

Cumberland County Schools

World Language Lesson Plan Template

Teacher(s): C. Kennedy

School: SVHS

Date: July 2014

World Language Essential Standards Program:

___ K-12 Classical Languages

___ K-12 Dual & Heritage Languages: Dual Language/Immersion Heritage Language Program

__x__ K-12 Modern Languages: Alphabetic Logographic Visual

Target Proficiency Level: NL ___ NM ___ NH ___ IL ___ IM ___ IH ___ AL ___ AM

Language/Level:

Unit or Theme:

Duration of Unit or Theme:

North Carolina World Language Standards:

- Use the language to engage in interpersonal communication.
- Understand words and concepts presented in the language.
- ___ Use the language to present information to an audience.
- ___ Compare the students' culture and the target culture.

Strands:

- Connections to Language & Literacy – CLL (Comparisons)
- Connections to Other Disciplines – COD (Connections)
- ___ Communities – CMT (Communities)

Clarifying Objectives: Students will discuss what supplies they need for school and how different subjects require different school supplies.

Students will write Spanish words for school supplies.

Students will pronounce words correctly and recognize the presence of accent marks.

Students will engage with an Alice World and recall Spanish names of items.

Students will understand engage with teacher about Alice programming and how they can access and use it.

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21st Century Future-Ready Attributes

<input type="checkbox"/> Capable Technology User <input type="checkbox"/> Creative/Innovative Thinker <input type="checkbox"/> Critical Thinker <input type="checkbox"/> Curious Researcher <input type="checkbox"/> Effective Communicator <input type="checkbox"/> Effective Problem Solver	<input type="checkbox"/> Financially Literate Citizen <input type="checkbox"/> Health-Focused Life-Long Learner <input type="checkbox"/> Knowledgeable Global Citizen <input type="checkbox"/> Literate Consumer of Media <input type="checkbox"/> Multi-Lingual <input type="checkbox"/> Proficient Reader	<input type="checkbox"/> Relationship Builder <input type="checkbox"/> Science Savvy <input type="checkbox"/> Self-directed Responsible Worker <input type="checkbox"/> Skilled Mathematician <input type="checkbox"/> Strong Team Contributor
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Lesson Instruction

<p style="text-align: center;">Essential Questions</p> <p>What language learning skills do I already have?</p> <p style="text-align: center;">How do I learn language best?</p>	<p style="text-align: center;">Learning Targets</p> <p style="text-align: center;">Understanding Alice as a tool for learning</p> <p style="text-align: center;">Analyzing repetition in learning</p> <p style="text-align: center;">Understanding the need for group respect and involvement</p>
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Assessments

<p style="text-align: center;">Interpersonal Communication</p> <p style="text-align: center;">Responding to images and recalling nouns</p>	<p style="text-align: center;">Interpretive Communication</p>	<p style="text-align: center;">Presentational Communication</p>
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<p style="text-align: center;">Vocabulary</p> <p style="text-align: center;">School supplies</p> <p>mochila, calculadora, lapis, lapices de color, pasteles de color, regla, compas, cuaderno, boligrafo, libros de texto, unidad de memoria flash</p>	<p style="text-align: center;">Instructional Activities</p> <p style="text-align: center;">Talk about school supplies needed</p> <p style="text-align: center;">Introduce using un/una</p> <p style="text-align: center;">Notice accents</p> <p style="text-align: center;">Present Alice World</p> <p style="text-align: center;">Show programming and discuss new technology use and expectations in the world</p> <p style="text-align: center;">Students write a list of supplies they need in Spanish</p>
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NL.CLL.2	Understand words and concepts presented in the language.	NL.CLL.2.1	Understand the meaning of simple, spoken greetings, words, and phrases, when accompanied by visual clues and/or prompts, as needed.
		NL.CLL.2.5	Recognize vocabulary and syntax of single words and simple memorized phrases in the target language.

Resources (Books, Web Links, etc.)

www.alice.org

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Reflections	
Interdisciplinary Connections	Differentiation
Incorporation of Culture	Student Engagement

Interdisciplinary Connections

Differentiation

Incorporation of Culture

Student Engagement