**UNIT 3 ASSIGNMENT – LESSON PLAN TEMPLATE**

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**Lesson Title:**

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| Latin Countries y Sus Vecinos |

**Grade Level(s) and Subject:**

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| 7th grade Exploratory Spanish |

**State Curricular Standards:** A list of standards (with codes) that are satisfied/addressed by the lesson plan.

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| * 1. Interpersonal: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 1.2 Interpretive: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 1.3 Presentational: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.   2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. 2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.  3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. 3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.  4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. 4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.  5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. 5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. |

**Curriculum Goals and Objectives:** In 3-4 lines, explain, in concrete and specific terms, what students will gain from your lesson plan.

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| My students will gain the knowledge of a variety of Latin countries popular landmarks. Students will explore the differences and similarities of education, delicacies, and geography of a Latin country and the neighboring non-Spanish speaking country. They will use basic Spanish in presenting their project. |

**Time Required:**

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| 2-3 weeks |

**Multicultural Goals:** Please check or highlight one or more.

Developing Multiple Historical Perspective

Developing Cultural Consciousness

Increasing Intercultural Competence

Combating Racism, Prejudice, and Discrimination

Developing Awareness of the State of the Planet and Global Dynamics

Developing Social Action Skills

**Primary Source Bibliography:** Please review definition at (<http://research.library.gsu.edu/primaryhistory>). Identify your source(s) so that others can find it such as websites with hyperlink or books with title, and publication date and (optional) link to on-line purchasing site.

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| In USD 413, there are only two Spanish teachers. This is my first year being at the middle school level. I have to teach Exploratory Spanish for seventh graders. As I was preparing this summer for my upcoming class, I thought to myself, “What subjects do I fail to teach when teaching my Spanish 1 class. The one thing that I struggle incorporating into my lessons are the Latin Countries. I am creating a four week lesson of exploring the Latin Countries y Sus Vecinos. The students will be in a group of four and they will be dictating their own research with a little guidance from me. I will have already taught the basic Spanish of the following categories, weather, numbers, food, classroom objects. |

**Other Resources Used:** What non-primary sources or other items did you use that added a deeper understanding of this lesson’s topic? You may also include resources that teachers might appreciate if they want more background information.

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| Autonomous Learners- The students will dictate their own research. They will have to provide a time log every day of work accomplished.  <https://docs.google.com/document/d/1x1yPmxzcvv7-hwiC_HtNUR19qtPCplIlFqJrwGIBFY8/edit?usp=sharing> |

**Required Materials / Supplies:**

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| Materials are to be determined by the group. I will be emphasizing creativity in their presentations. They could use powerpoints, google slides. I will be teaching them how to use TouchCast Studios application in case they want to be in their country. |

**Vocabulary:** Please define vocabulary words; put foreign words in italics.

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| <https://docs.google.com/document/d/1skqyXe6_w3KzUWpfkzl27vLi191fED-HArbQvO_lB44/edit?usp=sharing>  Latin Countris y Sus Vecinos |

**Instructional Delivery/Student Activities:** Give as much detail as possible about the learning methods and activities.

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| <https://docs.google.com/document/d/1x1yPmxzcvv7-hwiC_HtNUR19qtPCplIlFqJrwGIBFY8/edit?usp=sharing>  Autonomous Learners |

**Background Information:** Include background information that a teacher would be able to use in lectures and lessons. This can be in outline form or prose but should be complete and presented in the same way and with the wording that you would use to teach this lesson yourself. Remember, other teachers should be able to use your lesson plan to teach their class.

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| Students will learn how to cite their sources and make citations of where they received their information. |

**Procedural Breakdown:** A step-by-step procedural breakdown, including instructions for reproducibles.

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| Attached to the Autonomous Learners information. |

**Materials:** Include all materials (handouts, articles, instructions, worksheets, etc.) needed to successfully implement the lesson. You may send materials separately, using the following file name: “Last Name, First Name–Unit 3 Material #”

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| [https://docs.google.com/document/d/1skqyXe6\_w3KzUWpfkzl27vLi191fED-HArbQvO\_lB44/edit?usp=sharing](https://docs.g)  Latin Countries y Sus Vecinos |

**Assessment / Evaluation:** How will you know to what degree studentshave met your goals and objectives for this lesson? Design and include grading rubric or peer-evaluation form used for teacher evaluation. You may send rubrics separately, using the following file name: “Last Name, First Name–Unit 3 Rubric”

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| https://docs.google.com/spreadsheets/d/1QQhPj9qK8qiDf8MyEPY9KdKogZB97KUWLONyhoBYqc0/edit?usp=sharing  USD 413 has an EBL grading scale of a 1 (0%); 2 (50%); 3 (85-89%); 4 ( 90-100%). The students shall receive an incomplete if grade is 50% and below until completed. |