



2024-2025 Weekly Lesson Planning Document

Week of Monday, August 19 through Friday, August 23

EDUCATOR'S NAME: Jose Franco SUBJECT: Spanish 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Lesson Title: Unit: Chapter: Page Number(s):	Unit 1 Who you are	Unit 1 Who you are	Unit 1 Who you are	Unit 1 Who you are	Unit 1 Who you are
TN Standard(s):	ML.C1.1.NL.a-c ML.C1.1.NM.a-g ML.C1.1.NH.a,b,e ML.C1.1.IL.a-c ML.C1.2 .NL.a-b ML.C1.2 .NM.a-b ML.C1.2 .NH.a-c ML.C1.2 .IL.b ML.C1.3 .NL.a-b ML.C1.3 .NM.a-b ML.C1.3 .NH.a-c ML.C1.3 .IL.a-b ML.C1.4 .NL.a-c ML.C1.4 .NM.a-e ML.C1.4 .NH.b ML.C1.4 .IL.a ML.C1.5 .NL.a-b ML.C1.5 .NM.a-c ML.C1.5 .NH.a,c ML.C1.5 .IL.a-b,d-e				
Objective (s): What specifically should students be able to do at the end of the lesson? The objective is standards-based. Write the objective in student friendly terms. For example, I can multiply binomials. I CAN....	I can name the Spanish speaking countries and capitals	I can name the Spanish speaking countries and capitals	I can locate the Spanish speaking countries on a map	I can locate the Spanish speaking countries on a map	I can locate the Spanish speaking countries on a map and mentions a few facts about the countries

<p>Possible Misconception (s): What misconception(s) are you anticipating during this lesson?</p>	Some may not understand what is expected of them as high schoolers of their grade level	Some may not understand what is expected of them as high schoolers of their grade level	Some may not understand what is expected of them as high schoolers of their grade level	Some may not understand what is expected of them as high schoolers of their grade level	Some may not understand what is expected of them as high schoolers of their grade level
<p>Literacy-Based DO NOW: This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak.</p>	Answer questions on the screen	Answer questions on the screen	Answer questions on the screen	Answer questions on the screen	Answer questions on the screen
<p>Agenda for the Day Simple outline of lesson segments or activities that is time stamped. Teacher/class should take 2 minutes or less to review.</p>	<p>Do Now (8 minutes) Review Learning Objective (2 minutes) Review Overton Expectations (5 minutes) Review possible scenarios (5 minutes) Review classroom rules (5 minutes) Review classroom procedures (5 minutes)</p>	<p>Do Now (8 minutes) Review Learning Objective (2 minutes) Review Overton Expectations (5 minutes) Review possible scenarios (5 minutes) Review classroom rules (5 minutes) Review classroom procedures (5 minutes)</p>	<p>Do Now (8 minutes) Review Learning Objective (2 minutes) Review Overton Expectations (5 minutes) Review possible scenarios (5 minutes) Review classroom rules (5 minutes) Review classroom procedures (5 minutes)</p>	<p>Do Now (8 minutes) Review Learning Objective (2 minutes) Introduction to Proficiency Path (5 minutes) Steps of Proficiency Path (5 minutes) How to advance in Path (5 minutes) Closure / Exit Ticket (5 minutes)</p>	<p>Do Now (8 minutes) Review Learning Objective (2 minutes) Introduction to Proficiency Path (5 minutes) Steps of Proficiency Path (5 minutes) How to advance in Path (5 minutes) Closure / Exit Ticket (5 minutes)</p>
<p>Beginning of Lesson I Do Science: Engage & Explore</p>	<p>Greet and break ice with new students Display and review Overton's expectations and procedures Display and review classroom expectations and procedures</p>	<p>Display and review Overton's expectations and procedures Display and review classroom expectations and procedures</p>	<p>Display and review Overton's expectations and procedures Display and review classroom expectations and procedures</p>	<p>Display and review Proficiency Path and steps Demonstrate how students can advance through the path in order to achieve more than expected</p>	<p>Display and review Proficiency Path and steps Demonstrate how students can advance through the path in order to achieve more than expected</p>

