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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 Review3. 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 StepsLearning Style/Profile | Process Solving Problem StepsLearning Style/Profile | Process Solving Problem StepsLearning Style/Profile | Process Solving Problem StepsLearning Style/Profile | Process Solving Problem StepsLearning 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 ProblemsConsequencesApproaches Work-Place Skills | Solving ProblemsConsequencesApproaches Work-Place Skills | Solving ProblemsConsequencesApproaches Work-Place Skills | Solving ProblemsConsequencesApproaches Work-Place Skills | Solving ProblemsConsequencesApproaches 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:** |