



LESSON PLAN DEVELOPMENT AND MODIFICATIONS

Missouri Competitive Event
Fall Leadership Conference

LESSON PLAN DEVELOPMENT AND MODIFICATIONS, an individual event, recognizes members for their ability to develop an original lesson plan and offer tailored modifications based on a provided student profile, ensuring that the student’s specific learning needs are met.

ELIGIBILITY & GENERAL INFORMATION

1. Each chapter may submit three (3) entries in each level of this event. Entries will be available on a first-come, first-serve basis. The conference facility and schedule will determine the number of entries.
2. Participation is open to any fully affiliated FCCLA member in grades 9 and up.
3. Participants must be registered for the Missouri Fall Leadership Conference.
4. Spectators are not allowed.
5. Participants are not allowed to discuss the event with other participants. Doing so will result in disqualification.
6. Presentations may not be recorded or photographed during competition except by official Missouri FCCLA photographers.

CAREER PATHWAYS ALIGNMENT			
Human Services	Hospitality & Tourism	Education & Training	Visual Arts & Design
		✓	

EVENT LEVELS			
Level 1: Through Grade 8	Level 2: Grades 9-10	Level 3: Grades 11-12	Level 4: Postsecondary
	✓	✓	✓

GENERAL INFORMATION			
Number of Participants per Entry	Prepare Ahead of Time	Equipment Provided for Competition	Competition Dress Code
1	Participants should prepare and bring one (1) file folder, a pencil, and four (4) copies of a completed and original lesson plan they developed that would fit within one of the age groups outlined in the specifications.	Table – Yes Electrical Access – No Wall Space – No Supplies – No	Missouri FCCLA Official Dress

PRESENTATION ELEMENTS ALLOWED								
Audio	Easel(s)	File Folder	Flip Chart	Portfolio	Props/Pointers	Skits	Presentation Equipment	Visuals
		✓						

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COMPETITION PROCEDURES & TIME REQUIREMENTS

TIME	ALL LEVELS
Participants must attend an event orientation session where they will be given a brief overview of the event.	
10 minutes	At the designated participation time, the participant will give the room consultant three copies of their lesson plan to give to the evaluators and then receive a student profile from the room consultant tailored to their selected grade level. After reviewing the student profile and their lesson plan, participants will have 10 minutes to provide recommendations for modifications and/or accommodations that meet the student's educational needs. To record their recommendations, participants will use the <i>Accommodations and Modifications Recommendations</i> worksheet provided on-site. When time has expired, participants will submit their <i>Accommodations and Modifications Recommendations</i> to the room consultant to give to the evaluators for review..
10 minutes	The oral presentation may be up to 10 minutes in length. A 1-minute warning will be given at 9 minutes. Participants will be stopped at 10 minutes.
5 minutes	Following the presentation, evaluators will have 5 minutes to interview participants.
5 minutes	Evaluators will have up to 5 minutes to use the rubric to score and write comments for participants.
Total Time: 30 minutes	

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SPECIFICATIONS

EVENT FORMAT	
File Folder	Participants will submit one letter-size folder containing four (4) identical sets, with each set stapled separately, of the items listed below to the event room consultant at the designated participation time. The file folder must be labeled (either typed or handwritten) in the top left corner with the name of the event, event level, participant's name, and state.
SPECIFICATIONS	
ALL LEVELS	
Targeted Grade Level	Select one of the following grade levels and develop an age-appropriate lesson plan using the provided lesson plan template. <ul style="list-style-type: none"> ● Primary: Kindergarten – 3rd Grade ● Intermediate: 4th Grade – 5th Grade ● Middle School: 6th Grade – 8th Grade ● High School: 9th Grade – 12th Grade
Lesson Plan: Planning	Indicate the topic, grade level, time frame, learning objectives, and state/national standards.
Lesson Plan: Organization	List all materials needed and describe the instructional strategies used to implement the lesson.
Lesson Plan: Activities	Choose up to three (3) activities to implement in the lesson. Describe each activity, including activity time frame and materials needed.
Lesson Plan: Assessment	Determine the assessment method(s) to evaluate the lesson and include ways to improve content and/or delivery.
Lesson Plan: Other Resources	Develop resources needed to implement the lesson (handouts, etc.) and include them in the file folder, as applicable.
Lesson Plan: Sources and Notes	Include specific citations for materials used in the lesson and any additional notes, as needed.

