**Lesson Plan Week: August 22th**

Lesson plans are subject to change due schedule changes, test…

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|  |  | **Monday- 22** | **Tuesday- 23** | **Wednesday-24** | **Thursday- 25** | **Friday- 26** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard |  | **LOTE TEKS: Communication/ Interpretive mode, Cultural, Connections, Comparisons, Communities** |  |  |  |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | **SPEAK, READ, LISTEN, WRITE, CHECK, SHARE, COMPARE, CONNECT, ANALIZE, APPLY, AND CONNECT.** |  |  |  |  |
| **Concept**  -What am I teaching?  -What do the students need to know? | **Theme: Welcome and introducing the course**   * Registration cards * Syllabus, Class rules and expectations, course introduction and LOTE TEKS. |  |  |  |  |
| **Vocabulary**  (Academic and Content) |  |  |  |  |  |
| **Lesson Topic** (Content Objective) | * Registration Cards | * Syllabus | |  |  | | --- | --- | | * CHAMPS | * Syllabus | | |  |  | | --- | --- | | * Student Goal | * Syllabus | | * Reflection |
| **LOTE**  (Language Objective) |  | **ⓅLOTE L4.1.08 Read and demonstrate comprehension of authentic materials.** | **LOTE L4.1.01 Engage in conversation and class discussions to show comprehension of spoken and written language, including literature, on a wide variety of topics.** |  |  |
| **Lesson Cycle** | **Engage:**  **Warm Up/Opening** | * Introduce | * Essential questions | Essential questions | Essential questions | Essential questions |
| **Explain:**  **Guided Practice:** | * Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions |
| **Elaborate:**  **Independent Practice:** | Welcome the students:   * Fill the register cards. * Welcome back the students. | * Read and discuss the syllabus. * Classroom rules. | * Essential questions: * CHAMPS * Power point presentation. | * Continuing on setting goals project. * Post them in the classroom. | * Analyze the Spanish class cycle goals/ Expectation of College level. * Write about your expectation of this year! |
| **Evaluate/ Closing:** | Check cards |  |  |  |  |
| **Materials/ Resources:** | Pen and Pencil | Printed material, color pencils, markers, paper | Printed material, color pencils, markers, paper | Printed material, color pencils, markers, paper | Notebook, writing paper, pencil, pen |
| **R** | **Homework** | **Students will take Syllabus and material’s list home to be sign by parents.** |  |  |  |  |

**Lesson Plan Week: August 29t**

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|  |  | **Monday- 29** | **Tuesday- 30** | **Wednesday-31** | **Thursday- 01** | **Friday- 02** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard |  | **LOTE TEKS: Communication/ Interpretive mode, Cultural, Connections, Comparisons, Communities** |  |  |  |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | **Theme: Personal and Public Identities**  **Subtheme:** Alienation and Assimilation / *La enajenación y la asimilación*  **Connections: Social Studies, Art, Culture.**  **SPEAK, READ, LISTEN, WRITE, CHECK, SHARE, COMPARE, CONNECT, ANALIZE, APPLY, AND CONNECT.** |  |  |  |  |
| **Concept**  -What am I teaching?  -What do the students need to know? |  |  |  |  |  |
| **Vocabulary**  (Academic and Content) | Asimilación, enajenación, identidad |  |  |  |  |
| **LOTE**  (Language Objective) |  | **ⓅLOTE L4.1.08 Read and demonstrate comprehension of authentic materials.** | **LOTE L4.1.01 Engage in conversation and class discussions to show comprehension of spoken and written language, including literature, on a wide variety of topics.** |  |  |
| **Lesson Cycle** | **Engage:**  **Warm Up/Opening** | * Introduce | * Essential questions | Essential questions | Essential questions | Essential questions |
| **Explain:**  **Guided Practice:** | Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions |
| **Elaborate:**  **Independent Practice:** | * Going through students goals and the objectives and guidelines from College board | * Introduce the expectations of the courses and using tech. | * First Point Assessment * Part A | * First Point Assessment * Part B | Identidades personales y publicas.   * Taking notes * Identidad   Que es? |
| **Evaluate/ Closing:** |  |  |  |  |  |
| **Materials/ Resources:** | BOY test  Dictionaries: Monolingual and bilingual  Graphic organizer  Power Point presentation | **First Point Assessment WEEK** |  |  |  |
| **R** | **Homework** | **Students will take Syllabus and material’s list home to be sign by parents.** |  |  |  |  |