<p>Middle of the lesson We Do</p> <p>Science: Explain and Elaborate</p>	<p>Discuss with students the school and classroom rules and procedures. Discuss possible outcomes if these aren't followed.</p>	<p>Discuss with students the school and classroom rules and procedures. Discuss possible outcomes if these aren't followed.</p>	<p>Discuss with students the school and classroom rules and procedures. Discuss possible outcomes if these aren't followed.</p>	<p>Discuss and explain the proficiency and each step. Discuss where they may be at as of now and how can they advance throughout the year and in the future when they go to Spanish 2 and further</p>	<p>Discuss and explain the proficiency and each step. Discuss where they may be at as of now and how can they advance throughout the year and in the future when they go to Spanish 2 and further</p>
<p>End of the lesson You Do</p> <p>Science: Evaluate</p>	<p>Students will demonstrate their understanding by answering questions and demonstrations for class procedures.</p>	<p>Students will demonstrate their understanding by answering questions and demonstrations for class procedures.</p>	<p>Students will demonstrate their understanding by answering questions and demonstrations for class procedures.</p>	<p>Students will explain in their own words what level they want to achieve in this class and in their school career overall. Describe what they need to do to get there.</p>	<p>Students will explain in their own words what level they want to achieve in this class and in their school career overall. Describe what they need to do to get there.</p>
<p>(05 MINUTES MAX) Literacy Based closing activity:</p>	<p>Students will be reading about the different Spanish countries and how they all are different. They will also read about geographical locations and landmarks.</p>	<p>Students will be reading about the different Spanish countries and how they all are different. They will also read about geographical locations and landmarks.</p>	<p>Students will be reading about the different Spanish countries and how they all are different. They will also read about geographical locations and landmarks.</p>	<p>Students will be reading about the different Spanish countries and how they all are different. They will also read about geographical locations and landmarks.</p>	<p>Students will be reading about the different Spanish countries and how they all are different. They will also read about geographical locations and landmarks.</p>
<p>SPED Modification (s): ?</p>	<p>Check for understanding Use simplified wording Repeat as necessary</p>	<p>Check for understanding Use simplified wording Repeat as necessary</p>	<p>Check for understanding Use simplified wording Repeat as necessary</p>	<p>Check for understanding Use simplified wording Repeat as necessary</p>	<p>Check for understanding Use simplified wording Repeat as necessary</p>
<p>ESL Modification (s):</p>	<p>Explain in Spanish for non-English speakers.</p>	<p>Explain in Spanish for non-English speakers.</p>	<p>Explain in Spanish for non-English speakers.</p>	<p>Explain in Spanish for non-English speakers.</p>	<p>Explain in Spanish for non-English speakers.</p>

Assessment (s):	In their own words, students will need to answer questions written and orally	In their own words, students will need to answer questions written and orally	In their own words, students will need to answer questions written and orally	In their own words, students will need to answer questions written and orally	In their own words, students will need to answer questions written and orally
Corrective Activity (s):	Give a demonstration of a possible scenario to show what is expected and possible outcomes	Give a demonstration of a possible scenario to show what is expected and possible outcomes	Give a demonstration of a possible scenario to show what is expected and possible outcomes	Give a demonstration of a possible scenario to show what is expected and possible outcomes	Give a demonstration of a possible scenario to show what is expected and possible outcomes
Extension/Enrichment Activity (s):	Students will discuss how these Spanish speaking countries are similar and different from the USA. They will also learn about cultural shocks for Americans when traveling	Students will discuss how these Spanish speaking countries are similar and different from the USA. They will also learn about cultural shocks for Americans when traveling	Students will discuss how these Spanish speaking countries are similar and different from the USA. They will also learn about cultural shocks for Americans when traveling	Students will discuss how these Spanish speaking countries are similar and different from the USA. They will also learn about cultural shocks for Americans when traveling	Students will discuss how these Spanish speaking countries are similar and different from the USA. They will also learn about cultural shocks for Americans when traveling
Technology Integration:	The Promethean Board will be used mostly for this week's lesson.	The Promethean Board will be used mostly for this week's lesson.	The Promethean Board will be used mostly for this week's lesson.	The Promethean Board will be used mostly for this week's lesson.	The Promethean Board will be used mostly for this week's lesson.