Instructional Planning Packet

In this packet you will find materials used for instructional planning throughout the training. You will use this packet throughout the training; it is important that you read the directions before each element and use the appropriate documents for different modules and activities within the training.

Contents Include:

I. Curriculum Map (to be completed prior to the training)
II. Range of Use Record Keeper for Module 1
III. Activity Checklist for Module 2, Activity 2
IV. Activity Rubric for Module 2
V. Activity Checklist for Module 2, Activity 3 – For creating your own activity
VI. Activity Checklist for Module 3 – For creating your own activity
VII. Activity Checklist for Module 3 – For reviewing your partner's activity
VIII. Activity Rubric for Module 3 – For review your partner's activity

Curriculum Map

Directions for use: Prior to the training, you will complete the Curriculum Map by adding contents to the grid below. Consider your yearly curriculum and note the unit title, what content is addressed, core activities/instructional strategies that you typically use to teach this unit, resources you use for teaching and resources your students access for learning, ideas for how you might want to improve the unit or activity and the resources you may need in order to implement those ideas, and identify the priority for improving the lesson (in this column consider if one unit/activity you currently teach needs attention more than others). Before the training you will fill out: Unit title, content addressed, core activities, instructional strategies, and resources currently used. During the training you will complete new ideas, resources needed, and priority.

Unit Title	Content Addressed	Core Activities/Instructional Strategies	Resources Currently Used (Including Technology)	New Ideas	Resources Needed	Priority (High, Medium, Low)
1.						
2.						
3.						
4.						

Unit Title	Content Addressed	Core Activities/Instructional Strategies	Resources Currently Used (Including Technology)	New Ideas	Resources Needed	Priority (High, Medium, Low)
5.						

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Notes/Comments:

Range of Use Record Keeper for Module 1

Directions for use: In Module 1, Activity 2 you will explore the Range of Use Interactive. Use this Range of Use Record Keeper to take notes on the scenarios and tools you were able to review. Remember that you will access this document in later modules.

Scenario Title: Interest Score: 1 2 3 4 5 6 7 8 9 10 Scenario "Fit": 1 2 3 4 5 6 7 8 9 10 Tool "Fit": 1 2 3 4 5 6 7 8 9 10 Possible uses in your classroom: Notes:	**Scenario Title:** Interest Score: 1 2 3 4 5 6 7 8 9 10 Scenario "Fit": 1 2 3 4 5 6 7 8 9 10 Tool "Fit": 1 2 3 4 5 6 7 8 9 10 Possible uses in your classroom: Notes:
Scenario Title: Interest Score: 1 2 3 4 5 6 7 8 9 10 Scenario "Fit": 1 2 3 4 5 6 7 8 9 10 Tool "Fit": 1 2 3 4 5 6 7 8 9 10 Possible uses in your classroom: Notes:	**Scenario Title:** Interest Score: 1 2 3 4 5 6 7 8 9 10 Scenario "Fit": 1 2 3 4 5 6 7 8 9 10 Tool "Fit": 1 2 3 4 5 6 7 8 9 10 Possible uses in your classroom: Notes:

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Activity Checklist for Module 2 – Classroom Management Activity

Directions for use: This Activity Checklist will be used to identify components of the model classroom management lesson. Use the far left column to insert a √ if the activity addresses this component, use the far right column to make notes on how the activity addressed or did not address these components. Take notes as needed.

√			NOTES
	Curriculum Map Component	**Classroom Management Activity**	
Description		**Summarize the activity**	
	Activity	What is the Essential or Unit Question? (high level, open-ended question)	
		Describe the activity.	
		What resources are needed?	
		What will require higher order thinking in this activity?	
		How will the activity support the development of 21st Century Skills?	
		How will students have the opportunity to make choices based on their interests?	
		What are the prerequisite technology skills students need to participate in this activity?	

