Lesson Plan-Handwritten Form

Teacher Name	Mark Alvarez
Subject/Course Title	EAST
Grade Level	7-8
Quarter	All Year

Unit/Topic/Concept	Applying problem-solving strategies to real-world problems
Essential Question(s)	How do we improve resources and problem-solving strategies to solve real-world problems?
Common Core State Standards	**EAST STANDARDS** 2.1 Students are able to identify real-world problems. 2.2 Students are able to describe resources and strategies to address a specific problem. 2.3 Students are able to apply a variety of resources to real-world problems. 2.4 Students are able to analyze the situation and determine how to use problem-solving strategies without violating laws or the rights/needs of others. 2.5 Students make significant progress toward addressing real-world problems within ethical standards. 2.6 Students are able to evaluate the appropriateness of action taken. **CCSS** W.7.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
Objectives	Students will improve their ability to ethically apply resources and problem-solving strategies to real-world problems.
Bloom's	**Application-** Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.
Graduate skills reinforced	**Effective communication**-listen, read, think, speak, and write effectively to find, evaluate, and use information; to form an argument; or to solve a problem **Effective performance skills**-learn, unlearn, and relearn; accurately assess his or he own strengths and weaknesses; be self-reliant and take initiative; use good judgment; take risk to improve; be punctual, responsible, and accountable.
Materials/Texts/Resources	Computers, clients to interview, software manuals-text, project forms, EAST

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needed	student forums
Content specific vocabulary needed	Self-directed learning, responsibility, resources, analyze, complex tasks, appropriateness
Prior knowledge needed	Students will need prior knowledge in how to correctly fill out project work reports and project forms.

Date/Day Lesson # __ of __ Time Needed	Teaching/ Delivery Method (What I will say or do)	Check for Understanding (What will the students say or do)
Ongoing	Students will be in self chosen project groups based on individual group projects. **Anticipatory set** – Project work report: Listing goals students have for the day, List what will done to accomplish student goals. **Text introduction** – Facilitator will help secure texts, forums, or client information to help direct student responsibility **Facilitated Independent Practice/Check for understanding** – Facilitator will circulate between groups and provide feedback as needed. **Facilitated discussion** – "Couch Time" Facilitator will direct discussion on student goals and project progress. **Closure** – Facilitator will provide time for students to complete journals for the day.	Students will be in project groups **Review notes**- Students will take responsibility for filling out their project work report. **Think-Pair-Share**-Students will pair into project groups and decide what materials will be needed. **Practical Text Application**-Students will be responsibility for formulating questions to direct individual projects. Students will work in independent project groups **Provide Feedback**-Students will share out with the group to gain feedback from their peers. **Journaling**-Students will journal what problems occurred for the day and what steps were taken to fix the problems.

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Connectivity	This set of frameworks is ongoing throughout the year. One set of EAST frameworks build upon the other as the year and student work progresses
Differentiated Instruction	Because the levels of the EAST classroom are various grades, various learning levels and various ages, the facilitator must maintain a one on one relationship with every student. The facilitator must recognize the strength and weaknesses of each student/project group and be able to facilitate their roles in the group.
Reflection	

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