

Modern Language Education Lesson Planning Template Explained

OVERVIEW:		
Teacher Candidate: Your name		
Meaningful Unit of Instruction: The theme, topic, or unifying text that tie together multiple days / weeks of instruction.	Cultural Context: The cultural practices and/or products with their underlying perspectives that will serve as the backdrop for the communication skills students will learn and the communicative performances students will carry out	
Central Focus of Learning Segment: The core understandings and concepts that students should develop in the content selected for a set of lessons that are part of the larger unit of instruction	Lesson Number: The number of this lesson within the larger learning segment	
Language of Instruction: The language you are teaching and the students are learning	Level / Grade / Proficiency Level: The proficiency level (as defined by ACTFL Proficiency Guidelines) and the course students are studying.	Date to be Taught: The date on which you will deliver this lesson to the students

LEARNING STANDARDS:	
<i>Only include standards and specific portions of those standards that will be assessed in this lesson.</i>	
*World Readiness	Number, name, and relevant text of the key national learning standard(s) that guide the objectives, assessments, instruction, and learning activities in this lesson.
State	Number, name, and relevant text of the key state learning standard(s) that guide the objectives, assessments, instruction, and learning activities in this lesson and/or align with the above-stated national learning standards.
Common Core	Number, name, and relevant text of the key Common Core ELA learning standard(s) that that guide the objectives, assessments, instruction, and learning activities in this lesson and/or align with the above-stated national learning standards.

LEARNING OBJECTIVES AND ASSESSMENTS:		
*Standards Alignment	Learning Objective(s): (communicative function + content or cultural context + form)	Informal and Formal Assessment(s): (assessment type and what it assesses)
<i>Add or delete rows as needed.</i>		
The number of the World-Readiness Standard(s) that guides the learning objective to the right. <small>Note: If the objective is pre-communicative, leave this box blank.</small>	Specific and visible expectations for student learning outcomes derived from one or more learning standards stated in terms of observable actions—including language functions—that students should be able to perform. Learning Objective Format: Students will be able to + communicative language function + content or cultural context + form (vocabulary and/or language structures/grammar)	Specific ways in which you will monitor student learning outcomes on each of the stated objectives, both informally (undocumented) and formally (systematically documented). Assessment Format: Name the teacher monitoring behavior and/or tool to be used relative to language function, cultural understandings, and/or language skill as indicated in the objective(s)

STUDENTS' KNOWLEDGE, SKILLS, AND ASSETS:
Students' prior academic learning to be built on in this lesson and/or learning segment are: Prior knowledge and skills from the current or previous unit—relevant to the learning objectives—that this lesson will ask students to recall and add to.

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Students' real-world interests and knowledge to be built on in this lesson and/or learning segment are: Knowledge of the students from outside of the classroom context that will be taken into account in the design of this lesson.

PLANNED SUPPORTS AND DIFFERENTIATION:

Planned supports (multiple representations) to help students access instruction include:
The varied modes for presenting and teaching concepts, including those that appeal to different senses, use both linguistic and non-linguistic representations, and scaffold students' ability to process information

Planned supports (multiple means of engagement) to help students carry out the learning tasks include:
The varied options and configurations through which student engage with concepts and each other to promote their ongoing motivation and achievement, including interest-based approaches, collaborative efforts, self-assessment, and mastery-oriented approaches

Planned supports (multiple means of expression) to help students express their understandings include:
The variety strategies through which students can plan, process, and produce their understandings of concepts, including the use of various media of communication, physical movement, assistive technologies, etc.

Additional differentiation of content, process, and/or product(s) include:
Content: Forms of input (ideas, concepts, information, facts); Process: Ways students make sense of the input/content; Product: Output through which students demonstrate their understandings of the input/content

Modifications and/or adaptations for learners with identified needs (e.g., IEP, 504 Plan, heritage learners) are:
Alternative and/or enhanced instructional techniques and learning activities that create equitable access for students with identified needs. This should include appropriate modifications found in a student's Individualized Educational Plan (IEP) or 504 Plan as well as adaptations appropriate for addressing specific learning and behavioral needs.

INSTRUCTIONAL AND LEARNING MATERIALS, TEXTS, AND RESOURCES:

Authentic and Other Materials	Items you will use for instruction and that students will use for learning in this particular lesson
Authentic and Other Texts	Reading, listening, and viewing materials teachers you will use to promote students' interpretive communication as well as textbooks and key reference materials
Technology Resources	Technological and multi-media based resources, sites, apps, etc., that you will use for instruction and that students will use for learning in this lesson. For on-line resources, include URL.

SEQUENCE OF INSTRUCTIONAL STRATEGIES AND LEARNING TASKS:

Add or delete rows as needed.

Teacher Actions: (e.g., instruction, directions, questions, management, assessment, etc.)	Student Actions: (e.g., learning tasks, planned interactions, performances, etc.)	Communicative Mode / Estimated Time
1. <i>Step-by-step statements of planned instructional strategies (teaching approaches and actions) that are designed to promote students' achievement of the stated learning standards and objectives.</i>	1. <i>Step-by-step statements of planned learning tasks (activities, discussions, participation formats that engage students to develop, practice, and apply skills and knowledge) that are designed to promote students' achievement of the stated learning standards and objectives.</i>	Indication of which—if any—communication mode (1.1, 1.2, 1.3) is planned for use by students/ Amount of time planned for the lesson step