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| *OVERVIEW:* | | | |
| Teacher Candidate: | | | |
| Contextual Considerations: | | | |
| Learning Segment Title: | | Cultural Context: | |
| Central Focus: | | | Lesson Number: |
| Language of Instruction: | Level / Grade / NYS Checkpoint: | | Date to be Taught: |

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| *LEARNING STANDARDS:* | |
| National Standards for Foreign Language Learning |  |
| NYS – LOTE Standards |  |
| Common Core Standards |  |

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| *LEARNING OBJECTIVES AND ASSESSMENT TOOLS:* | | |
| Content Objective(s): | | Informal and Formal Assessment(s): |
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| Feedback: |  | |

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| *INSTRUCTIONAL RESOURCES AND MATERIALS:* | |
| Materials: |  | |
| Texts: |  | |
| Technology Resources: |  | |

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| *PREREQUISITE KNOWLEDGE AND SKILLS:* | |
| Prior knowledge: |  |
| Prior skills: |  |

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| *LANGUAGE DEVELOPMENT:* | |
| Language Function(s) |  | |
| Vocabulary Focus |  | |
| Grammar Focus |  | |

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| *ATTENTION TO THE NEEDS OF DIVERSE STUDENTS:* | |
| Multiple Means of Representation: |  |
| Multiple Means of Expression: |  |
| Multiple Means of Engagement: |  |
| Modifications for Specific Students: |  |

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| *SEQUENCE OF INSTRUCTIONAL STRATEGIES AND LEARNING TASKS:* | |
| *Edit the segment titles and number of segments as needed.* | |
| Introduction: |  |
| Development: |  |
| Closure: |  |

*Complete this section after teaching the lesson. Draw on these reflections in the completion of the Instruction Commentary in Task 2 of the Teaching Learning Project.*

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| *ANALYSIS OF STUDENT LEARNING AND REFLECTIVE ANALYSIS OF THIS LESSON:* |
| 1. Promoting a Positive Learning Environment:    1. Describe how you: (i) demonstrated respect and responsiveness for the diverse students and their needs; and (ii) motivated and engaged the students throughout the lesson.    2. Reflect on these outcomes and what they mean for your future teaching. |
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| 1. Engaging Students in Communication in the Target Language:    1. Explain how your instruction: (i) engaged students in developing communicative proficiency in the target language; (ii) engaged students meaningfully with culturally contexts; and (iii) built on students’ prior knowledge and personal/cultural/community assets.    2. Reflect on these outcomes and what they mean for your future teaching. |
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| 1. Deepening Student Learning during Instruction:    1. Explain how your instruction: (i) promoted students’ higher order thinking; (ii) supported multiple facets of students’ communicative proficiency development; (iii) promoted students’ active engagement in cross-cultural comparisons and connections.    2. Reflect on these outcomes and what they mean for your future teaching. |
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| 1. Analyzing Teaching:    1. Describe the ways in which you supported learning for the whole class and for students who require greater support (e.g., focus students) during this lesson, especially as it relates to the development of communicative proficiency and cultural understandings.    2. Reflect on these outcomes and what they mean for your future teaching. |
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*Complete this section prior to teaching the lesson or learning segment. Include this page only once in Task 1 of the Teaching Learning Project.*

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| *APPENDIX A: POSITIVE STUDENT PROFILES* |
| Write a positive student profile for each of three focus students, include the following information: 1) background, 2) likes/dislikes, 3) intelligences, 4) strengths, 5) communication skills/needs, 6) behavior, 7) academic performance, 8) social skills, 9) concerns, and 10) other relevant information. You may list this information or write it in paragraph form. |
| *Student 1: Positive Student Profile* |
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| *Student 2: Positive Student Profile* |
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| *Student 3: Positive Student Profile* |
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