**Lesson Plan Week: September 06th**

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|  |  | **Monday- 05** | **Tuesday- 06** | **Wednesday-07** | **Thursday- 08** | **Friday- 09** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard |  | **LOTE TEKS: Communication/ Interpretive mode, Cultural, Connections, Comparisons, Communities** |  |  |  |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | **Theme: Personal and Public Identities**  **Subtheme:** Alienation and Assimilation / *La enajenación y la asimilación*  **Connections: Social Studies, Art, Culture.**  **SPEAK, READ, LISTEN, WRITE, CHECK, SHARE, COMPARE, CONNECT, ANALIZE, APPLY, AND CONNECT.** |  |  |  |  |
| **Concept**  -What am I teaching?  -What do the students need to know? |  |  |  |  |  |
| **Vocabulary**  (Academic and Content) | Asimilación, enajenación, identidad |  |  |  |  |
| **LOTE**  (Language Objective) |  | **ⓅLOTE L4.1.08 Read and demonstrate comprehension of authentic materials.** | **LOTE L4.1.01 Engage in conversation and class discussions to show comprehension of spoken and written language, including literature, on a wide variety of topics.** |  |  |
| **Lesson Cycle** | **Engage:**  **Warm Up/Opening** |  | * Essential questions | Essential questions | Essential questions | Essential questions |
| **Explain:**  **Guided Practice:** |  | * Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions |
| **Elaborate:**  **Independent Practice:** |  | * Think, share and tell * Complete table to show comprehension of the reading (pair) | * Checking homework * Watch and discuss the video: Act A. pag.11 * Compare with other countries with the same problems. | Computers will be deployed in the library. | * How to use the computer * Introducing students to HUB * Set up: email, one drive |
| **Evaluate/ Closing:** |  | Turning the contract and computer money |  |  |  |
| **Materials/ Resources:** |  |  |  |  |  |
| **R** | **Homework** |  | **Students will take reading assignment home**  **Notebook, textbook, copies, computer** |  |  |  |

**Lesson Plan Week: September 12th**

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| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Monday- 12** | **Tuesday- 13** | **Wednesday-14** | **Thursday- 15** | **Friday- 16** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard |  | **LOTE TEKS: Communication/ Interpretive mode, Cultural, Connections, Comparisons, Communities** |  |  |  |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | **Theme: Personal and Public Identities**  **Subtheme:** *Los héroes y los personajes históricos*  **Connections: Social Studies, Art, Culture.**  **SPEAK, READ, LISTEN, WRITE, CHECK, SHARE, COMPARE, CONNECT, ANALIZE, APPLY, AND CONNECT.** |  |  |  |  |
| **Concept**  -What am I teaching?  -What do the students need to know? |  |  |  |  |  |
| **Vocabulary**  (Academic and Content) | Asimilación, enajenación, identidad |  |  |  |  |
| **LOTE**  (Language Objective) |  | **ⓅLOTE L4.1.08 Read and demonstrate comprehension of authentic materials.** | **LOTE L4.1.01 Engage in conversation and class discussions to show comprehension of spoken and written language, including literature, on a wide variety of topics.** |  |  |
| **Lesson Cycle** | **Engage:**  **Warm Up/Opening** | Essential questions | * Essential questions | Essential questions | Essential questions | Essential questions |
| **Explain:**  **Guided Practice:** | Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions | * Oral instructions |
| **Elaborate:**  **Independent Practice:** | HUB:   * How to download or upload a document * How to use word and power point. |  | **Los héroes y los personajes históricos**  Introduction  Pre-reading activities | Read: “Tres héroes”   * Puzzle reading   Teacher: part 1  Students will divide it in 3 | Post-reading:  Analyze: group of 3   * Simon Bolivar * Hidalgo * San Martin |
| **Evaluate/ Closing:** | Upload a document |  |  |  |  |
| **Materials/ Resources:** |  |  |  |  |  |
| **R** | **Homework** | **Students will take reading assignment home and HUB** | **Notebook, textbook, copies, computer** |  |  |  |