	Interactions	How will students interact with each other? How will these student interactions be supported?	
		Will students communicate and collaborate with a larger community? If so, how? (Remember that collaboration can take place within a school, within a local community, or within the global community).	
	Assessment	What formative and summative assessment strategies will be used? ▪ Consider multiple forms of assessment (i.e. use of rubrics, presentations, portfolios, etc.) ▪ Consider types of assessment (i.e. summative and/or formative) ▪ Consider how technology and 21st Century skills might be assessed ▪ Consider how sharing and/or collaborating on products within and beyond the classroom might be assessed ▪ Consider how technology might be used to empower assessment	

	Technology Tool(s) and Integration	Which tool or tools will be implemented from the "Range of Use" document?	
		How will the tool or tools will be integrated?	
		Does the tool(s) support any of these skills? (Check all that apply) ☐ Effective use of real-world tools ☐ Higher order thinking ☐ Creation of high quality products ☐ Visual or information literacy	

Notes or Comments:

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Activity Rubric for Module 2

Directions for use: This Activity Rubric will be used in Module 2 to rate how well the Classroom Management activity addressed components of a model lesson. Each of the levels (Pre-laptop, novice, intermediate, and exemplary) have a score/number associated with it. As you review the activity, identify which level the activity is operating within and list that score in the far right column. Complete scoring for each of the rows within each of the curriculum map components. When you are done reviewing and scoring the activity, calculate the total score, which is located just below the final row of the rubric.

Curriculum Map Component	Which Unit/Topic?	Pre-laptop (0)	Novice (1)	Intermediate (2)	Exemplary (3)	Score
Activity	*Key elements of Essential Questions include: Is open-ended; Focuses on core theme in curriculum; Requires higher order thinking; Is engaging and meaningful; Helps students to understand facts and ideas in conceptual framework*					
	What is the Essential question?	No Essential question is described.	Essential Question is narrowly focused and does not address the key elements of essential questions.	Essential Question only addresses some of the key elements of essential questions.	Essential Question addresses all of the key elements.	
	Key elements of Unit Questions include: Is open-ended; Invites exploration of ideas within a topic; Is specific to a unit of study; Supports the exploration of the Essential Question; Helps students to understand facts and ideas in a conceptual framework; Requires higher order thinking					
	What are the Unit questions?	No Unit questions are described.	Unit Questions do not address any of the key elements of unit questions.	Unit Questions only address one or more of the key elements of unit questions.	Unit Questions address all of the key elements.	
	What resources are needed? (Resources are materials or other sources that support teaching and/or learning.)	The list of resources is either missing or erroneous.	The list of resources is present, but may be incomplete or have some elements that are inappropriate.	The list of resources is adequate and the resources described are generally appropriate.	The list of resources is completely accurate. Resources selected are creative and particularly appropriate to the topic.	
	21st *Century skills: Inventive thinking (managing complexity, creativity, higher order reasoning); High productivity (teaming and collaboration, effective communication, personal and social responsibility); Information Literacy (basic operations and concepts, technology tools for productivity, research, problem solving, creation/production, communication, assessment, and/or individualized learning).*					
	What about the activity will require higher order thinking?	The activity does not require higher order thinking.	The activity might require some higher order thinking, but is primarily rote or drill oriented.	The activity requires significant higher order thinking.	The activity requires very high levels of thinking. It would be impossible to complete without high levels of thought and mental effort.	
	How will the activity support the development of 21st Century	Students rarely use 21st Century Skills in the Activity.	Students practice 21st Century Skills during the unit, but there is little instruction to support their development.	Students are provided instruction and modeling to help them refine and develop 21st Century Skills.	Students are provided multiple opportunities to refine and develop 21st Century Skills.	

