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

**Subject: Spanish Course: SpII Grade: 9-12 Date: Week 11 (Mar11-15)**

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| **Standard:** MLIII.IP1 The students exchange spoken and written information and ideas in the target language, with some originality and spontaneity, utilizing cultural references where appropriate. The students: A. Express needs and desires. B. Share feelings and emotions. C. Exchange opinions and preferences. D. Give detailed descriptions. E. Give and follow detailed directions and instructions.  **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 am learning the vocabulary related to health | Conversation: questions and answers. Teacher will have exercises on the Flip Chart to practice the vocabulary. | Conversation: questions and answers. Students will complete the exercises on the Flip Chart and will present the PP to the teacher. | Teacher will make sure they know they have to present on next day. | I can answer some questions about myself in Spanish.  I can use the vocabulary related to health.  I can talk about a Hispanic personality.  I can recite a poem in Spanish.  **‘** |
| **Tuesday** | I am learning the vocabulary related to health | Conversation: questions and answers. Teacher will have a printed paper to practice the vocabulary. | Conversation: questions and answers. Students will complete the exercises using the vocabulary for health. | Teacher will collect the printed paper, |
| **Wednesday** | I am learning about Hispanic poetry | Conversation: questions and answers. Teacher will have a poem for the students to copy and practice the words. | Conversation: questions and answers. Students will copy the poem, translate the words, and complete exercises with the words. | Teacher will have a ticket out the door in Canvas |
| **Thursday** | I am learning about Hispanic poetry | Conversation: questions and answers. Teacher will have exercises for the students to practice the words from the poem. | Conversation: questions and answers. Students will complete exercises with the words from the poem. | Teacher will collect the exercises. |
| **Friday** | I am learning about Hispanic poetry | Conversation: questions and answers. Teacher will have a Kahoot for the students to practice the words from the poem. | Conversation: questions and answers. Students will practice the words from the poem with a Kahoot. | Teacher will make sure they know they can retake the Kahoot on Canvas. |  |

**\*** 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\_\_\_\_\_\_\_\_