EVENT FORMAT	
Modification	Participants will receive a student profile tailored to their selected grade level. After reviewing the student profile and their lesson plan, participants provide recommendations for modifications or accommodations that meet the student's educational needs outlined in their student profile using the provided <i>Accommodations and Modifications Recommendations</i> worksheet.
SPECIFICATIONS	
ALL LEVELS	
Lesson Plan Modifications	Develop three (3) tailored modifications for the identified student. Use the <i>Accommodations and Modifications Recommendations</i> worksheet to detail rationale for each modification.

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SPECIFICATIONS (CONTINUED)

EVENT FORMAT	
Oral Presentation	The oral presentation may be up to 10 minutes in length and is delivered to the evaluators. The oral presentation should explain the specifics of the project. Evaluators will ask questions after the presentation.
SPECIFICATIONS	
ALL LEVELS	
Organization/Delivery	Deliver an organized and sequential oral presentation.
Overview: Lesson Plan	Provide a brief overview of the original lesson plan for intended grade level.
Overview: Student Profile	Provide a brief overview of the student profile.
Knowledge of Appropriate Modifications and/or Accommodations	Show evidence of knowledge and skills in making appropriate modifications and/or accommodations for the selected grade level(s) by providing justification for how modifications and/or accommodations meet the student's needs, enhance their strengths, and address their challenges.
Voice	Speak clearly with appropriate pitch, tempo, and volume.
Body Language and Dress	Use appropriate body language including gestures, posture, mannerisms, eye contact, and appropriate handling of notes or note cards, if used. Attire must be the required Missouri FCCLA official dress.
Grammar/Word Usage/Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluator's Questions	Provide clear and concise answers to evaluators' questions regarding the project.

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POINT SUMMARY FORM

Participant Name: _____ Level: _____

Chapter: _____ Team #: _____ Station #: _____ Presentation Time: _____

1. Make sure all information at the top is correct. If the participant does not show, write "No Show" across the top and return with other forms.
2. At the conclusion of scoring, verify evaluator scores and fill in information below. Calculate the final score and ask for evaluators' verification. Place this form in front of the completed rubrics and staple all items related to the participant together.
3. At the end of competition, double check all scores and participant information to ensure accuracy.
4. Check with the Event Consultant or Missouri FCCLA Staff if there are any questions regarding the evaluation process.

ROOM CONSULTANT CHECK			POINTS
Check-In 0 or 5 points	0 Did not arrive on time for participant check-in	5 Arrived on time for participant check-in	
File Folder 0 or 5 points	0 File folder is missing one or more required elements	5 Plain file folder includes the following: 4 copies of original lesson plan Pencil Label correctly	
EVALUATORS' SCORES			ROOM CONSULTANT TOTAL (10 points possible)
Evaluator 1: _____	Initials: _____	AVERAGE EVALUATOR SCORE (90 points possible)	
Evaluator 2: _____	Initials: _____	FINAL SCORE (Average Evaluator Score + Room Consultant Score)	
Evaluator 3: _____			
Total Score: _____	<i>Divide by number of evaluators</i>		FINAL SCORE
_____	= Average Evaluator Score		

VERIFICATION OF FINAL SCORE & RATING (all evaluators and room consultant initial in the space below)

EVENT CONSULTANT INITIALS: _____

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EVENT RUBRIC

Participant Name: _____

Level: _____

Chapter: _____

Team #: _____

Station #: _____

Presentation Time: _____

LESSON PLAN						POINTS
Targeted Grade Level 0 or 5 points	0 Lesson plan is inappropriate for selected grade level	5 Lesson plan is appropriate for selected grade level				
Lesson Plan: Planning 0-3 points	0 Not evident	1 Planning portion of lesson plan unclear or does not meet criteria (see specifications)	2 Lesson plan general meets all planning criteria (see specifications)	3 Lesson plan clearly meets all planning criteria (see specifications)		
Lesson Plan: Organization 0-3 points	0 Not included	1 Materials and strategies for lesson implementation poorly detailed	2 Materials and strategies for lesson implementation generally detailed	3 Materials and strategies for lesson implementation well detailed		
Lesson Plan: Activities 0-3 points	0 No activities prepared	1 Selected activities do not support lesson plan or are poorly detailed	2 1-3 activities selected support lesson plan and are detailed	3 1-3 activities selected support lesson plan and are well-detailed		
Lesson Plan: Assessment 0-3 points	0 Not included	1 Assessment method(s) unclear or improvement plan poorly detailed	2 Assessment method(s) generally evident; plan for improvement detailed	3 Assessment method(s) clearly evident; plan for improvement well-detailed		
Lesson Plan: Other Resources 0-3 points	0 No resources developed	1 Resources for lesson plan poorly developed	2 Resources for lesson plan generally developed	3 Resources for lesson plan well-developed		
Lesson Plan: Sources, Notes & Documentation 0-3 points	0 Not included	1 Citation for specific lesson plan materials and notes poorly detailed	2 Citation for specific lesson plan materials and notes generally detailed	3 Citation for specific lesson plan materials and notes well-detailed		

