**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 Anchor Person

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