|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Language Level**  |  | **Grade** |  | **Date** |  | **Day in Unit** |  | **Minutes**  |  |
| **Unit Theme and Question** |  |
| **Daily topic:** |  |
| **STEP 1: STANDARDS** | **METACOGNITIVE QUESTIONS BEFORE PLANNING WITH STANDARDS** |
| What are the communicative and cultural objectives for the lesson? How is culture embedded using the target language for the lesson? | **Communication***and***Cultures** | *Which modes of communication will be addressed?* | * *How do learners interact and negotiate meaning in spoken or written conversation to share information, reactions, feelings, and opinion?*
* *How do learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics?*
* *How do learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers?*
* *How do learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied?*
* *How do learners use the language to investigate, explain and reflect on the relationship between the products and perspectives of the cultures studied?*
 |
| 🞏 Interpersonal |
| 🞏 Interpretive |
| 🞏 Presentational |
| **If applicable,** indicate how Connections • Comparisons • Communities will be incorporated into the lesson. | **Connections** | * *How do learners reinforce and further knowledge of other disciplines in this lesson?*
* *How do learners access and evaluate information and diverse perspectives that are available in the language and its cultures?*
 |
| **Comparisons** | * *How do learners use the language to investigate, explain and reflect on the nature of language through comparisons of the language studied and their own?*
* *How do learners use the language to investigate, explain and reflect on the concept through comparisons of the cultures studied of the language studied and their own?*
 |
| **Communities** | * *How do learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world?*
* *How do learners set goals and reflect on their progress in using languages for enjoyment, enrichment and advancement?*
 |
| **STEP 2: PLANNING** | **LESSON OBJECTIVES** |
|  | **Communication***and***Cultures** |  |
|  | **Connections** |  |
|  | **Comparisons** |  |
|  | **Communities** |  |
| **Lesson Sequence** | **Activities/Strategies**What will learners do?What does the teacher do? | **Time\***How many minutes will this segment take? | **Materials • Resources •****Technology**Be specific. What materials will you develop? What materials will you bring in from other sources?  |
| **Gain Attention / Activate Prior Knowledge “The hook”** |  |  |  |
| **Provide Input**  |  |  |  |
| **Elicit Performance / Provide Feedback**  |  |  |  |
| **Provide Input**  | *If applicable* |  |  |
| **Elicit Performance / Provide Feedback**  | *If applicable* |  |  |
| **Closure** |  |  |  |
| **Enhance Retention & Transfer**  |   |  |  |
| **STEP 4:** **Metacognitive Reflection:*** *How did this specific lesson advance the big idea or generalization of the unit? In what ways did the chosen strategy work toward a larger purpose at the beginning of the lesson (e.g., engaging students, increasing curiosity, stimulating student-generated questions, etc.)? In what ways did the chosen strategy cement the learning?*
* *How did my students and I strategically use technology resources to enhance the learning experience (and support “meeting the just-right challenge,” “building relationships,” “creating relevancy,” and/or “fostering disciplinary literacy”)?*
* *In what ways did the learning target support the generalization?*
* *Which instructional strategies fostered learning the lesson’s skills, processes, or content?*
* *What evidence showed that the strategies impacted student learning? How were the strategies effective through the learning process?*

**Formative Assessment*** *What “indicators of success” showed that the students are gaining mastery?*
* *How will I use that evidence in a feedback loop?*
 |  |

\* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.