approach to computer skills is known as technology integration, because the technology skills are seamlessly integrated into the content.
HOW DOES TECHNOLOGY PLAY A ROLE?

When looking for lesson plans (or creating one of your own), you should select activities that address both technology objectives AND one or more content objectives.
A math lesson may include the use of a spreadsheet to teach percentages.
A "book report" for language arts might be done as a PowerPoint presentations.
In these examples, students are using technology as they learn and practice the subject matter.

Technology skills should never be taught in isolation.
Look at the NC Essential Skills, 21st Century Skills and the NETs-T and NETs-S. As you review the goals and objectives for your grade level, think about the units of study in your curriculum where you could incorporate the student use of technology.

NC Technology Essential Skills Grades 9-12
NETs-S
NETs-T
21st Century Skills
HOW DO I EFFECTIVELY INTEGRATE TECHNOLOGY INTO MY LESSON PLANS?

Click [HERE](#) to view a video about TPACK.
TPACK is a way to look at lesson planning, content and technology integration and the connections that occur for learners.
Guided Inventory

When you are assigned to your cooperating school, you will be required to do guided observations on a variety of topics.

In order to teach and integrate technology for 21st Century Learning you must first know what is available at each school and how to access it.

Whether you are looking for hardware, software or simply Internet access, it is very important that you complete a technology inventory so you know what is available to you and your students.

Once you have gathered your information, please use it to complete your Qualtrics survey below. This information will help the College of Education know what options you have at each school.

Click **HERE** for the School Technology Inventory Survey
TPACK: Conditional Component

For EDTC 4001 the conditional component is demonstrated by the completion of the EE9 TPACK lesson plan. View the rubric for the TPACK lesson plan.

English, History, Math and Science have their own conditional components for each discipline area. You can view examples of tech integration within these documents. [HIED Common Core lesson template](#) revised with TPACK integration. [HIED Planning Commentary](#) revised with TPACK integration.
<table>
<thead>
<tr>
<th></th>
<th>below proficient</th>
<th>proficient</th>
<th>above proficient</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection among content, pedagogical approach and technology</td>
<td>There is no apparent connection among content, pedagogy and technology.</td>
<td>Content, instructional strategies and technology are somewhat connected.</td>
<td>Content, instructional strategies and technology are strongly connected AND the lesson plan includes a description of the connections.</td>
<td></td>
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<tr>
<td></td>
<td>The rationale for selecting the instructional strategies student is insufficient OR there is no rationale for the instructional activities in the lesson plan.</td>
<td>The rationale for selecting the instructional strategy/strategies use is sound.</td>
<td>The rationale for selecting the technology for student use is sound AND is tied to a learning theory.</td>
<td></td>
</tr>
<tr>
<td>Rationale for Instructional strategy/strategies</td>
<td>The rationale for selecting the instructional strategies student is insufficient OR there is no rationale for the instructional activities in the lesson plan.</td>
<td>The rationale for selecting the instructional strategy/strategies use is sound.</td>
<td>The rationale for selecting the technology for student use is sound AND is tied to a learning theory.</td>
<td></td>
</tr>
<tr>
<td>Appropriateness of technology for instructor use</td>
<td>The rationale for selecting the technology for instructor use is insufficient OR there is no rationale for the instructor use of technology in the lesson plan.</td>
<td>The rationale for selecting the technology for instructor use is sound.</td>
<td>The rationale for selecting the technology for instructor use is sound AND includes reasons why other technologies were not selected.</td>
<td></td>
</tr>
<tr>
<td>Appropriateness of technology for student use</td>
<td>The rationale for selecting the technology for student use is insufficient OR there is no rationale for the student use of technology in the lesson plan.</td>
<td>The rationale for selecting the technology for student use is sound AND includes reasons why other technologies were not selected.</td>
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<tr>
<td>Alignment to state standards for content and computer skills</td>
<td>Lesson plan is not clearly aligned to state standards for content and/or computer skills.</td>
<td>Lesson plan is clearly aligned to state standards for both content and computer skills at the appropriate grade level AND is also aligned to one or more other discipline standards (interdisciplinary). OR is also aligned to national standards in content and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completeness</td>
<td>Lesson plan is incomplete. One or more key elements are missing or are insufficient.</td>
<td>Lesson plan is complete. It contains all of the required elements. Lesson plan is complete AND {addresses higher-order thinking as per Blooms Taxonomy}</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language and Mechanics</td>
<td>Lesson plan contains multiple errors in grammar, spelling, punctuation and/or grammar OR word choice is inappropriate.</td>
<td>Lesson plan contains no more than two grammar, spelling, and/or punctuation errors. Errors do not affect the meaning of the writing. Word choice is appropriate for the lesson.</td>
<td>Lesson plan is error free. Writing demonstrates superior understanding of grammar, spelling and punctuation.</td>
<td></td>
</tr>
</tbody>
</table>
# Common Core Lesson Plan Format (Guidry - Revised 2012)

Date ____________________  Time/Period ________________  
Teacher Name ____________________________  Subject ________________  Grade level ___  
Text page #s ________________  

