**Irene Aguilar**

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| 1. **TITLE OF THE LESSON**   **Los efectos de crisis** | **2. CURRICULUM AREA & GRADE LEVEL**  **Spanish for Spanish Speakers I**  **Grades: 9th, 10th, 11th** |
| **3A. STUDENT INFORMATION: English Language Learners**  **Erik**  **1.) Readiness Level- Intermediate English.**    **2.) Learning Profile- Erik is shy and soft spoken. He doesn’t participate in many of the activities. He does not finish or complete many of the tasks he is asked to do.**    **3.) Interest- he likes his Geometry class because he finds it easy. He likes basketball and playing piano. He wants to improve his Spanish speaking skills.** | **3B. STUDENT INFORMATION: Students w/ Special Needs**  **David P.**  **1.) Readiness Level- David has difficulty with writing, especially with spelling. He can conjugate verbs in the imperfect but has trouble with irregular verbs such as ser and estar.**    **2.) Learning Profile- David needs to see the material and work hands on. He learns best with repetition. David is easily side-tracked and needs to be reeled back into the activities.**    **3.) Interest- David enjoys hanging out. He likes to participate in class.** |
| **4. RATIONALE**  **A. Enduring Understanding- students will identify some problems and effects that have had major impacts on Latino people or countries.**  **B. Essential Questions- what are some examples of crises that have affected Latinos? What are some of the effects of crises? What are some ways I can make a difference?**  **C. Reason for Instructional Strategies and Student Activities- students will research a song, short clip, or art work that demonstrates or depicts an event(s) that has affected different Spanish speaking people including immigration, war, or natural disasters.** | |
| **5. CONTENT STANDARD(S)**  **CONTENT**  **3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines.**  **3.1 Students address concrete and factual topics related to the immediate and external environment, including:**  **j. Significant historical events** | **6. ELD STANDARD(S)**  **I+1= Advanced** |
| **7. LEARNING GOAL(S) - OBJECTIVE(S)**  **1. Cognitive- SWBAT identify the cause and effect of a major event in a Spanish speaking country.**   1. **Language Development- students will be able to verbally share their findings.** | **8. ASSESSMENT(S)**  **Diagnostic/ Entry Level- students will be assessed on their ability to identify a major event that has influenced a Spanish speaking country.** |
| **9A. EXPLANATION OF DIFFERENTIATION FOR**  **ENGLISH LANGUAGE LEARNERS**   1. **Product/Based on Readiness, Learning Profile or**   **Interest- based on his readiness, Erik will be placed in a group with high achieving students. Erik will be responsible for sharing some of his group’s findings.** | **9B. EXPLANATION OF DIFFERENTIATION FOR**  **STUDENTS WITH SPECIAL NEEDS**   1. **Process/Based on Readiness, Learning Profile or Interest- David is able to participate in the same activities as his peers but needs to be redirected often.** 2. **Product/Based on Readiness, Learning Profile or Interest- David will give feedback to other students and receive feedback to create his final draft for the project.** |
| **10. INSTRUCTIONAL STRATEGIES**  (Describe what the teacher does. Include differentiation strategies.)  **A. Anticipatory Set/Into- Teacher will have students watch YouTube video. Teacher will hand each student a handout with the lyrics. After the song is over, teacher will give students 2 minutes to write any thoughts or ideas on the song or what the images they saw in the video. Teacher will ask students to share some of their ideas and things they wrote. Teacher will give background information about the song. (10mins)**    **B. Instruction- Teacher will have students work in pairs to read pgs. 198 + 199 in their textbook. Teacher will have the pairs share their thoughts about crisis and the influence it has on immigration. After students finish sharing with their partner, teacher will ask for volunteers to read the material out loud. Teacher will ask students to share about what they discussed in partners. (20mins)**    **C. Through- teacher will handout assignment requirements for Mini-Presentation. Teacher will explain what each group is to do. Teacher will also explain what students are to do at the computer lab for their research. Teacher will demonstrate the pre-assigned groups the students will be working with. (10mins)**   * **Poverty** * **Immigration** * **Natural disasters**     **D. Independent Practice- teacher will take the class to the computer lab and have students do the research for their mini-presentation. Teacher will walk around to give students idea and guidance for their mini-presentation. Teacher will answer questions regarding their research. (75mins)**    **E. Closure- Teacher will ask students to write out a the topic they will discuss and why they picked that topic. (3 mins)**    **F. Beyond- teacher will assign students to finish their mini-project and be prepared to present the next class. (2mins)** | **11. STUDENT ACTIVITIES**  (Describe what the students does. Include differentiation activities.)  **A. Anticipatory Set/Into- students will receive the handout with the lyric to the song. Students will watch video and after the video students will write down their ideas and thoughts about the images they saw in the video or the lyrics of the song. (10mins)**    **B. Instruction- students will get with a partner to read the textbook pages. Students will share their thoughts about the reading. Students will volunteer to read the information aloud to the class. (20mins)**    **C. Through- students will receive a handout with the Mini-Presentation requirements. Students will listen to teacher’s expectations for the project and the work they are to do at the computer lab. Students will ask teacher any questions about the project. Students will get into their assigned groups. (10mins)**    **D. Independent Practice- students will head to the computer lab. Students will decide what topic they would like to focus on and decide the piece of work they will analyze and discuss. Students will compile their work and share with their group. (75mins)**    **E. Closure- each student will write out a few thoughts about their topic and how their group made the decision. (3mins)**    **F. Beyond- students will finish their mini-project and prepare to present for the next class. (2mins)** |
| **12. RESOURCES**  **Textbook**  **Lyrics to the song**  **Youtube Video:**  <http://www.youtube.com/watch?v=9Md5Z4I0DG4> | |

LETRAS/LYRICS:  
  
Yo soy un hombre sincero  
De donde crece la palma  
Y antes de morirme quiero  
Echar mis versos del alma  
Guantanamera, guajira Guantanamera  
  
Mi verso es de un verde claro  
Y de un carmín encendido  
Mi verso es un ciervo herido  
Que busca en el monte amparo  
Guantanamera, guajira Guantanamera  
  
Cultivo una rosa blanca  
En julio como en enero  
Para el amigo sincero  
Que me da su mano franca  
Guantanamera, guajira Guantanamera  
  
Con los pobres de la tierra  
Quiero yo mi suerte echar  
El arroyo de la sierra  
Me complace más que el mar  
Guantanamera, guajira Guantanamera  
  
  
ENGLISH:  
am a truthful man  
From where the palm tree grows  
And before dying I want  
To let out the verses of my soul  
  
My verse is light green  
And it is flaming red  
My verse is a wounded stag  
Who seeks refuge on the mountain  
  
I grow a white rose  
In July just as in January  
For the honest friend  
Who gives me his open hand  
  
With the poor people of the earth  
I want to cast my lot  
The brook of the mountains  
Gives me more pleasure than the sea