

Lesson Plan Template for Use with the New York State Learning Standards for World Languages
Classical Languages

LESSON PLAN CONTEXT		
Meaningful Unit Title:	Inquiry Question:	
Proficiency Checkpoint and Proficiency Targets: (Identify only targets to be addressed in this lesson plan.) Interpretive Reading A - Novice Mid ▾ Interpretive Listening A - Novice Mid ▾ Presentational Speaking A - Novice Mid ▾ Presentational Writing A - Novice Mid ▾ Interpersonal Communication A - Novice Mid ▾		
Lesson Focus:	Language / Course:	Date:

NYS LEARNING STANDARDS FOR WORLD LANGUAGES ADDRESSED IN THIS LESSON (Identify the standards to be assessed in this lesson plan by checking the box associated with each.)
<input type="checkbox"/> 1. Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics, drawing on a range of diverse texts, including authentic resources.
<input type="checkbox"/> 2. Presentational Communication. Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers or viewers to describe, inform, narrate, explain, or persuade.
<input type="checkbox"/> 3. Interpersonal Communication. Learners interact and negotiate meaning in spoken or written conversations to exchange information and express feelings, preferences, and opinions.
<input type="checkbox"/> 4. Relating Cultural Practices and Products to Perspectives. Learners use knowledge of classical languages to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.
<input type="checkbox"/> 5. Cultural Comparisons. Learners use knowledge of classical languages to compare the products and practices of the cultures studied and their own.

LESSON CAN-DO STATEMENTS AND ACCEPTABLE EVIDENCE (Add or delete rows as needed.)		
Standard #	I can + language function + context (using...)	by...

LESSON RESOURCES AND MATERIALS

Authentic Resources	Other Materials

ATTENTION TO DIVERSE LEARNING NEEDS	
Instructional Supports and Differentiation Strategies	Modifications and Adaptations for Identified Learners

INSTRUCTIONAL SEQUENCE (Add or delete rows as needed.)	
Teacher Actions	Student Actions
Beginning of Lesson	
Middle of Lesson	
End of Lesson	