**PART I – WHO are the students?**

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| **Class Composition**  Please record relevant student data below. Some categories may not be applicable to your class (these categories can be left blank). Most of this information can be found in MyData: <https://mydata.lausd.net> | | | |
| Teacher Name:  Rasha Elomeri | Subject/Grade Level:  Arabic level 2/ Grade 9-12 | | Lesson Date/Time: |
| Female Students: 7 | | Male Students: 18 | |
| **General Student Data** (1b1,1b3)  **Record the number of students in each category** | | | |
| Students with Disabilities: 5 | | GATE Students: 0 | |
| **English Learner Data** (1b1) | | | |
| English Learners: 15 | | ELD Levels In Your Class: 5 | |
| Long Term English Learners: 3 | | Standard English Learners:5 | |
| **Additional Student Information** | | | |
| What other student data may be relevant or important to this lesson? (1b1, 1b3)  I have five students with specific Learning Disability and hence special accommodation will be considered for them such as  modified activities,  more time to finish, and extra help from me and the TA. | | | |
| Considering the data above, list the strategies you use to help every student gain access to academic content (i.e., differentiation strategies, grouping of students, IEP requirements, etc.). (1a2, 1b1)  To help students get access to academic content, I will utilize variety of teaching strategies to make content comprehensible for example: •Employ cooperative group, pair share, triads, manipulatives, questions based on Bloom’s Taxonomy •Incorporating effective EL and ELD strategies such as: SDAIE Strategies (lots of visual and realia); TPR (Total physical response); Access Strategies; Academic Vocabulary and Technology. •Designing a well-structured and highly effective environment conducive for learning for example, the lesson agendas and standards will be displayed on the board, and explained contextually to students in terms of their personal achievements objectives.  •Using hands on materials such as activity sheets (input/output). •Learning objectives are design to promote critical thinking. •Using scaffolding strategies. •Building on my students' prior knowledge. Visual reminders of vocabulary from the previous lesson that students will need for today’s text set in the PowerPoint  •Use cooperative learning to help practice in real life situations such as Pair work and small group work. •Incorporating technology in the lessons to prepare 21st Century Students for a Global Society. •I will model, guide students, and use scaffolding techniques to build on language. •Groups formed first by students choosing their response to the Question and then I will create smaller groups depending on my knowledge of strengths and challenges of the students (IEPs, LTELs). | | | |

**Part II – WHAT are they learning?**

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| **Instructional Goals and Objectives** |
| **1a1 Knowledge of Content and the Structure of the Discipline** |
| **EFFECTIVE**  *Teacher articulates a solid knowledge of the concepts in the discipline through the development of essential understandings and big ideas that are aligned to the standards. Teacher demonstrates knowledge of the progression of the content standards within and across adjacent grade levels.* |
| What key standards and instructional goals and objectives are being addressed in this lesson?  According to Common Core Standards for World Language; Communication takes place in a variety of ways:  Standard B2- It may be interpersonal: culturally appropriate listening, reading, viewing, speaking, signing, and writing take place as a shared activity among language users.  Standard B1- It may be interpretive: language users listen, view, and read by using knowledge of cultural products, practices, and perspectives.  Standard B3- It may be presentational: speaking, signing, and writing take place in culturally appropriate ways. Equally important is the Common Core Standards SL1 and SL2: SL1: Comprehension and Collaboration: Students converse and collaborate with others. SL2: Presentation of Knowledge and Ideas: Students present knowledge in speech supported by digital media and visual display.  From the World Language Content Standards, the following apply:  Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions Standard 1.2: Students understand and interpret written and spoken language on a variety of topics Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers  on a variety of topics Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language Standard 4.1: Students address discrete elements of daily life, including: buying, selling and related activities.  The goals and objectives being addressed in this lesson are for students to be able to:  •Recognize vocabularies related to various rooms in a house, selling, buying, and renting (1.2), (B1) •Use various action verbs to talk and describe their homes to other students. (SL1), (SL2) •Ask and answer questions about the price, size and description. (1.1), (SL1) •Students will learn how to draw a detailed floor plan/illustration of an imaginary house, provide and obtain information in order to finish their drawing activity, engage in conversation with their pair to exchange opinions (1.1) •Students will read the text description of various rooms in a house and be able to recognize the   different types of rooms (1.2), (B1) •Students will present to classmates at the end of the lesson a skid to illustrate their Language Acquisition of the new taught vocabulary (1.3), (SL2) • Start a conversation in different contexts like in a real estate office (SL1)  •Students reinforce their knowledge in Mathematics and Engineering through the understanding and the practicing of drawing floor plans with specific given dimensions (3.1) Objectives for control or form: • Students will be able to use the correct spelling, punctuation, possessive adjectives, pronouns, using the two verses “For Sale” or “For Rent” , and finally the correct use of present and past tense.  They will utilize the newly learned vocabulary and phrases pertained to describing floor plans, areas, prices for homes to rent or for sale to perform and act out the role play situation of selling and buying houses in an effective, cooperative way.  How does this lesson connect to the big idea and to the overall unit?  Through this unit, students will be able to learn and identify the necessary vocabulary, phrases and negotiation skills they need to be able to rent or buy an apartment or a house. They will be able to ask and answer questions about size, area, description, and price when meeting a real estate agent or a home owner. They can also use the American or the different Arabic currencies to tell and ask about the price.  What ELD Standards are incorporated in this lesson (if applicable)?  Collaborative:  Part I: A.1.  Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics related to buying and renting. Also when communicating with each others in cultural issues of the Arabic speaking world. Part I: C.11. Justifying own arguments and evaluating others’ arguments. |
| **Language Objective**: What text structures, language features, and vocabulary will students need to use to express their understanding of the content?  From the previous day students worked on writing in Arabic an ad for a house for sale as well as drawing the floor plan of that house and write a description of it. They will bring an illustration of the house to class.  It can be a photo, a drawing, or a picture cut from a magazine.  Students will role play a situation of a real estate agent trying to sell and a customer looking to buy. Students will: •Start a conversation in a context of real estate office. • Ask and answer questions about the house's description, location, area, and price using the new vocabulary. The Curriculum-Framing Questions can be summarized as follow: 1-Essential Question; What do you want to buy? 2-Unit Questions; How much is it? Can I help you? I need, want …….. 3-Content Questions; What is the area? Is there three bedroom ….etc? |

