



LESSON PLAN CONTEXT

Meaningful Unit Title: *[Transfer from unit plan template without changes.] Title that is sufficiently broad to capture the overarching unit theme and inspire curiosity.*

Inquiry Question: *[Transfer from unit plan template without changes.] Question that orients learners to the focus and purpose of the unit in which this lesson is situated. The question can be answered in the target language using the language functions developed in this lesson and during the course of the unit.*

Proficiency Checkpoint and Proficiency Target: *[Make identical selection as in unit plan template.] Use the pull-down menu to specify Checkpoint A, B, or C and the proficiency target associated with the course.*

Language / Course: *[Transfer from unit plan template without changes.] Can be expressed as grade or level.*

Choose an item. ▾

Lesson Focus: *[Informed by Brief Unit Overview in unit plan template.] A “bite-sized” piece of the Brief Unit Overview that will be addressed in this individual lesson or the sequence of lessons in which this lesson is situated.*

Date: *Date this lesson plan is scheduled to be taught.*

NYS LEARNING STANDARDS FOR WORLD LANGUAGES ADDRESSED IN THIS LESSON

[Informed by Standards and Functions in unit plan template.]

Identify the standards to be assessed in this lesson plan by checking the box associated with each.

- 1. Interpretive Communication.** Learners understand, interpret, and analyze what is heard, read, received, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.
- 2. Interpersonal Communication.** Learners interact and negotiate meaning in spontaneous, spoken, visual, or written communication to exchange information and express feelings, preferences, and opinions.
- 3. 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.
- 4. Relating Cultural Practices and Products to Perspectives.** Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.
- 5. Cultural Comparisons.** Learners use the target language 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...
Write the number(s) of the standard(s) above that guide(s) each Can-Do Statement and for which Acceptable Evidence is identified.	<i>[Informed by Unit-Level Can-Do Statements in unit plan template.] Write one or more lesson-level Can-Do Statements for the standard(s) identified above and that will be assessed in this lesson. Using learner-friendly language, begin with a verb related to a language function (noted in blue above) followed by a meaningful context associated with the lesson focus. The basic formula is: I can + language function + context for communication. You may also identify the supporting language form(s) (grammar and/or vocabulary) by concluding the Can-Do Statement with using + language form(s).</i>	<i>[Informed by Unit-Level Acceptable Evidence in unit plan template.] Name the specific Acceptable Evidence that will demonstrate learners’ achievement of each lesson Can-Do Statement at left. Include the skill used and the task completed using the basic formula: ...by skill + performance task.</i>

LESSON RESOURCES AND MATERIALS	
Authentic Resources	Other Materials
<i>[Informed by Authentic Resources listed in unit plan template.] Identify one or more Authentic Resources from the unit plan template to be used in the lesson to promote achievement of Can-Do Statements. Include source citation or URL.</i>	<i>[Informed by Other Materials listed in unit plan template.] Identify one or more Other Materials from the unit plan template to be used in the lesson to support achievement of the Can-Do Statements. Include citation for print materials or URL for online materials.</i>
ATTENTION TO DIVERSE LEARNING NEEDS	
Instructional Supports and Differentiation Strategies	Modifications and Adaptations for Identified Learners
<i>Identify the strategies, resources, tools, and/or processes (a) to accompany input to increase its accessibility and comprehensibility for all learners; (b) to be provided to learners to facilitate their ability to produce target language output; and (c) to create appropriate challenge for learners whose language proficiency is more advanced.</i>	<i>Identify the modified, adapted, or alternative instructional techniques, tools, or processes required for learners with an Individualized Educational Plan (IEP) or 504 Plans.</i>
INSTRUCTIONAL SEQUENCE (Add or delete rows as needed.)	
Teacher Actions	Student Actions
Beginning of Lesson	
<i>Identify step-by-step instructional moves for starting the lesson. These may include:</i> <ul style="list-style-type: none"> - <i>Transitioning students from the L1 to the L2;</i> - <i>Enacting a routine for starting class;</i> - <i>Sharing Can-Do Statements;</i> - <i>Activating learners' prior knowledge;</i> - <i>Connecting prior learning to new learning;</i> - <i>Piquing students' interest; and</i> - <i>Having students carry out "pre" tasks, such as pre-reading, pre-viewing, pre-listening.</i> 	<i>Identify expectations for students' active and meaningful engagement and participation with each step identified in the Teacher Actions column at left.</i>
Middle of Lesson	
<i>Identify step-by-step instructional moves for providing input, eliciting student performances, checking comprehension, and providing feedback. Assure that learning tasks:</i> <ul style="list-style-type: none"> - <i>Are logically sequenced, from input to output;</i> - <i>Are contextualized and purposeful;</i> - <i>Have students use the language function(s) identified in the Can-Do Statements;</i> - <i>Are meaningful to students;</i> - <i>Are scaffolded and supported; and</i> - <i>Promote success toward achievement of the Can-Do Statements.</i> 	<i>Identify expectations for students' active and meaningful engagement and participation with each step and learning task identified in the Teacher Actions column at left.</i>
End of Lesson	
<i>Identify step-by-step instructional moves for concluding the lesson and consolidating learning. These may include:</i> <ul style="list-style-type: none"> - <i>Having students summarize learning;</i> - <i>Discussing questions or areas of difficulty;</i> - <i>Assessing student learning (e.g., exit ticket); and</i> - <i>Having students self-assess on the Can-Do Statements.</i> 	<i>Identify expectations for students' active and meaningful engagement and participation with each step identified in the Teacher Actions column at left.</i>

