

Lesson Plan-Handwritten Form

Teacher Name	Mark Alvarez
Subject/Course Title	EAST
Grade Level	7-8
Quarter	All Year
Unit/Topic/Concept	Evaluating resources to determine their validity and relevance
Essential Question(s)	How do we determine if a resource is valid and is relevant to our project?
Common Core State Standards	<p>EAST STANDARDS</p> <p>4.1 Students understand the importance of valid and relevant resources.</p> <p>4.2 Students describe the research process, including how to determine validity and relevance.</p> <p>4.3 Students use an adequate number and variety of research sources.</p> <p>4.4 Students analyze resources to determine their validity and relevance.</p> <p>4.5 Students will use research to address real-world problems with original solutions without plagiarizing.</p> <p>4.6 Students evaluate the effectiveness, validity, and relevance of their research.</p> <p>CCSS</p> <p>RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
Objectives	Students will improve their ability to research and evaluate resources to determine their validity and relevance.
Bloom's	Synthesis-Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.
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
Materials/Texts/Resources needed	Computers, clients to interview, software manuals-text, project forms, EAST student forums
Content specific vocabulary needed	Self-directed learning, responsibility, resources, analyze, complex tasks, appropriateness

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

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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		