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| Lesson Plan Context | | |
| Meaningful Unit Title: | Inquiry Question: | |
| Proficiency Checkpoint and Proficiency Target:  Choose an item. | Language / Course: | |
| Lesson Focus: | | Date: |

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| 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. |

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| Lesson Can-Do Statements and Acceptable Evidence  (Add or delete rows as needed.) | | |
| Standard # | I can + language function + context (using…) | by… |
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| Lesson Resources and Materials | |
| Authentic Resources | Other Materials |
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| Attention to Diverse Learning Needs | |
| Instructional Supports | Learning Supports |
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| Modifications and Adaptations for Identified Learners | Additional Differentiation Strategies |
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| Instructional Sequence  (Add or delete rows as needed.) | |
| Teacher Actions | Student Actions |
| Beginning of Lesson | |
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| Middle of Lesson | |
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| End of Lesson | |
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| Lesson Reflections and Analysis  (Complete after teaching the lesson.) |
| 1. To what extent were you successful in making the target language comprehensible to learners? Explain. What would you do differently in the future? Why? (HLTP #1) |
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| 1. To what extent were you successful in promoting learners’ meaningful target language interactions with you and with each other? Explain. What would you do differently in the future? Why? (HLTP #2) |
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| 1. To what extent were you successful in supporting learners’ interpretation and discussion of authentic text? Explain. What would you do differently in the future? Why? (HLTP #3) |
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| 1. To what extent were you successful in engaging learners in the inquiry of cultural perspectives and in making cultural comparisons? Explain. What would you do differently in the future? Why? (HLTP #4) |
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| 1. To what extent were you successful in contextualizing forms (vocabulary; grammar) to support learners’ use of language functions? Explain. What would you do differently in the future? Why? (HLTP #5) |
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