**Irene Aguilar**

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| 1. **TITLE OF THE LESSON**

**Haciendo conexiones a eventos impactantes.** | **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 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** |
| **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.****2. Language Development- students will be able to verbally share their findings.** | **8. ASSESSMENT(S)** **Summative Assessment- students will be assessed on making connections of their piece to a major event that has influenced a Spanish speaking country and verbally communicate the impact that event has had on the people.** |
| **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.**
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| **10. INSTRUCTIONAL STRATEGIES** (Describe what the teacher does. Include differentiation strategies.) **A. Anticipatory Set/Into- For their warm-up, teacher will put up on the projector an image. Teacher will ask students to write on their warm-up what they perceive of the picture. “What is the quote about? Who is Jose Marti?” Teacher will call on students to share what they wrote and their ideas. (10mins)**  **B. Instruction- teacher will ask for students to get into their groups and prepare to present their topic or Mini-Presentation to the class. (5mins)-**   **D. Independent Practice- teacher will have groups go up to present. Teacher will have students take out a sheet of paper to take notes about other groups. (100mins)**  **E. Closure- Teacher will ask students to write out 3-5 sentences about what they learned or what impacted them from the presentations. (3 mins)**  **F. Beyond- teacher will ask students to keep in mind different crises closer to home and what actions they might be able to take to help out. (2mins)** | **11. STUDENT ACTIVITIES** (Describe what the students does. Include differentiation activities.) **A. Anticipatory Set/Into- Students will look at the picture and write their ideas and thoughts for their warn-up. Students will share with the class what they wrote. (10mins)**  **B. Instruction- students will get into their groups and prepare to do their Mini-Presentations. (5mins)**   **D. Independent Practice- students will be called up to present. Students who are not presenting will be taking notes about what they have learned or found interesting. (100mins)**  **E. Closure- each student will write out 3-5 sentences about what they learned or impacted them from the presentations. (3mins)**  **F. Beyond- students will think about different crises and how they can help. (2mins)** |
| **12. RESOURCES****Projector****Computer****Youtube Video:**<http://www.youtube.com/watch?v=9Md5Z4I0DG4>   |

