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| **Required LP Components** | Monday 2/11 | Tuesday 2/12 | Wednesday 2/13 | Thursday 2/14 | Friday 2/15 |
| **Standard(s) Addressed:**  **TKES Standards #1 & #2**  **Cornerstone #4** | **HE H.S.5:**  Students will demonstrate the ability to use decision-making skills to enhance health.  **Description:**  Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. High school students will apply comprehensive decision-making processes in a variety of situations to enable them to collaborate with others to improve their quality of lives now and in the future | **HE H.S.5:**  Students will demonstrate the ability to use decision-making skills to enhance health.  **Description:**  Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. High school students will apply comprehensive decision-making processes in a variety of situations to enable them to collaborate with others to improve their quality of lives now and in the future | **HE H.S.5:**  Students will demonstrate the ability to use decision-making skills to enhance health.  **Description:**  Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. High school students will apply comprehensive decision-making processes in a variety of situations to enable them to collaborate with others to improve their quality of lives now and in the future | **HE H.S.5:**  Students will demonstrate the ability to use decision-making skills to enhance health.  **Description:**  Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. High school students will apply comprehensive decision-making processes in a variety of situations to enable them to collaborate with others to improve their quality of lives now and in the future | **HE H.S.5:**  Students will demonstrate the ability to use decision-making skills to enhance health.  **Description:**  Students will use decision-making skills to identify, apply, and maintain health-enhancing behaviors. High school students will apply comprehensive decision-making processes in a variety of situations to enable them to collaborate with others to improve their quality of lives now and in the future |
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| **Learning Target**  **TKES Standards #3 & #5**  **Cornerstone 4** | -By the end of class today, I will review how to identify problems and then consider how to solve problems by watching the Unit 1 Clip 1 – Solving problems. | -By the end of class today I will differentiate between the options and consequences of my choices when solving problems by watching the Unit 2 Clip 1- Solving Problems. | -By the end of class today I will determine 5 ways of approaching solving problems by watching the 7 short clips of the “Approaches to Problem Solving”. | -By the end of class today, I will determine why problem solving skills matter by discussing the article. | -By the end of class today, I will determine the important skills for career/job readiness by reading the article. |
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| **Opening: Warm-up/Activating Strategy**  **TKES Standards #1, #2, & #3**  **Cornerstone #4** | Quick WriteIdentify 2 or 3 problems that you are facing and write those down. | Word AssociationConsequences of Choices Pro’s = Con’s= Short Term= Long Term= | Turn and TalkDiscuss 3 ways that you might approach solving problems. | Turn and TalkDiscuss why problem solving skills matter in your personal life. | Think-Pair-ShareIf school is considered your current job, what can you do to identify and solve problems in yourself and with others. |
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| **Work Session: Direct Instruction/Guided Practice/Independent Practice**  **TKES Standards #1, #2, and #8**  **Cornerstone #4** | 1. Watch the following video clip regarding problem- solving. (Unit 1 Clip 1-Solving Problems)  <https://www.youtube.com/watch?v=fbPTTjOyklg>  2. While watching the video write down **the 5 steps to problem solving.**  A. Identify Problem  B. What are my  options?  C. Consider the  consequences of  choices.  D. Make a decision  E. Do and Review  3. Discuss the possible consequences of choices for both pros/cons, pos./neg.  and short/long term. | 1. Watch the following video clip regarding problem-solving (Unit 2 Clip 1- Problem Solving)  <https://www.youtube.com/watch?v=ALr0a7bPxac>  2. While watching the video write down 5 ways that we need to work on solving problems:  A. How we think  about problems.  B. Tools  C. 5 Steps to problem  Solving  D. Ability to control  E. How you talk to  yourself. | 1. Watch the following 7 video clips to identify positive and negative ways to solve various problems that might occur with your parents.  <http://www.thinkkids.org/help/videos/>  2. Discuss the clips and decide which ways are the best ways to solve problems. | 1. Read and discuss the Why Problem Solving Skills Matter:  <https://www.icaew.com/archive/learning-and-development/job-essential-skills/employability-skills/problem-solving>  2. Describe 3 ways that you might solve a problem at school. | 1. Read and discuss the article below:  <https://apps.il-work-net.com/ArticleViewer/Article/Index/168?count=6&AppCall=1&widgetCall=1>  <https://www.thebalancecareers.com/problem-solving-skills-with-examples-2063764>  2. Why would good problem solving skills be an asset to your employer, parents, friends, siblings, peers, etc…? |