	Skills?					
	Will students have the opportunity to choose questions and activities that interest them?	The activity is prescribed and directed by the teacher. Students make no choices and have no obvious role in guiding the activity.	While there is some evidence of student choice within the activity, it is primarily prescribed and directed by the teacher.	There is obvious effort to include elements of student choice and direction in this activity, though some key elements are still highly prescribed and opportunities for student-centered activity may be missed.	This activity is an excellent example of skillful design to give students choice, allow for student direction, and provide the support necessary to ensure that students take appropriate advantage of these opportunities.	
	What are the prerequisite technology skills students need to participate in this activity?	No prerequisite technology skills have been identified, though it is obvious from the description of the activity and the necessary resources that prerequisite skills are necessary.	Some prerequisite skills have been identified, but are based on the description of the activity and the resources used; the list appears to be incomplete.	A good list of prerequisite skills has been identified. Any omissions would appear to be minor.	An excellent list of prerequisite skills has been identified including skills or dispositions that would not be obvious to most.	
Interactions	How will students interact with each other? How will these interactions be supported?	The activity only involves direct, traditional instruction. There is no opportunity for student inquiry or collaboration.	Students are involved in some pair or group work, but are not given guidance on effective collaboration, teaming or interpersonal skills. Direct instruction is central to most of the tasks or activities.	Students are involved in significant collaborative work. Some guidance and expectations are shared for effective collaboration, teaming or interpersonal skills.	Student/student and student/teacher collaboration are at the core of this activity. The teacher acts as a facilitator of the learning process as opposed to directing the learning. Explicit instructions in collaborative skills are given and those skills are assessed.	
	Will students communicate and collaborate with a larger community? If so, how?	This activity does not include communication or collaboration outside of the classroom.	While the possibility might exist for some limited communication or collaboration with a larger community, this is not explicit and central to the activity.	There are some explicit opportunities for communication and collaboration with a larger community. These are adequately described.	Communication and collaboration with a larger community is at the core of this activity. It is evident that supports are in place to guarantee the quality of this collaboration.	
Assessment	*Consider multiple forms of assessment (i.e. use of rubrics, presentations, portfolios, etc.); Consider types of assessment (i.e. summative and formative assessment); Consider plans for assessing technology skills; Consider plans for assessment sharing and/or collaborating on products within and beyond the classroom might be assessed (i.e., students present products to outside experts via Skype, or engage in peer presentations and receive feedback on their work); Consider how technology might empower assessment.*					
	What forms of	Assessments are	Assessments are limited and	Assessments are fairly well	Assessments are well	

	assessment will be used?	limited to traditional quizzes and tests	may not be particularly well matched to the activity or are traditional.	matched to the activity and provide some opportunity to authentically measure student learning.	matched to the activity, and are authentic measures of student learning.	
	What types of assessment will be used?	The type of assessment is unclear, and difficult to categorize as formative or summative.	Assessment is limited to formative or summative.	The activity incorporates formative and summative assessment, however it is unclear how formative assessments will inform instruction.	The activity incorporates both formative and summative assessment. Formative assessment results inform instruction throughout the unit.	
	How is sharing and/or collaboration assessed?	There is no assessment of sharing and/or collaboration.	The assessment of sharing and/or collaboration is mentioned but needs to be further developed.	The assessment of sharing and/or collaboration is articulated.	The assessment of sharing and/or collaboration is articulated, clearly describing expectations for students.	
	How does technology empower assessment?	Assessment takes no advantage of available technologies.	Some effort is made to leverage available technologies.	The assessment makes use of available technologies.	Assessments include a variety of strategies that leverage available technologies.	
Technology Tool(s)and Integration	*Expectations for technology tools are that they should support: Effective use of real-world tools; Higher order thinking; Creation of high-quality products; Visual or information literacy*					
	Which tool or tools in the Range of Use would be implemented?	No tool is identified or tool is obviously inappropriate.	Technology is an "add-on," and is of little or no connection or added value to the concept being studied. Does not support the expectations for technology tools.	The tool that is selected is useful and adds some value to the concept or topic, but either is not an integral part of the lesson or activity or does not support any of the expectations for technology tools.	The tool that is selected is an integral part of the lesson or activity. The tool supports one or more of the expectations for technology tools.	
	Expectations for technology integration: The choice of technology is based on the needs of the lesson/unit; The integration of technology enhances student engagement; Technology is essential to the purpose of the unit/lesson; Integration of technology is meaningful and purposeful to student learning.					
	How will the tool or tools be integrated?	There is no evidence of technology integration.	The integration of technology seems irrelevant and/or unnecessary for the overall goal of the lesson/unit, and makes little to no impact on student engagement. The integration of technology appears superficial.	The integration of technology is important (but not essential) to the lesson/unit, and it may or may not enhance student engagement. As a result, technology may or may not make student learning both meaningful and purposeful. The choice of technology does support the goals of the lesson.	The integration of technology is essential to the lesson/unit, and enhances student engagement. As a result, technology makes student learning both meaningful and purposeful. The choice of technology enhances the goals of the lesson.	

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Total Score _____

Activity Checklist for Module 2, Activity 3

Directions for use: Use this checklist to work on creating a new activity for use in your one to one eLearning classroom. . You will use this checklist to identify components of your activity. Take notes on how your activity will attend to these components. See the completed instructional planning packet for an example of a finished product.

