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

**Subject: Spanish Course: SpIII Grade: 9-12 Date: Week 4 (Ene23-27)**

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| **Standard:** MLIII.IP2 The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. The students: A. Participate in extended oral and written activities reflecting the present. **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 use the vocabulary related to culture in Spanish | **Morning questions.**  The teacher will give the students and empty post card. | **Answer morning questions.**  The students will write a post card talking about one of the stories from the Culture and History subject. | The teacher will collect the post cards | Can I talk about the mixture of cultures in Spain and other countries?  Can I identify the “to know” verbs in Spanish?  Can I use the “to know” verbs in Spanish?  **‘** |
| **Tuesday** | I can identify the “to know” verbs in Spanish. | **Morning questions.**  The teacher will use a flip chart to present the “to know” verbs in Spanish. | **Answer morning questions.**  The students will copy the forms and the rules for using the “to know” verbs in Spanish. | The students will write in a paper something they did not understand about the lesson |
| **Wednesday** | I can use the “to know” verbs in Spanish. | **Morning questions.**  The teacher will use a power point to emphasize the rules for using the “to know” verbs in Spanish | **Answer morning questions.**  The students will practice the “to know” verbs in the flip chart | The teacher will pass around and make sure the students understand the exercises |
| **Thursday** | I can use the “to know” verbs in Spanish. | **Morning questions.**  The teacher will use a story to practice the new verbs | **Answer morning questions.**  The students will read and interpret the story about “Julia” and will answer questions about it. | Teacher will collect the paper with the answers. |
| **Friday** | I can use the “to know” verbs in Spanish. | **Morning questions.**  The teacher will use a dialogue to practice the “to know” verbs in Spanish | **Answer morning questions.**  The students will practice writing a dialogue using the “to know” verbs. | The teacher will listen to the dialogue and collect them |  |

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