

Sample Lesson Plan Template

Course: *Grade 9 World Languages (ESL, Spanish, French, Hindi, Latin)* **Date:** *3/28/11*

Instructor: Leonow, Navarro, Loria, Mishra, Clark

Habit of the Graduate (Choose 1):

- Know Yourself, Know Your Role, and Know Your Goal
- Accepting the Personal Challenge
- Invest in Yourself: Be Your Best Today to Be the Best for Tomorrow
- Be a Positive Influence in Your School Community

Habit of the Graduate: Marking Period Focus Question:

What are my goals? What strategic steps can I implement to reach my goals?

Title of Lesson: *Who am I and who do I want to be? [Career Unit]*

NJCCCS:

7.1 NMB4, 7.1 NMB5, C2

Objectives:

SWBAT describe what they are like (character traits) and set career goals (what they would like to be) by developing a plan of steps on how to become successful and reach their goals.

Procedure:

- Pair brainstorming of character traits (prior knowledge of character trait vocabulary) in notebooks
- Individually- Complete self reflection – Who do I want to be? What do I want to do in the future? What do I want my life to be like?
- In groups - Students work in small groups (by career interests) in order to develop a list of strategic steps to achieve their goals. -- What do I need to do in order to be successful? What do I need to do in high school? Course choices? Volunteer work? Clubs to become involved with? Activities after school?

Closure:

- List on board – Each group reports the Top 3 most popular strategies used to attain goals

Assessment:

- presentational assessment – oral individually by teacher
- interpersonal assessment – oral- listening and speaking in pairs and groups

Modifications:

- modify language and vocabulary as needed

*****This lesson can be modified for various Units – Career (Career Choices) – Places (Where do you want to work), Cultural Icons, or Free Time Activates**

Course: Spanish 2-1

Date: 3/28/11

Instructor: Griswold, Jurado-Moran, Ramirez, & Zirin

Habit of the Graduate (Choose 1):

- Know Yourself, Know Your Role, and Know Your Goal
- Accepting the Personal Challenge**
- Invest in Yourself: Be Your Best Today to Be the Best for Tomorrow
- Be a Positive Influence in Your School Community

Habit of the Graduate: Marking Period Focus Question:

What steps am I taking to better myself emotionally?

Title of Lesson: Exploring Emotional Eating

NJCCCS:

7.1.NM.B4

Objectives:

SWBAT ask & respond to questions that allow them to express their food preferences during various emotional states.

Procedure:

1. Do-Now: Students will match recycled 'emotions' vocabulary with visual prompts.
2. Students share results in pairs in order to compare answers.
3. Teacher models "¿Qué prefieres comer cuándo estás _____?" students brainstorm food choices during various emotional states.
4. Communicative activity-Students ask & respond to questions with their classmates regarding their food preferences during various emotional states.

Closure: Students report the findings of their classmates' preferences in the 3rd person orally and then in writing

Assessment: Circulate & monitor during the lesson in order to ascertain whether or not students are achieving objectives.

Modifications: Make individual adaptations/modifications and/or corrections as needed according to IEP and or needs of the class in general

Sample Lesson Plan Template

Course: *World languages (Spanish, French ESL)*

Date:

Instructor: Cala Nanda, Ernest Valdes, Jose Pan, Marianne Henry

Habit of the Graduate (Choose 1):

- Know Yourself, Know Your Role, and Know Your Goal
- Accepting the Personal Challenge
- Invest in Yourself: Be Your Best Today to Be the Best for Tomorrow
- Be a Positive Influence in Your School Community

Habit of the Graduate: Marking Period Focus Question:

As a role model, how can I serve the school in a manner which utilizes my strengths?

Title of Lesson: *I am a role model: let me show you how*

NJCCCS:

Spanish/French: 7.1.im.b.4, b.5, c.1, c.2, c.4

ESL: Standard 1, Standard 2

Objectives:

- SWBAT articulate their own strengths by
 - 1) making comparisons to literary role models and
 - 2) by specifying how to incorporate their individual strengths to better the school community.

Procedure:

- **Do now:** Who are your role models? What are the qualities about them that you value? What qualities do you have that make you a role model? (Pair/Share: discuss) (possible use of venn diagram)
- In pairs/individually (according to class), students identify characters from literature covered during the year who serve as role models. List the qualities that make them a role model, and describe how the characters improved their surroundings (communities, schools, towns, peers, etc). (t-chart)
- List on board. Circle any qualities/strengths that are also present in the class.
- Students work in small groups to list their own strengths and identify ways in which they are valuable to the school community. One student acts as reporter/recorder for group.

Closure:

- groups report out on peers' strengths. Other groups identify ways in which to use this strength to serve the school?

Assessment:

- worksheet: what are my strengths and how are they of value to the school community? Offer one practical idea for bringing strength to school community

Modifications:

- modify language and vocabulary as needed
- graphic organizer/chart