<table>
<thead>
<tr>
<th>Lesson step</th>
<th>Description of Activities and Setting</th>
<th>Question script</th>
</tr>
</thead>
</table>
| **1. Focus/hook and review**
Review quickly previous lesson and skills. Give meanings if needed. Talk in relative terms. Use as opportunity to engage/excite students (hook). | | |
| **2. LEQs:** | | |
| **3. Lesson focal understanding:** | | |
| **4. Content strategy** – present new information to students through lecture; multimedia presentation; discussion; reading segment; jigsaw; etc. | | |
| Essential standard content objective: | | |
| **5. Source analysis strategy** – engage students in an analysis of a source that addresses some historical event or social studies phenomena | | |
| Common core or essential standard objective: | | |
| **Must align with NCTES HS.S1.1 – Evaluate resources needed to solve a given problem and/or HS.SE.1 – Analyze issues and practices of responsible behavior when using resources.** | | |
| **6. Writing strategy** – engage students in either a narrative, explanatory, or argumentative writing assignment | | |
| Common core or essential standard writing objective: | | |
| **Is technology used in completion of this task in alignment with NCTES HS.TT.1 – Use technology and other resources for assigned tasks?** | | |
| **7. Assessment(s) for lesson (Must ultimately answer “What did they learn?”):**
Informal: | | |
| Formal: | | |
| **8. Closure**
Have a summary of vital aspects of the lesson, prepare for next lesson-get the students anticipating what is next and check for understanding. | | |
Planning Commentary

Complete the Planning Commentary template and provide your responses to each of the prompts below. If you are prompted to provide any explanations that can be found in your lesson plans, refer to the appropriate page(s) of those plans.

1. Content Focus

Summarize the central focus for the content you will teach in this learning segment.

Begin answer here.

2. Knowledge of Students to Inform Teaching

For each of the categories listed below (a–d), describe what you know about your students’ prior learning and experiences with respect to the central focus of the learning segment. What do they know, what can they do and what are they are learning to do?

Consider the variety of learners in your class who may require different strategies/support:

  . a) Academic development (e.g., prior knowledge, prerequisite skills, ways of thinking in the subject areas, developmental levels, special educational needs)
    Begin answer here.

  . b) Academic Language development (e.g., students’ abilities to understand and produce the oral or written language associated with the central focus and standards/objectives within the learning segment)
    Begin answer here.

  . c) Family/community/cultural assets (e.g., relevant lived experiences, cultural expectations, and student interests)
    Begin answer here.

  . d) Social and emotional development (e.g., ability to interact and express themselves in constructive ways, ability to engage in collaborative learning, nature of contributions to a productive learning environment)
    Begin answer here.

e) Technological literacy (e.g., students’ access to and abilities in using various technological applications and digital tools within instruction, to collect and analyze data, and in assessment)

Begin answer here.
3. Supporting Student Learning

Respond to prompts a–e below to explain how your plans support your students’ learning of course content related to the central focus of the learning segment. As needed, refer to the instructional materials you have included to support your explanations. Cite research and theory to support your explanations.

Intern Name:

e) Technological literacy (e.g., students’ access to and abilities in using various technological applications and digital tools within instruction, to collect and analyze data, and in assessment)

Begin answer here

a) Explain how your understanding of your students’ prior learning, experiences and development guided your choice or adaptation of learning tasks and materials, for students to use facts, concepts, interpretations and analyses of a significant historical or event or social studies phenomenon in this learning segment.
Begin answer here.

b) How are the plans for instruction sequenced in the learning segment to build connections between students’ prior learning and experiences and a significant historical or event or social studies phenomenon taught in this learning segment?
Begin answer here.

c) Explain how, throughout the learning segment, you will help students make connections between and among facts, concepts, interpretations, and claims/arguments as they deepen understanding of a significant historical or event or social studies phenomenon in this learning segment.
Begin answer here.

d) Describe how you will engage students in skills and strategies (including use of technology and UDL) that support the analysis of primary and/or secondary sources as students investigate a significant historical or event or social studies phenomenon in this learning segment.
Begin answer here.

e) Describe any instructional strategies (including use of technology and UDL) planned to support students with specific learning needs. This will vary based on what you know about your students, but may include students with IEPs, English learners, or gifted students needing greater support or challenge.
Begin answer here.
4. Supporting Student Understanding and Use of Academic Language

Support your students’ academic language development.

a) Identify the key academic language demand and explain why it is integral to the central focus for the segment and appropriate to students’ academic language development. Consider language functions and language forms, essential vocabulary, symbols, and/or phrases for the concepts and skills being taught, and instructional language necessary for students to understand or produce oral and/or written language within learning tasks and activities. Begin answer here.

b) Explain how planned instructional supports (including use of technology and UDL) will assist students to understand academic language related to the key language demand to express and develop their content learning. Describe how planned supports vary for students at different levels of academic language development. Begin answer here.

5. Monitoring Student Learning

a) Explain how the informal and formal assessments (including use of digital tools used in assessment) were selected and/or designed to provide evidence you will use to monitor student progress toward the standards/objectives. Consider how the assessments will provide evidence of students’ understanding of facts, concepts, interpretations and analyses to make and explain claims/arguments about a significant historical event or social studies phenomenon. Begin answer here.

B) Describe any modifications or accommodations to the planned assessment tools or procedures that allow students with specific needs to demonstrate their learning. Begin answer here.