

# Lesson Plan-Handwritten Form

<b>Teacher Name</b>	Mark Alvarez
<b>Subject/Course Title</b>	EAST
<b>Grade Level</b>	7-12
<b>Quarter</b>	All Year
<b>Unit/Topic/Concept</b>	Collaborating as a productive member
<b>Essential Question(s)</b>	How do we develop the skills needed to collaborate as a productive team member?
<b>Common Core State Standards</b>	<p><b>EAST STANDARDS</b></p> <p>3.1 Students can recognize the value of participating on a team.            3.2 Students can understand and appreciate the skills of diverse team members.            3.3 Students can participate as active team member in various roles.            3.4 Students can analyze the group process and draw from team members to enhance utilization of team members' skills.            3.5 Students actively support the creation of a team environment that values collaboration and interdependency while respecting the opinions and contributions of others.            3.6 Students can judge their contribution to the progress and accomplishments of the team and adjust their behavior accordingly.</p> <p><b>CCSS</b></p> <p><b>RI.11-12.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p>
<b>Objectives</b>	Students will improve their ability to collaborate as a productive team member.
<b>Bloom's</b>	Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas.
<b>Graduate skills reinforced</b>	<b>Effective Team member skills-</b> work effectively with people, act with honesty and integrity, see the big picture, display a positive attitude, and respect others.
<b>Materials/Texts/Resources needed</b>	Computers, clients to interview, software manuals-text, project forms, EAST student forums

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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	<p>Students will be in self chosen project groups based on individual group projects.</p> <p><b>Anticipatory set</b> – Project work report: Listing goals students have for the day, List what will done to accomplish student goals.</p> <p><b>Text introduction</b> – Facilitator will help secure texts, forums, or client information to help direct student responsibility</p> <p><b>Facilitated Independent Practice/Check for understanding</b> – Facilitator will circulate between groups and provide feedback as needed.</p> <p><b>Facilitated discussion</b> – “Couch Time” Facilitator will direct discussion on student goals and project progress.</p> <p><b>Closure</b> – Facilitator will provide time for students to complete journals for the day.</p>	<p>Students will be in project groups</p> <p><b>Review notes</b>- Students will take responsibility for filling out their project work report.</p> <p><b>Think-Pair-Share</b>-Students will pair into project groups and decide what materials will be needed.</p> <p><b>Practical Text Application</b>-Students will be responsibility for formulating questions to direct individual projects.</p> <p>Students will work in independent project groups</p> <p><b>Provide Feedback</b>-Students will share out with the group to gain feedback from their peers.</p> <p><b>Journaling</b>-Students will journal what problems occurred for the day and what</p>

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		steps were taken to fix the problems.
<b>Connectivity</b>	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	
<b>Differentiated Instruction</b>	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.	
<b>Reflection</b>		