**Promoting Interest in Science & Science Careers through Field Trips to the Belle Isle Aquarium**

Design a new lesson plan using ideas and concepts gained at the Belle Isle Summer Institute.

**Teachers submitting approved lessons will receive a $150 stipend**.

Teachers must use the DPSCD lesson plan outline and describe in enough detail so that another teacher could teach the lesson.

To earn Michigan Tech graduate credit, submit to institute coordinator [jchadde@mtu.edu](mailto:jchadde@mtu.edu) by ***Dec. 1, 2019.***

To earn $150 stipend, submit to institute coordinator [jchadde@mtu.edu](mailto:jchadde@mtu.edu) for approval by ***Dec. 30, 2019.***

Teacher Name: School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date submitted: \_\_\_\_\_\_\_\_

**Office of Science Lesson Planner Rubric**

**Teacher: \_\_\_\_\_\_\_\_\_ Date submitted:**\_\_\_\_\_\_\_ **Target Grade:**  \_\_\_\_\_\_\_\_\_\_\_\_

**Unit Driving Question (3 points)**:

**Lesson Level Question** (If Available):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Plan for success using NGSS (10 points):** Lessons and assessments should be designed in a way that allows students to engage in all three dimensions simultaneously. | | | | | |
| **NGSS Performance Expectation(s):** | **The 3-Dimensions of the Next Generation Science Standards** | | | | |
|  | **Science and Engineering Practices:** Eight practices that represent how scientists investigate the natural world. | | **Disciplinary Core Ideas:**  Key ideas in science that have broad importance. | | **Cross Cutting Concepts:**  Concepts that have connections across all domains of science. |
| **SEP:** | | **DCI** | | **CCC:** |
| **Learning Target (3 points):** *(Written in a way that does not give away any scientific discovery opportunities)* | **Academic Language (3 points)*:*** *(Students should* ***discover*** *these terms and concepts through scientific investigations)* | | | **Materials (3 points):** | |
|  | **3-Dimensional Learning Elements** | | |  | |
| **Phenomena (3 points):** (*Real-world/natural occurrence used to create or support Driving Question Board and connects to each lesson within the unit)* | | | | **Lesson Connection to Phenomena (3 points):** *(How does this investigation help students explain the phenomenon)* | |
| **Exploration, Discussion, Investigation Activities (20 points):**  ***Differentiation of instruction for exceptional learners* (2 points)*:*** | | | | | |
| **Formative Assessment(s):** *(Progress monitoring strategy used to assist with lesson adaptations based on students’ needs)* | | | | | |
| **Student Artifact (5 points):** *(Tangible evidence of student learning)* | | **Student Discourse (2 points):** *(What you should hear that is evidence of student learning; see Talk Moves)* | | | |
| **Learning Extensions (2 points):**: *(Learning beyond the classroom)* | | | | | |