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

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

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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 and identify the future in Spanish. | **Morning questions.**  The teacher will use a printed paper to practice the future in Spanish  | **Answer morning questions.** The students will complete a printed paper using the future in Spanish | Teacher will collect the paper  |  [ ]  Can I identify and use the future in Spanish?[ ]  Can I answer questions about myself in Spanish? [ ]  Can I talk about my favorite Hispanic athlete in Spanish?**‘** |
| **Tuesday** | I can use and identify the future in Spanish. | **Morning questions.**  The teacher will use a Kahoot and a song to practice the future in Spanish | **Answer morning questions.**The students will take a Kahoot to practice the future in Spanish. They will also write two paragraphs about the future | Teacher will make sure the students copied the rules to form the future |
| **Wednesday** | I can talk about my favorite Hispanic athlete. | **Morning questions.**  The teacher will use a power point to show the project that 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 | **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 next week |  |

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

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