



### LESSON PLAN CONTEXT

|                                                                   |                    |
|-------------------------------------------------------------------|--------------------|
| Meaningful Unit Title:                                            | Inquiry Question:  |
| Proficiency Checkpoint and Proficiency Target:<br>Choose an item. | Language / Course: |
| Lesson Focus:                                                     | 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.)

- ☐ **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 + <b>language function</b> + 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       |                 |

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