**Westside High - Weekly Plan to Align Lessons (Week at a Glance)**

**Subject: Spanish Course: SpII Grade: 9-12 Date: Week 10 (Mar06-10)**

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| **Standard:** MLII.P1 The students present information orally and in writing using familiar and newly acquired vocabulary, phrases, and patterns. The students:  B. Give brief, organized oral presentations, using visual and technological support as appropriate.  **Assessment: ☐ Quiz ☐ Unit Test ☐ Project ☐ Lab ☐ None** | | | | | |
|  | **Learning Target**  **(What)** | **Opening**  *(10 - 15 Mins)* | **Work-Session**  *20 - 25 mins)* | **Closing**  *(5 - 10 mins)* | **Criteria for Success**  **(How)** |
| *(Include at least one/two Formatives\*in any part of the lesson as needed)* | | |
| **Monday** | I can identify and use the imperfect tense in Spanish | **Morning questions.**  The teacher will use a printed paper to practice the imperfect in Spanish | **Answer morning questions.**  The students will practice the imperfect in a printed paper | Teacher will collect the papers | ☐ Can I identify and use the imperfect tense in Spanish  ☐ Can I answer questions about myself in Spanish?  ☐ Can I talk about my favorite Hispanic athlete in Spanish?  **‘** |
| **Tuesday** | I can identify and use the imperfect tense in Spanish | **Morning questions.**  The teacher will use a Kahoot and songs to practice the imperfect in Spanish | **Answer morning questions.**  The students will practice the Imperfect using a Kahoot and songs | Teacher will make sure the students know they can retake the Kahoot |
| **Wednesday** | I can talk about my favorite Hispanic athlete | **Morning questions.**  The teacher will use a power point to show the power point project the students have to do | **Answer morning questions.**  The students will take notes of the rules and will choose a Hispanic athlete. They will begin working on the power point | The teacher will make sure all students have chosen an athlete |
| **Thursday** | I can talk about my favorite Hispanic athlete. I can answer questions about myself. | **Morning questions.**  The teacher will call students outside for the oral quiz while they work on the power point | **Answer morning questions.**  The students will take and oral quiz and work on the power point presentation | Teacher will make sure the students know they should do the quiz the next day and work on the power point again |
| **Friday** | I can talk about my favorite Hispanic athlete. I can answer questions about myself. | **Morning questions.**  The teacher will call students outside for the oral quiz while they work on the power point | **Answer morning questions.**  The students will take and oral quiz and work on the power point presentation | The teacher will make sure the students took the oral quiz and know that they will present the power point on Monday |  |

**\***☐ Exit Ticket/Final Stretch Check ☐ Electronic Tools ☐ Dry Erase Boards – quick checks ☐ Turn & Talk Discussion (verbal responses) ☒ Teacher Observation – document Clipboard ☒Anchor Person

☐ Quick Write ☐ Exemplars/Non-Exemplar ☐ Rubric ☐ Check-List ☐ Self-Assessment/Peer Assessment ☐ The Main Formative- evidence ☐ Questioning ☐ Super Sleuth ☐ Other\_\_\_\_\_\_\_\_