MODIFICATIONS						POINTS
Modification #1 0-10 points	0 Not provided	1 2 3 Lesson plan modification and rationale poorly detailed	4 5 6 Lesson plan modification and rationale loosely detailed	7 8 Lesson plan modification and rationale detailed	9 10 Lesson plan modification and rationale well-detailed	
Modification #2 0-10 points	0 Not provided	1 2 3 Lesson plan modification and rationale poorly detailed	4 5 6 Lesson plan modification and rationale loosely detailed	7 8 Lesson plan modification and rationale detailed	9 10 Lesson plan modification and rationale well-detailed	
Modification #3 0-10 points	0 Not provided	1 2 3 Lesson plan modification and rationale poorly detailed	4 5 6 Lesson plan modification and rationale loosely detailed	7 8 Lesson plan modification and rationale detailed	9 10 Lesson plan modification and rationale well-detailed	

ORAL PRESENTATION						POINTS
Organization/ Delivery 0-10 points	0 Presentation is not done or presented briefly and does not cover components of the project	1 2 3 Presentation covers some or all topic elements with limited information	4 5 6 Presentation gives complete information but does not explain the project well	7 8 Presentation covers information completely but does not flow well	9 10 Presentation covers all relevant information with a seamless and logical delivery	
Overview: Lesson Plan 0-5 points	0 Original lesson plan not addressed in oral presentation	1 2 Original lesson plan overview poorly explained	3 Original lesson plan overview loosely explained	4 Original lesson plan overview explained	5 Original lesson plan overview explained well	
Overview: Student Profile 0-5 points	0 Student profile not addressed in oral presentation	1 2 Student profile overview poorly explained	3 Student profile overview loosely explained	4 Student profile overview explained	5 Student profile overview well-explained	
Knowledge of Appropriate Modifications/ Accommodations 0-10 points	0 Knowledge of modifications/ accommodations is not evident	1 2 Knowledge of modifications/ accommodations is limited	3 Knowledge of modifications/ accommodations is evident, but not justified effectively in the presentation	4 Knowledge of modifications/ accommodations is evident and justified in the presentation	5 Knowledge of modifications/ accommodations is evident and justified in effectively the presentation	
Voice – Pitch, Tempo, Volume 0-3 points	0 Voice qualities not used effectively	1 Voice quality is adequate	2 Voice quality is good, but there is room for improvement	3 Voice quality is outstanding		
Body Language & Dress Code 0-3 points	0 Uses inappropriate gestures, posture, mannerisms, avoids eye contact; is not in official dress	1 Gestures, posture, mannerisms, eye contact is not consistent or distracting; is not in official dress	2 Gestures, posture, mannerisms, eye contact are appropriately used; is in official dress	3 Gestures, posture, mannerisms, eye contact contribute to a positive presentation experience; is in official dress		
Grammar/Word Usage/ Pronunciation 0-3 points	0 Extensive (more than 5) grammatical and pronunciation errors	1 Some (3-5) grammatical and pronunciation errors	2 Few (1-2) grammatical and pronunciation errors	3 No grammatical and pronunciation errors		
Responses to Evaluators' Questions 0-3 points	0 Did not answer evaluators' questions	1 Unable to answer some questions and/or given with hesitation and/or inaccurate	2 Gave appropriate responses to evaluators' questions	3 Responses to questions were appropriate and given without hesitation		

Evaluator Comments – Include two things done well and two opportunities for improvement:	TOTAL (90 points possible)	
	Evaluator #: _____	
	Eval. Initials: _____	
RC Initials: _____		

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SAMPLE STUDENT PROFILE

The student profile provided here is solely a sample and does not represent the actual student profile that will be used on-site.