√			NOTES
	Curriculum Map Component	**Classroom Management Activity**	
Description		**Summarize the activity**	
	Activity	What is the Essential or Unit Question? (high level, open-ended question)	
		Describe the activity.	
		What resources are needed?	
		What will require higher order thinking in this activity?	
		How will the activity support the development of 21st Century Skills?	
		How will students have the opportunity to make choices based on their interests?	
		What are the prerequisite technology skills students need to participate in this activity?	

	Interactions	How will students interact with each other? How will these student interactions be supported?	
		Will students communicate and collaborate with a larger community? If so, how? (Remember that collaboration can take place within a school, within a local community, or within the global community).	
	Assessment	What formative and summative assessment strategies will be used? ▪ Consider multiple forms of assessment (i.e. use of rubrics, presentations, portfolios, etc.) ▪ Consider types of assessment (i.e. summative and/or formative) ▪ Consider how technology and 21st Century skills might be assessed ▪ Consider how sharing and/or collaborating on products within and beyond the classroom might be assessed ▪ Consider how technology might be used to empower assessment	

	Technology Tool(s) and Integration	Which tool or tools will be implemented from the "Range of Use" document?	
		How will the tool or tools will be integrated?	
		Does the tool(s) support any of these skills? (Check all that apply) ☐ Effective use of real-world tools ☐ Higher order thinking ☐ Creation of high quality products ☐ Visual or information literacy	

Notes or Comments:

Activity Checklist for Module 3 – Your Activity

Directions for use: Use this activity checklist to create a new activity for use in your one to one eLearning classroom. You will use this checklist to identify components of your activity. Take notes on how your activity will attend to these components.

√			NOTES
	Curriculum Map Component	**Classroom Management Activity**	
Description		**Summarize the activity**	
	Activity	What is the Essential or Unit Question? (high level, open-ended question)	
		Describe the activity.	
		What resources are needed?	
		What will require higher order thinking in this activity?	
		How will the activity support the development of 21st Century Skills?	
		How will students have the opportunity to make choices based on their interests?	
		What are the prerequisite technology skills students need to participate in this activity?	

	Interactions	How will students interact with each other? How will these student interactions be supported?	
		Will students communicate and collaborate with a larger community? If so, how? (Remember that collaboration can take place within a school, within a local community, or within the global community).	
	Assessment	What formative and summative assessment strategies will be used? ▪ Consider multiple forms of assessment (i.e. use of rubrics, presentations, portfolios, etc.) ▪ Consider types of assessment (i.e. summative and/or formative) ▪ Consider how technology and 21st Century skills might be assessed ▪ Consider how sharing and/or collaborating on products within and beyond the classroom might be assessed ▪ Consider how technology might be used to empower assessment	

	Technology Tool(s) and Integration	Which tool or tools will be implemented from the "Range of Use" document?	
		How will the tool or tools will be integrated?	
		Does the tool(s) support any of these skills? (Check all that apply) ☐ Effective use of real-world tools ☐ Higher order thinking ☐ Creation of high quality products ☐ Visual or information literacy	

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Notes or Comments:

Activity Checklist for Module 3 – To Review Your Partner's Activity

Directions for use: This Activity Checklist will be used to review your partner's activity that they have created. You will use this checklist to identify components of his or her activity; use the far left column to insert a √ if the activity addresses this component, use the far right column to make notes on how the activity attended or did not attend to these components. Take notes that can be shared with your partner.

√			NOTES
	Curriculum Map Component	**Classroom Management Activity**	
Description		**Summarize the activity**	
	Activity	What is the Essential or Unit Question? (high level, open-ended question)	
		Describe the activity.	
		What resources are needed?	
		What will require higher order thinking in this activity?	
		How will the activity support the development of 21st Century Skills?	
		How will students have the opportunity to make choices based on their interests?	
		What are the prerequisite technology skills students need to participate in this activity?	

