Instructional Lesson Plan

Content Area(s)/Course/Grade: Algebra 1/ 8th	Unit: Solving Equations and Inequalities
Lesson Topic: Integers & Expressions	Approx. Date/s: Second week of September
Diversity Integration Topic: Poverty and student achievement	NJSL Standard/s: MP.1, MP.2, MP.3, MP.4, MP.5, MP.6, MP.7, MP.8

Textbook, Materials, Resources:
Envisions Algebra 1
https://3c837a41-7c5f-4c25-b1e9-b57a27c560cd.usrfiles.com/ugd/3c837a_1bafc1ee0c7845c69a3d909d48a272b5.pdf pages 1-6

Lesson Objective:

The activities in these projects use all five of the NCTM process standards. The context is a real-world connection in a problem-solving format. Analysis involves reasoning with multiple representations of data and communication of conclusions. Project I. What Is Poverty? The reality of poverty is introduced and students are asked to consider whether they could live below the poverty level. They are asked to create a budget and to relate their own life to that of a family below the poverty line. (Any math course 6-12) Project II. Who Are the Poor? Students are given two tables from the U.S. Census Bureau and asked to analyze this data, to create graphs, and summarize their conclusions. The tables give the poverty level in the 50 states and the District of Columbia, and demographic characteristics of people in poverty such as age, race, and education. (Discrete Mathematics, General Mathematics, Statistics)

Instructional Delivery

Culturally Responsive Teaching strategy: Make learning contextual. Ties lessons from the curriculum to the students' social communities to make it more contextual and relevant

Procedures:
Project I. What Is Poverty? The reality of poverty is introduced and students are asked to consider whether they could live below the poverty level. They are asked to create a budget and to relate their own life to that of a family below the poverty line.

Project II. Who Are the Poor? Students are given two tables from the U.S. Census Bureau and asked to analyze this data, to create graphs, and summarize their conclusions. The tables give the poverty level in the 50 states and the District of Columbia, and demographic characteristics of people in poverty such as age, race, and education.

Assessment/Evaluation
Formative/Summative: Students will share and submit their findings with the whole class through discussion and presentation of their work.
Closure: Students can think of strategies to address and help low student achievement based on poverty and share what they learned.

sample lesson plan template

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