STUDENT DEMOGRAPHICS			
Name	Grade Level	Age	Gender
John Smith	Junior – 11 th Grade	16	Male

STUDENT PROFILE	
Interests	John enjoys playing basketball and listening to music. He is also interested in video games and technology.
Learning Needs	John has ADHD, which affects his ability to concentrate for extended periods of time. He can become easily distracted and may struggle to follow multi-step instructions. John benefits from having structure and routine in his learning environment, as well as visual aids and hands-on activities that allow him to engage with the material in a more interactive way. He may also benefit from breaks or opportunities to move around during longer periods of instruction.
Learning Strengths	John is a visual and kinesthetic learner, which means he benefits from seeing and doing rather than just hearing information. He has a strong ability to problem-solve and think creatively and is often able to generate unique solutions to complex problems. John is also a quick learner and has a strong mind for information that is presented in a way that is engaging and interactive.
Learning Challenges	John may struggle to complete longer assignments or projects due to his ADHD and may require additional support or guidance to stay on track. He may also struggle with social interactions, particularly in large groups, and may benefit from opportunities to practice communication and social skills.
Learning Goals	John wants to improve his grades in math and science, as he hopes to pursue a career in engineering or computer science after graduation. He also wants to become a more effective communicator and build stronger relationships with his peers.

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ACCOMMODATIONS AND MODIFICATIONS WORKSHEET

Participant Name: _____ Level: _____

Chapter: _____ Team #: _____ Station #: _____ Presentation Time: _____

Use the provided worksheet to indicate three accommodations and/or modifications you would recommend making to your original lesson plan based on the student profile. Prior to starting your oral presentation, provide each evaluator with a copy of your original lesson plan and this worksheet.

ACCOMMODATION #1	
Proposed Accommodation/Modification	Rationale
<i>What accommodation/modification are you proposing for selected student?</i>	<i>Why would this accommodation/modification be appropriate? Use information from the student profile to provide rationale.</i>

ACCOMMODATION #2	
Proposed Accommodation/Modification	Rationale
<i>What accommodation/modification are you proposing for selected student?</i>	<i>Why would this accommodation/modification be appropriate? Use information from the student profile to provide rationale.</i>

ACCOMMODATION #3

Proposed Accommodation/Modification	Rationale
<i>What accommodation/modification are you proposing for selected student?</i>	<i>Why would this accommodation/modification be appropriate? Use information from the student profile to provide rationale.</i>

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LESSON PLAN TEMPLATE

Participant Name: _____ Level: _____

Chapter: _____ Team #: _____ Station #: _____ Presentation Time: _____

LESSON TITLE
INTENDED GRADE LEVEL AND SUBJECT AREA
TIMEFRAME <i>How much time will it take to complete this lesson? (including video, handouts, activity, etc.)</i>
REQUIRED PRIOR KNOWLEDGE <i>What prior knowledge or classes are required for this lesson?</i>
LEARNING OBJECTIVES <i>Learning objectives should be brief, clear, specific statements of what learners will be able to do at the end of a lesson as a result of the activities, teaching and learning that has taken place. They should be student-centered, thinking-centered, and performance-based.</i>
NATIONAL/STATE STANDARDS <i>List the national and/or state standards that your lesson aligns with.</i>
MATERIALS NEEDED <i>List all materials the students will need in order to complete the lesson.</i>
INSTRUCTIONAL STRATEGIES <i>Instructional strategies encompass any type of learning technique a teacher uses to help students learn or gain a better understanding of the course material. They allow teachers to make the learning experience more fun and practical and encourage students to take more of an active role in their education. Click here for more information.</i>
DIFFERENTIATION/ACCOMMODATIONS/MODIFICATIONS <i>What strategies/methods would you use to differentiate for different learning styles? How can accommodations and modifications be made for students with special needs?</i>

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LESSON PLAN TEMPLATE (CONTINUED)

ACTIVITY #1
Activity title: Time frame: Materials needed: Directions:
ACTIVITY #2
Activity title: Time frame: Materials needed: Directions:
ACTIVITY #3
Activity title: Time frame: Materials needed: Directions:
FORMATIVE/SUMMATIVE ASSESSMENT <i>What activity will teachers use to assess each student's attainment of the objective? Will this be done through oral, auditory, written or applied performance assessments?</i>
CLOSURE AND REFLECTION <i>Provide questions or an activity that can be used for students to reflect on what they learned and assess their own progress towards achieving the instructional objective.</i>
LIFE SKILL APPLICATION <i>How will the skill(s) taught, or knowledge gained apply to their lives outside of class?</i>
RESOURCES <i>Describe the resources provided for this lesson. (ex. graphic organizer, handouts, presentation, etc.)</i>
SOURCES <i>If applicable, please cite any published or copyrighted materials used in this lesson.</i>
ADDITIONAL NOTES