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

**Subject: Spanish Course: SpIII Grade: 9-12 Date: Week 9 (Oct03-07)**

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| **Standard:** MLIII.IP1C 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: Exchange opinions and preferences.  **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 answer simple questions about myself in Spanish. I can talk about a Hispanic country of my preference | **Morning questions.**  Teacher will tell students to do their project on the Hispanic country they choose | **Answer morning questions.**  Students will work on their projects on the Hispanic country they choose | Teacher will ask them to save the project on their computers for next day to keep working | Can I talk in Spanish about a Hispanic country of my choice?  Can I follow directions to do a power point presentation in Spanish?  Can I conjugate the stem-changing verbs correctly?  **‘** |
| **Tuesday** | I can answer simple questions about myself in Spanish. I can talk about a Hispanic country of my preference | **Morning questions.**  Teacher will tell students to do their project on the Hispanic country they choose | **Answer morning questions.**  Students will work on their projects on the Hispanic country they choose. They will upload the project in Canvas | Teacher will ask them to save the project and to be ready to present the next day |
| **Wednesday** | I can answer simple questions about myself in Spanish. I can talk about a Hispanic country of my preference | **Morning questions.**  Teacher will tell students to present their project on the Hispanic country they choose | **Answer morning questions.**  Students will present their projects on the Hispanic country they choose to the teacher | The teacher will look at the papers to make sure students are completing them properly |
| **Thursday** | I can answer questions about myself in Spanish. I can use the stem-changing verbs in Spanish. | **Morning questions.**  The teacher will tell students to go to Kahoot for practice of stem-changing verbs | **Answer morning questions.**  The students will to go to Kahoot for practice of stem-changing verbs | Teacher will collect the papers and make sure they are completed. |
| **Friday** | . I can use the stem-changing verbs in Spanish. | The teacher will have some practice of stem-changing verbs on Canvas | The students will complete the practice of stem-changing verbs on Canvas | Teacher will go to Canvas later to grade the papers |  |

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