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| **Accommodations/Modifications \*SpEd, 504s, ELLs**  **TKES Standards #2, #4, & #7**  **Cornerstone 2** | General Accommodations  **Connect new information to prior knowledge.**  **Provide examples**  **Choose an item.**  **Choose an item.**  **Choose an item.**  Assessment Accommodations/ Modifications  **Choose an item.**  **Choose an item.**  **Choose an item.**  **Choose an item.**  **Language Supports**  Choose an item.  **Graphic Supports**  Choose an item.  **Sensory Supports**  Choose an item. | General Accommodations  **Provide examples**  **Connect new information to prior knowledge.**  **Choose an item.**  **Choose an item.**  **Choose an item.**  Assessment Accommodations/ Modifications  **Choose an item.**  **Choose an item.**  **Choose an item.**  **Choose an item.**  **Language Supports**  Choose an item.  **Graphic Supports**  Choose an item.  **Sensory Supports**  Choose an item. | General Accommodations  **Provide examples**  **Connect new information to prior knowledge.**  **Choose an item.**  **Choose an item.**  **Choose an item.**  Assessment Accommodations/ Modifications  **Choose an item.**  **Choose an item.**  **Choose an item.**  **Choose an item.**  **Language Supports**  Choose an item.  **Graphic Supports**  Choose an item.  **Sensory Supports**  Choose an item. | General Accommodations  **Provide examples**  **Connect new information to prior knowledge.**  **Choose an item.**  **Choose an item.**  **Choose an item.**  Assessment Accommodations/ Modifications  **Choose an item.**  **Choose an item.**  **Choose an item.**  **Choose an item.**  **Language Supports**  Choose an item.  **Graphic Supports**  Choose an item.  **Sensory Supports**  Choose an item. | General Accommodations  **Provide examples**  **Connect new information to prior knowledge.**  **Choose an item.**  **Choose an item.**  **Choose an item.**  Assessment Accommodations/ Modifications  **Choose an item.**  **Choose an item.**  **Choose an item.**  **Choose an item.**  **Language Supports**  Choose an item.  **Graphic Supports**  Choose an item.  **Sensory Supports**  Choose an item. |
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| **Differentiation**  **\*Data Driven Remediation or Enrichment Plan (see PLC Handbook)**  **TKES Standards #2, #4, & #6**  **Cornerstone 2** | Process  Solving Problem Steps  Learning Style/Profile | Process  Solving Problem Steps  Learning Style/Profile | Process  Solving Problem Steps  Learning Style/Profile | Process  Solving Problem Steps  Learning Style/Profile | Process  Solving Problem Steps  Learning Style/Profile |
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| **Technology Integration**  TKES Standards #2 & #3  **Cornerstone 3** | **Video**  Choose an item. | **Video**  Choose an item. | **Video**  Choose an item. | **Web Site(s) Related to Topic Under Study**  Choose an item. | **Web Site(s) Related to Topic Under Study**  Choose an item. |
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| **Closing/Assessment/Summary**  **(How will you assess the proficiency of the learning target?)**  **TKES Standards #2, #5, & #6**  **Cornerstone #4** | Formative:  **Discussion**  **Quick Write**  **Other:**  Click or tap here to enter text. | Formative:  **Exit Slip**  Choose an item.  **Other:**  Click or tap here to enter text. | Formative:  **12-Word Summary**  Choose an item.  **Other:**  Click or tap here to enter text. | Formative:  **Quick Class Check**  Choose an item.  **Other:**  Click or tap here to enter text. | Formative:  **Quick Class Check**  Choose an item.  **Other:**  Click or tap here to enter text. |
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| **Academic Vocabulary**  **TKES Standards #1, #2, & #3**  **Cornerstone #4** | Solving Problems  Consequences  Approaches  Work-Place Skills | Solving Problems  Consequences  Approaches  Work-Place Skills | Solving Problems  Consequences  Approaches  Work-Place Skills | Solving Problems  Consequences  Approaches  Work-Place Skills | Solving Problems  Consequences  Approaches  Work-Place Skills |
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| **Instructional Strategies**  TKES Standard #3  **Cornerstone #4** | **Choose a Strategy**  **Choose a Strategy**  **Other:**  Click or tap here to enter text. | **Choose a Strategy**  **Choose a Strategy**  **Other:**  Click or tap here to enter text. | **Choose a Strategy**  **Choose a Strategy**  **Other:**  Click or tap here to enter text. | **Choose a Strategy**  **Choose a Strategy**  **Other:**  Click or tap here to enter text. | **Choose a Strategy**  **Choose a Strategy**  **Other:**  Click or tap here to enter text. |
| **Notes:** | | | | | |