	Interactions	How will students interact with each other? How will these student interactions be supported?	
		Will students communicate and collaborate with a larger community? If so, how? (Remember that collaboration can take place within a school, within a local community, or within the global community).	
	Assessment	What formative and summative assessment strategies will be used? ▪ Consider multiple forms of assessment (i.e. use of rubrics, presentations, portfolios, etc.) ▪ Consider types of assessment (i.e. summative and/or formative) ▪ Consider how technology and 21st Century skills might be assessed ▪ Consider how sharing and/or collaborating on products within and beyond the classroom might be assessed ▪ Consider how technology might be used to empower assessment	

	Technology Tool(s) and Integration	Which tool or tools will be implemented from the "Range of Use" document?	
		How will the tool or tools will be integrated?	
		Does the tool(s) support any of these skills? (Check all that apply) ☐ Effective use of real-world tools ☐ Higher order thinking ☐ Creation of high quality products ☐ Visual or information literacy	

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Notes or Comments:

Activity Rubric for Module 3 – To Review Your Partner's Activity

Directions for use: This Activity Rubric will be used to rate how well your partner's activity addressed components of a model lesson. Each of the levels (Pre-laptop, novice, intermediate, and exemplary) have a score/number associated with it, as you review your partner's activity identify which level the activity is operating within and list that score in the far right column. Complete scoring for each of the rows within each of the curriculum map components. When you are done reviewing and scoring the activity, calculate the total score, which is located just below the final row of the rubric.

Curriculum Map Component	Which Unit/Topic?	Pre-laptop (0)	Novice (1)	Intermediate (2)	Exemplary (3)	Score
Activity	*Key elements of Essential Questions include: Is open-ended; Focuses on core theme in curriculum; Requires higher order thinking; Is engaging and meaningful; Helps students to understand facts and ideas in conceptual framework*					
	What is the Essential question?	No Essential question is described.	Essential Question is narrowly focused and does not address the key elements of essential questions.	Essential Question only addresses some of the key elements of essential questions.	Essential Question addresses all of the key elements.	
	Key elements of Unit Questions include: Is open-ended; Invites exploration of ideas within a topic; Is specific to a unit of study; Supports the exploration of the Essential Question; Helps students to understand facts and ideas in a conceptual framework; Requires higher order thinking					
	What are the Unit questions?	No Unit questions are described.	Unit Questions do not address any of the key elements of unit questions.	Unit Questions only address one or more of the key elements of unit questions.	Unit Questions address all of the key elements.	
	What resources are needed? (Resources are materials or other sources that support teaching and/or learning.)	The list of resources is either missing or erroneous.	The list of resources is present, but may be incomplete or have some elements that are inappropriate.	The list of resources is adequate and the resources described are generally appropriate.	The list of resources is completely accurate. Resources selected are creative and particularly appropriate to the topic.	
	21st *Century skills: Inventive thinking (managing complexity, creativity, higher order reasoning); High productivity (teaming and collaboration, effective communication, personal and social responsibility); Information Literacy (basic operations and concepts, technology tools for productivity, research, problem solving, creation/production, communication, assessment, and/or individualized learning).*					
	What about the activity will require higher order thinking?	The activity does not require higher order thinking.	The activity might require some higher order thinking, but is primarily rote or drill oriented.	The activity requires significant higher order thinking.	The activity requires very high levels of thinking. It would be impossible to complete without high levels of thought and mental effort.	
	How will the activity support the development of 21st Century Skills?	Students rarely use 21st Century Skills in the Activity.	Students practice 21st Century Skills during the unit, but there is little instruction to support their development.	Students are provided instruction and modeling to help them refine and develop 21st Century Skills.	Students are provided multiple opportunities to refine and develop 21st Century Skills.	
	Will students	The activity is	While there is some evidence	There is obvious effort to	This activity is an	

