

# Lesson Plan-Handwritten Form

<b>Teacher Name</b>	Mark Alvarez
<b>Subject/Course Title</b>	EAST
<b>Grade Level</b>	7-8
<b>Quarter</b>	All Year
<b>Unit/Topic/Concept</b>	Communicating with different audiences using different methods
<b>Essential Question(s)</b>	How do we improve on communicating with different audiences using different methods of communications
<b>Common Core State Standards</b>	<p><b>EAST STANDARDS</b></p> <p>5.1 Students are able to identify appropriate communication modes based on the audience.</p> <p>5.2 Students are able to explain the communication issues accurately for the specific audience.</p> <p>5.3 Students are able to communicate with the specific audience using appropriate technology.</p> <p>5.4 Students are able to receive feedback and modify their communication based upon responses from various audiences.</p> <p>5.5 Students are able to design and create original responses based upon the goals of the communication.</p> <p>5.6 Students are able to evaluate their communication efforts to determine if the communication was effective and if modifications are needed.</p> <p><b>CCSS</b></p> <p>SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<b>Objectives</b>	Students will improve their ability to research and evaluate resources to determine their validity and relevance.
<b>Bloom's</b>	<b>Evaluating</b> Bring together parts of knowledge to form a whole and build relationships and communicating with different audiences. Students will Defend, Compile, Create, Explain, Revise, Imagine, Elaborate
<b>Graduate skills reinforced</b>	<b>Effective communication</b> -listen, read, think, speak, and write effectively to find, evaluate, and use information; to form an argument; or to solve a problem

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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
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>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>

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	<p><b>Closure</b> – Facilitator will provide time for students to complete journals for the day.</p>	<p><b>Journaling</b>-Students will journal what problems occurred for the day and what steps were taken to fix the problems.</p>
<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>		