

# 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>	Developing solutions to community based problems with emerging technologies
<b>Essential Question(s)</b>	How do we develop solutions to community-based problems using professional grade software?
<b>Common Core State Standards</b>	<p><b>EAST STANDARDS</b></p> <p>6.1 Students will be able to identify community problems.          6.2 Students will be able to collect data and explain the problem accurately and concisely.          6.3 Students will be able to interpret and use relevant data and technologies to construct a solution.          6.4 Students will be able to compare and illustrate multiple solutions using various technologies.          6.5 Students will be able to design original solutions using increasingly complex technologies.          6.6 Students will be able to evaluate and recommend the best solution.</p> <p><b>CCSS</b></p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively</p>
<b>Objectives</b>	Students will improve their ability to develop solutions to community-based problems using emerging technology within the context of service learning projects.
<b>Bloom’s</b>	Synthesis- Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.
<b>Graduate skills reinforced</b>	<p><b>Effective performance skills</b>-learn, unlearn, and relearn; accurately assess his or her own strengths and weaknesses; be self-reliant and take initiative; use good judgment; take risk to improve; be punctual, responsible, and accountable.</p> <p><b>Effective Task Completion</b>-Follow directions, commit to task, persist in the face of a challenge, strive for accuracy, and take pride in work.</p>
<b>Materials/Texts/Resources needed</b>	Computers, clients to interview, software manuals-text, project forms, EAST student forums

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<b>Content specific vocabulary needed</b>	Self-directed learning, responsibility, resources, analyze, complex tasks, appropriateness	
<b>Prior knowledge needed</b>	Students will need prior knowledge in how to correctly fill out project work reports and project forms.	
<b>Date/Day</b> Lesson # __ of __ Time Needed	<b>Teaching/ Delivery Method (What I will say or do)</b>	<b>Check for Understanding (What will the students say or do)</b>
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 be 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 responsible 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 steps were taken to fix the problems.</p>
<b>Connectivity</b>		

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	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>	