	have the opportunity to choose questions and activities that interest them?	prescribed and directed by the teacher. Students make no choices and have no obvious role in guiding the activity.	of student choice within the activity, it is primarily prescribed and directed by the teacher.	include elements of student choice and direction in this activity, though some key elements are still highly prescribed and opportunities for student-centered activity may be missed.	excellent example of skillful design to give students choice, allow for student direction, and provide the support necessary to ensure that students take appropriate advantage of these opportunities.	
	What are the prerequisite technology skills students need to participate in this activity?	No prerequisite technology skills have been identified, though it is obvious from the description of the activity and the necessary resources that prerequisite skills are necessary.	Some prerequisite skills have been identified, but are based on the description of the activity and the resources used; the list appears to be incomplete.	A good list of prerequisite skills has been identified. Any omissions would appear to be minor.	An excellent list of prerequisite skills has been identified including skills or dispositions that would not be obvious to most.	
Interactions	How will students interact with each other? How will these interactions be supported?	The activity only involves direct, traditional instruction. There is no opportunity for student inquiry or collaboration.	Students are involved in some pair or group work, but are not given guidance on effective collaboration, teaming or interpersonal skills. Direct instruction is central to most of the tasks or activities.	Students are involved in significant collaborative work. Some guidance and expectations are shared for effective collaboration, teaming or interpersonal skills.	Student/student and student/teacher collaboration are at the core of this activity. The teacher acts as a facilitator of the learning process as opposed to directing the learning. Explicit instructions in collaborative skills are given and those skills are assessed.	
	Will students communicate and collaborate with a larger community? If so, how?	This activity does not include communication or collaboration outside of the classroom.	While the possibility might exist for some limited communication or collaboration with a larger community, this is not explicit and central to the activity.	There are some explicit opportunities for communication and collaboration with a larger community. These are adequately described.	Communication and collaboration with a larger community is at the core of this activity. It is evident that supports are in place to guarantee the quality of this collaboration.	
Assessment	*Consider multiple forms of assessment (i.e. use of rubrics, presentations, portfolios, etc.); Consider types of assessment (i.e. summative and formative assessment); Consider plans for assessing technology skills; Consider plans for assessment sharing and/or collaborating on products within and beyond the classroom might be assessed (i.e., students present products to outside experts via Skype, or engage in peer presentations and receive feedback on their work); Consider how technology might empower assessment.*					
	What forms of assessment will be used?	Assessments are limited to traditional	Assessments are limited and may not be particularly well matched to the activity or	Assessments are fairly well matched to the activity and provide some opportunity to	Assessments are well matched to the activity, and are authentic	

		quizzes and tests	are traditional.	authentically measure student learning.	measures of student learning.	
	What types of assessment will be used?	The type of assessment is unclear, and difficult to categorize as formative or summative.	Assessment is limited to formative or summative.	The activity incorporates formative and summative assessment, however it is unclear how formative assessments will inform instruction.	The activity incorporates both formative and summative assessment. Formative assessment results inform instruction throughout the unit.	
	How is sharing and/or collaboration assessed?	There is no assessment of sharing and/or collaboration.	The assessment of sharing and/or collaboration is mentioned but needs to be further developed.	The assessment of sharing and/or collaboration is articulated.	The assessment of sharing and/or collaboration is articulated, clearly describing expectations for students.	
	How does technology empower assessment?	Assessment takes no advantage of available technologies.	Some effort is made to leverage available technologies.	The assessment makes use of available technologies.	Assessments include a variety of strategies that leverage available technologies.	
Technology Tool(s)and Integration	*Expectations for technology tools are that they should support: Effective use of real-world tools; Higher order thinking; Creation of high-quality products; Visual or information literacy*					
	Which tool or tools in the Range of Use would be implemented?	No tool is identified or tool is obviously inappropriate.	Technology is an "add-on," and is of little or no connection or added value to the concept being studied. Does not support the expectations for technology tools.	The tool that is selected is useful and adds some value to the concept or topic, but either is not an integral part of the lesson or activity or does not support any of the expectations for technology tools.	The tool that is selected is an integral part of the lesson or activity. The tool supports one or more of the expectations for technology tools.	
	Expectations for technology integration: The choice of technology is based on the needs of the lesson/unit; The integration of technology enhances student engagement; Technology is essential to the purpose of the unit/lesson; Integration of technology is meaningful and purposeful to student learning.					
	How will the tool or tools be integrated?	There is no evidence of technology integration.	The integration of technology seems irrelevant and/or unnecessary for the overall goal of the lesson/unit, and makes little to no impact on student engagement. The integration of technology appears superficial.	The integration of technology is important (but not essential) to the lesson/unit, and it may or may not enhance student engagement. As a result, technology may or may not make student learning both meaningful and purposeful. The choice of technology does support the goals of the lesson.	The integration of technology is essential to the lesson/unit, and enhances student engagement. As a result, technology makes student learning both meaningful and purposeful. The choice of technology enhances the goals of the lesson.	

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Total Score _____

Activity Checklist for Module 3 – Your Activity
Directions for use: Additional templates for you to use as you continue to create your classroom activities.