**Part III – HOW will they learn it?**

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| **Lesson Structure** |
| **1a2 Knowledge of Content Related Pedagogy / 1d1 Standards-Based Learning Activities** |
| **EFFECTIVE - 1a2 Knowledge of Content Related Pedagogy**  *Teacher’s plan reflects effective research-based pedagogical approaches in the discipline, and is appropriate for the essential understandings and big ideas addressed in the lesson. Teacher plans appropriate use of technology and of 21st Century Skills. Teacher anticipates students’ misunderstandings.* |
| **EFFECTIVE** *–***1d1 Standards-Based Learning Activities**  *All of the learning activities are relevant, designed to cognitively engage students, are aligned to the instructional standards and represent awareness of 21st Century Skills. Learning activities are differentiated as appropriate to meet the needs of diverse student subgroups.* |
| Consider how your lesson plan will help you demonstrate EFFECTIVE practice in elements in Standard 3 when you teach your lesson. It is not necessary to respond to each of the items below.   * How will you communicate the purpose of the lesson? (3a1) * Lesson procedures including pedagogical strategies you plan to use to engage students in the learning (3c1) * Scaffolds and interactive strategies for students to use language and demonstrate their understanding of the content (3a4, 3b2, 3c1, 3c2) * Questions you plan to ask and opportunities for students to respond and pose questions (3b1,3b2) * Academic language and content-specific vocabulary to be taught/reviewed (3a4) * Grouping of students (3c2) * Pacing (3c4) * Technology (3c3) * Misconceptions students might have and feedback to address them (3d3) * 21st Century skills (Communication, Collaboration, Critical Thinking, Creativity) |

**Part IV – How will learning be assessed?**

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| **Assessment** |
| **1e2 Planning Assessment Criteria** |
| **EFFECTIVE**  *Teacher has developed criteria by which levels of student learning will be assessed. Teacher has planned how criteria will be communicated to students.* |
| What criteria will you use to assess your students’ learning?  By utilizing formative assessments throughout my lesson, I will be able to follow student progress in developing the essential knowledge, understandings, and skills of the lesson. I will assess the students’ learning by questioning and observing them during the direct instruction activities and the end of the unit performance task.  In addition, there is a formal post- assessment in a form of a quiz that will be given to students at the end. This quiz will assess their understanding of concepts discussed during the lesson. Thus the criteria I will use are: 1)Assess individual students as well as group, learning and end of the unit performance. 2)Assess process as well as product. 3)Make my grading criteria clear  How will you communicate the criteria and ensure students understand how their learning will be assessed?  It’s always important to articulate my performance criteria so students understand my expectations and standards. Criteria for evaluating both product and process can be communicated by giving students a group work rubric before they begin their work and then using it to provide meaningful feedback during and at the end of the project. It’s also important to think about how I will weigh the various components of group projects in my grading scheme. |