**Lesson Plan Week: September 19th**

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| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Monday- 19** | **Tuesday- 20** | **Wednesday-21** | **Thursday- 22** | **Friday- 23** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard |  | **LOTE TEKS: Communication/ Interpretive mode, Cultural, Connections, Comparisons, Communities** |  |  |  |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | **Theme: Personal and Public Identities**  **Subtheme:**National and Ethnic Identities / *La identidad nacional y la identidad étnica*  **Connections: Social Studies, Art, Culture.**  **SPEAK, READ, LISTEN, WRITE, CHECK, SHARE, COMPARE, CONNECT, ANALIZE, APPLY, AND CONNECT.** |  |  |  |  |
| **Concept**  -What am I teaching?  -What do the students need to know? |  |  |  |  |  |
| **Vocabulary**  (Academic and Content) | Fascismo, Dictador, monarquía |  |  |  |  |
| **LOTE**  (Language Objective) |  | **ⓅLOTE L4.1.08 Read and demonstrate comprehension of authentic materials.** | **LOTE L4.1.01 Engage in conversation and class discussions to show comprehension of spoken and written language, including literature, on a wide variety of topics.** |  |  |
| **Lesson Cycle** | **Engage:**  **Warm Up/Opening** | Essential questions | * Essential questions |  | Essential questions | Essential questions |
| **Explain:**  **Guided Practice:** | Oral instructions | * Oral instructions |  | * Oral instructions | * Oral instructions |
| **Elaborate:**  **Independent Practice:** | -Conclusion of National and Ethnic Identities chapter  “Historias de España”   * Pre-reading activities * Picasso painting * Read * Investigation: Type of government in Spain |  | **EARLY DISMISSAL** | Post-reading:  Analyze: group of 3   * Horror de Guernica * Video | * Act. F pag. 33 * Analysis of the painting again from another perspective * National identity |
| **Evaluate/ Closing:** | Upload a document |  |  |  |  |
| **Materials/ Resources:** |  |  |  |  |  |
| **R** | **Homework** | **Students will take reading assignment home and HUB: What type of government Spain has today?** | **Notebook, textbook, copies, computer** |  |  |  |

**Lesson Plan Week: September 26th**

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| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Monday- 26** | **Tuesday- 27** | **Wednesday-28** | **Thursday- 29** | **Friday- 30** |
| **Pre-Planning: Unpacking the Standards** | **TEKS:**  (R) - Readiness Standard  (S) -Supporting Standard |  | **LOTE TEKS: Communication/ Interpretive mode, Cultural, Connections, Comparisons, Communities** |  |  |  |
| **Verb(s)**  - What verbs define the actions students will need to take when mastering this objective? | **Theme: Personal and Public Identities**  **Subtheme:** *La identidad nacional y la identidad étnica / Los intereses personales*  **Connections: Social Studies, Art, Culture.**  **SPEAK, READ, LISTEN, WRITE, CHECK, SHARE, COMPARE, CONNECT, ANALIZE, APPLY, AND CONNECT.** |  |  |  |  |
| **Concept**  -What am I teaching?  -What do the students need to know? |  |  |  |  |  |
| **Vocabulary**  (Academic and Content) | Fascismo, Dictador, monarquía, madurez, deberes, arrendamiento, |  |  |  |  |
| **LOTE**  (Language Objective) |  | **ⓅLOTE L4.1.08 Read and demonstrate comprehension of authentic materials.** | **LOTE L4.1.01 Engage in conversation and class discussions to show comprehension of spoken and written language, including literature, on a wide variety of topics.** |  |  |
| **Lesson Cycle** | **Engage:**  **Warm Up/Opening** | Essential questions | * Essential questions |  | Essential questions | Essential questions |
| **Explain:**  **Guided Practice:** | Oral instructions | * Oral instructions |  | * Oral instructions | * Oral instructions |
| **Elaborate:**  **Independent Practice:** | * Act. F page. 33 * Analysis of the painting again from another perspective * National identity | Interview Mr. Hernandez if it is possible with his schedule.  Theme: Spain Civil War | **Testing Day** | **Testing Day** | Independizarse no es asunto de madurez   * Introducción * Pre-reading activities |
| **Evaluate/ Closing:** | Upload a document |  |  |  |  |
| **Materials/ Resources:** |  |  |  |  |  |
| **R** | **Homework** | **Students will take reading assignment home and HUB: What type of government Spain has today?** | **Notebook, textbook, copies, computer** |  |  |  |