√			NOTES
	Curriculum Map Component	**Classroom Management Activity**	
	Description	**Summarize the activity**	
	Activity	What is the Essential or Unit Question? (high level, open-ended question)	
		Describe the activity.	
		What resources are needed?	
		What will require higher order thinking in this activity?	
		How will the activity support the development of 21st Century Skills?	
		How will students have the opportunity to make choices based on their interests?	
		What are the prerequisite technology skills students need to participate in this activity?	
	Interactions	How will students interact with each other? How will these student interactions be supported?	

		Will students communicate and collaborate with a larger community? If so, how? (Remember that collaboration can take place within a school, within a local community, or within the global community).	
	Assessment	What formative and summative assessment strategies will be used? ▪ Consider multiple forms of assessment (i.e. use of rubrics, presentations, portfolios, etc.) ▪ Consider types of assessment (i.e. summative and/or formative) ▪ Consider how technology and 21st Century skills might be assessed ▪ Consider how sharing and/or collaborating on products within and beyond the classroom might be assessed ▪ Consider how technology might be used to empower assessment	
	Technology Tool(s) and Integration	Which tool or tools will be implemented from the "Range of Use" document?	

		How will the tool or tools will be integrated?	
		Does the tool(s) support any of these skills? (Check all that apply) ☐ Effective use of real-world tools ☐ Higher order thinking ☐ Creation of high quality products ☐ Visual or information literacy	

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Notes or Comments:

Activity Checklist for Module 3 – Your Activity
Directions for use: Additional templates for you to use as you continue to create your classroom activities.

√			NOTES
	Curriculum Map Component	**Classroom Management Activity**	
	Description	**Summarize the activity**	
	Activity	What is the Essential or Unit Question? (high level, open-ended question)	
		Describe the activity.	
		What resources are needed?	
		What will require higher order thinking in this activity?	
		How will the activity support the development of 21st Century Skills?	
		How will students have the opportunity to make choices based on their interests?	
		What are the prerequisite technology skills students need to participate in this activity?	
	Interactions	How will students interact with each other? How will these student interactions be supported?	

		Will students communicate and collaborate with a larger community? If so, how? (Remember that collaboration can take place within a school, within a local community, or within the global community).	
	Assessment	What formative and summative assessment strategies will be used? ▪ Consider multiple forms of assessment (i.e. use of rubrics, presentations, portfolios, etc.) ▪ Consider types of assessment (i.e. summative and/or formative) ▪ Consider how technology and 21st Century skills might be assessed ▪ Consider how sharing and/or collaborating on products within and beyond the classroom might be assessed ▪ Consider how technology might be used to empower assessment	
	Technology Tool(s) and Integration	Which tool or tools will be implemented from the "Range of Use" document?	

		How will the tool or tools will be integrated?	
		Does the tool(s) support any of these skills? (Check all that apply) ☐ Effective use of real-world tools ☐ Higher order thinking ☐ Creation of high quality products ☐ Visual or information literacy	

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Notes or Comments:

Activity Checklist for Module 3 – Your Activity
Directions for use: Additional templates for you to use as you continue to create your classroom activities.

√			NOTES
	Curriculum Map Component	**Classroom Management Activity**	
	Description	**Summarize the activity**	
	Activity	What is the Essential or Unit Question? (high level, open-ended question)	
		Describe the activity.	
		What resources are needed?	
		What will require higher order thinking in this activity?	
		How will the activity support the development of 21st Century Skills?	
		How will students have the opportunity to make choices based on their interests?	
		What are the prerequisite technology skills students need to participate in this activity?	
	Interactions	How will students interact with each other? How will these student interactions be supported?	

		Will students communicate and collaborate with a larger community? If so, how? (Remember that collaboration can take place within a school, within a local community, or within the global community).	
	Assessment	What formative and summative assessment strategies will be used? ▪ Consider multiple forms of assessment (i.e. use of rubrics, presentations, portfolios, etc.) ▪ Consider types of assessment (i.e. summative and/or formative) ▪ Consider how technology and 21st Century skills might be assessed ▪ Consider how sharing and/or collaborating on products within and beyond the classroom might be assessed ▪ Consider how technology might be used to empower assessment	
	Technology Tool(s) and Integration	Which tool or tools will be implemented from the "Range of Use" document?	

		How will the tool or tools will be integrated?	
		Does the tool(s) support any of these skills? (Check all that apply) ☐ Effective use of real-world tools ☐ Higher order thinking ☐ Creation of high quality products ☐ Visual or information literacy	

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Notes or Comments: