

## **Area of Focus: Meeting People (Intro. to ASL / ASL I, Unit 1)**

**Learning Objective:** Be able to meet new people and tell them basic information about yourself (name, age, where you live) in ASL.

### **Pre-Learning Evaluation: Heart and Mind (as appropriate)**

- Begin class by, in a disguise, “introducing myself” (in ASL & gesture only), and asking questions of the students (name, age, which direction they live in)

**Teaching Methods and Process:** Whole-class intro, then work in teams of 2-3 students. Work in ASL as much as possible for the communicative portions of the lesson. Write in English or fingerspell as needed. NO VOICE!

### **Research:**

- Write down common greetings, things you might say in English when you meet someone for the first time.
- Use websites, such as [lifeprint.com](http://lifeprint.com), [signingsavvy.com](http://signingsavvy.com), and [aslpro.com](http://aslpro.com) to find signs with similar meanings to things you might express or see when meeting a signer. (We’ll use the textbook later, but I want them to become familiar with these sources of info.)

### **Reason**

- Decide what order you might sign the terms you looked up.
- Watch your partner’s signing carefully, and help each other to sign clearly and accurately (correct motion, sign placement, handshape, palm orientation, and non-manual markers)

### **Relate**

- Identify whether there might be differences in what you might sign when meeting a young child, a peer, or an adult.

### **Record**

- Create a video of you and a partner doing a pretend first-time meeting. Include information such as names, ages, and where each of you lives, as well as at least one other bit of information about yourself (your choice).

## **Learning Evaluation: Heart and Mind**

- Again, introduce myself in ASL only, and ask questions of the students (name, age, where they live). Analyze what they’ve learned to express in ASL.
- Videos serve as both receptive & expressive evaluations.

**Area of Focus:** French 1 Term 1

**Learning Objective:** Students will learn the alphabet and numbers from 1-60.

**Teaching Methods and Process:**

**Research:**

- Students will watch power points on alphabet and numbers.
- They will watch and learn song videos.

**Reason**

- Students will do written handouts practicing spelling words and writing numbers in French.

**Relate**

- Students will spell words to each other using French alphabet.
- Students will practice numbers with partners.

**Record**

- Students will record themselves saying the alphabet and reciting numbers.

**Learning Evaluation:**

Students will be graded on ability to spell words in French, recognize spoken letters, and recognize and write numbers.

**Area of Focus:** French 1 Term 2

**Learning Objective:** Students will learn French greetings

**Teaching Methods and Process:**

**Research:**

- Students will learn greetings from power point presentation and
- watching videos of native speakers.

**Reason**

- Students will complete handouts to learn how to write various greetings.

**Relate**

- Students will greet one another in French to practice greetings.

**Record**

- Students will model their greetings with a partner for the class.

**Learning Evaluation:**

Students will be tested on written greetings and spoken greetings.

**Area of Focus:** French 1 Term 3

**Learning Objective:** Colors, Shapes, Telling Time

**Teaching Methods and Process:**

**Research:**

- Students will view power points on above vocab.

**Reason**

- Students will complete handouts to learn the vocab.

**Relate**

- Students will practice vocab in partners and play Kahoot.

**Record**

- Students will record themselves telling their favorite color and what time they begin and end each class period.

**Learning Evaluation:**

Students will practice the vocab using Quizlet and record their scores on all the Quizlet games using this vocab.

**Area of Focus:** French 1 Term 4

**Learning Objective:** Students will learn basic “er” verbs and how to conjugate and use them in a sentence.

**Teaching Methods and Process:**

**Research:**

- Students will view power point and learn songs teaching verb conjugation.

**Reason**

- Students will complete handouts and write sentences using “er” verbs.

**Relate**

- Students will play the game- Find a person who has done this. Each question will use one of the new verbs and they may only speak French.

**Record**

- Students will perform a dialogue in front of the class using at least 10 of the new verbs.

**Learning Evaluation:**

Students will be evaluated on their dialogues in front of the class and on a written exam.

**Area of Focus:** French 2 Term 1

**Learning Objective:** Talk about activities you enjoy and don't enjoy.

**Pre-Learning Evaluation:** Teacher will ask students questions about activities they enjoy.

**Teaching Methods and Process:**

**Research:**

- Students learn new verb and noun vocab to describe activities.
- Students watch native speakers talking about activities they do.

**Reason**

- Students complete handouts with new vocab

**Relate**

- Students converse with one another about preferred activities using a sample dialogue.

**Record**

- Students interview each other about preferred activities and record it.

**Learning Evaluation:**

- Students are graded on ability to talk about their preferred activities and to write a paragraph about them.

**Area of Focus:** French 2 Term 2

**Learning Objective:** Students learn to describe physical and personality characteristics.

**Pre-Learning Evaluation:** Teacher has students write a paragraph describing themselves.

**Teaching Methods and Process:**

**Research:**

- Students watch power point to learn new vocab.

**Reason**

- Students complete written work describing people.

**Relate**

- Students play “Guess Who” with cards to describe people.

**Record**

- Students practice vocab on whiteboards.

**Learning Evaluation:**

Students describe their family members and friends.

**Area of Focus:** French 2 Term 3

**Learning Objective:** Learn school vocabulary

**Pre-Learning Evaluation:** Students are asked to write their class schedule in French.

**Teaching Methods and Process:**

**Research:**

- Students learn vocab from power point and watching native speakers talk about schools in France.

**Reason**

- Students complete handouts practicing how to write about their school classes.

**Relate**

- Students ask each other about their class schedule and review time while talking about when classes are.

**Record**

- Students interview each other about what classes they like and don't like and present it to the entire class.

**Learning Evaluation:**

Students are graded on their interviews in front of the class.



**Area of Focus:** French 2 Term 4

**Learning Objective:** Students learn family vocab.

**Pre-Learning Evaluation:** Students describe their family as best they can.

**Teaching Methods and Process:**

**Research:**

- Students learn vocab from power point and teacher discussing their family.

**Reason**

- Students complete handouts and compete in Kahoot to learn vocab.

**Relate**

- Students draw a family tree extending out to grandparents, aunts, uncles, cousins, sibling, and label each person.

**Record**

- Students answer questions about their family with a partner.
- They describe their family's physical and personality characteristics.

**Learning Evaluation:**

Students are graded on ability to describe each member of their extended family.

**Area of Focus:** Spanish 1 Term 1

**Learning Objective:** The student will be able to recognize, speak, read and write basic Spanish vocabulary such as alphabet & pronunciation, days, months, numbers, greetings, classroom expressions, basic Spanish geography.

**Pre-Learning Evaluation:** Each class begins with a warm up. These warm ups practice previously learned concepts. If students struggle completing the warm up, additional practice may be necessary before we move on to a new concept. I do not move on unless the class demonstrates a basic understanding of previously learned concepts.

**Teaching Methods and Process:**

**Research:**

- Students will be introduced to and practice Spanish vocabulary & pronunciation during class discussions and instruction speaking only Spanish during warm up time.
- We will sing songs to practice Spanish pronunciation and encourage vocabulary retention.
- Each class session will focus on a new area of discussion or practice of previous concepts learned.

**Reason:**

- Students will be provided with an instructional handout that they can review topics covered. They will use this to complete their practice problems.
- Students will complete a daily 'warm up' that will require them to practice the previous day's concept either alone or with their classmates.
- The teacher will model pronunciation, and students will be required to practice pronunciation.

**Relate:**

- Students are given opportunities to practice conversations with each other in Spanish. Partnerships are used for conversation exercises.
- Students memorize Article of Faith 1, which they have previously memorized in English.
- Pesos are used to encourage participation in games and activities. These pesos are part of their grade at the end of the term. They help the student care about doing well in activities.

**Record:**

- Students will keep a neat and organized binder that will include their notes as well as all instructional vocabulary, assignments, songs & memorizations. They will be required to bring this to class.
- Students complete 2 quizzes during the term to encourage accountability and assess understanding.

- Students will recite a memorization in front of the class each term to practice pronunciation as well as give them confidence to speak out loud.
- Students will complete in-class assignments as well as homework to practice concepts learned in class.
- A student's grade will consist of points for class participation, assignments, memorizations, quizzes, bienvenidas and pesos.

**Learning Evaluation:**

By the end of this unit, students will be able to have a conversation and introduce themselves, give basic information such as their address and phone number, spell their first and last name, say what the date and day is, tell where they are from and recognize classroom commands so the teacher can begin speaking basic classroom Spanish that all students can understand. Students will be given 2 quizzes each term to assess learning.

**Area of Focus:** Spanish 1 Term 2

**Learning Objective:** The student will learn basic weather, seasons and other common vocabulary. Interrogatives will be introduced as well as indefinite articles and colors.

**Pre-Learning Evaluation:** Each class begins with a warm up. These warm ups practice previously learned concepts. If students struggle completing the warm up, additional practice may be necessary before we move on to a new concept. I do not move on unless the class demonstrates a basic understanding of previously learned concepts.

**Teaching Methods and Process:**

**Research:**

- Students will be introduced to and practice Spanish vocabulary & pronunciation during class discussions and instruction speaking only Spanish during warm up time.
- We will sing songs to practice Spanish pronunciation and encourage vocabulary retention.
- Each class session will focus on a new area of discussion or practice of previous concepts learned.

**Reason:**

- Students will be provided with an instructional handout that they can review topics covered. They will use this to complete their practice problems.
- Students will complete a daily 'warm up' that will require them to practice the previous day's concept wither alone or with their classmates.
- The teacher will model pronunciation, and students will be required to practice pronunciation.

**Relate:**

- Students are given opportunities to practice conversations with each other in Spanish. Partnerships are used for conversation exercises.
- Students memorize Article of Faith 8, which they have previously memorized in English.
- Pesos are used to encourage participation in games and activities. These pesos are part of their grade at the end of the term. They help the student care about doing well in activities.

**Record:**

- Students will keep a neat and organized binder that will include their notes as well as all instructional vocabulary, assignments, songs & memorizations. They will be required to bring this to class.
- Students complete 2 quizzes during the term to encourage accountability and assess understanding.

- Students will recite a memorization in front of the class each term to practice pronunciation as well as give them confidence to speak out loud.
- Students will complete in-class assignments as well as homework to practice concepts learned in class.
- A student's grade will consist of points for class participation, assignments, memorizations, quizzes, bienvenidas and pesos.

**Learning Evaluation:**

By the end of this unit, students will be able to describe the weather is on any given day, understand basic Spanish vocabulary, know how to say a basic prayer and use interrogatives to ask questions. They will also be able to answer those questions in complete sentences. Students will be given 2 quizzes each term to assess learning

**Area of Focus:** Spanish 1 Term 3

**Learning Objective:** Student will expand their vocabulary and be introduced to gustar concepts, action verbs, telling time, simple emotions and singular and plural verb conjugation.

**Pre-Learning Evaluation:** Each class begins with a warm up. These warm ups practice previously learned concepts. If students struggle completing the warm up, additional practice may be necessary before we move on to a new concept. I do not move on unless the class demonstrates a basic understanding of previously learned concepts.

**Teaching Methods and Process:**

**Research:**

- Students will be introduced to and practice Spanish vocabulary & pronunciation during class discussions and instruction speaking only Spanish during warm up time.
- We will sing songs to practice Spanish pronunciation and encourage vocabulary retention.
- Each class session will focus on a new area of discussion or practice of previous concepts learned.

**Reason:**

- Students will be provided with an instructional handout that they can review topics covered. They will use this to complete their practice assignments.
- Students will complete a daily 'warm up' that will require them to practice the previous day's concept either alone or with their classmates.
- The teacher will model pronunciation, and students will be required to practice pronunciation.

**Relate:**

- Students are given opportunities to practice conversations with each other in Spanish. Partnerships are used for conversation exercises.
- Students memorize Article of Faith 12, which they have previously memorized in English.
- Pesos are used to encourage participation in games and activities. These pesos are part of their grade at the end of the term. They help the student care about doing well in activities.

**Record:**

- Students will keep a neat and organized binder that will include their notes as well as all instructional vocabulary, assignments, songs & memorizations. They will be required to bring this to class.
- Students complete 2 quizzes during the term to encourage accountability and assess understanding.

- Students will recite a memorization in front of the class each term to practice pronunciation as well as give them confidence to speak out loud.
- Students will complete in-class assignments as well as homework to practice concepts learned in class.
- A student's grade will consist of points for class participation, assignments, memorizations, quizzes, bienvenidas and pesos.

**Learning Evaluation:** By the end of this unit, students will be able to describe what activities they like to do, tell time, express basic emotions, describe modes of transportation and formulate sentences with conjugated verbs. Students will be given 2 quizzes each term to assess learning

**Area of Focus:** Spanish 1 Term 4

**Learning Objective:** Student will continue expanding their vocabulary and practice verb conjugation. We will also cover body parts, prepositions, adjectives, ser & estar concepts and finish the year with clothing vocabulary.

**Pre-Learning Evaluation:** Each class begins with a warm up. These warm ups practice previously learned concepts. If students struggle completing the warm up, additional practice may be necessary before we move on to a new concept. I do not move on unless the class demonstrates a basic understanding of previously learned concepts.

**Teaching Methods and Process:**

**Research:**

- Students will be introduced to and practice Spanish vocabulary & pronunciation during class discussions and instruction speaking only Spanish during warm up time.
- We will sing songs to practice Spanish pronunciation and encourage vocabulary retention.
- Each class session will focus on a new area of discussion or practice of previous concepts learned.

**Reason:**

- Students will be provided with an instructional handout that they can review topics covered. They will use this to complete their practice problems.
- Students will complete a daily 'warm up' that will require them to practice the previous day's concept wither alone or with their classmates.
- The teacher will model pronunciation, and students will be required to practice pronunciation.

**Relate:**

- Students are given opportunities to practice conversations with each other in Spanish. Partnerships are used for conversation exercises.
- Students memorize Article of Faith 7, which they have previously memorized in English.
- Pesos are used to encourage participation in games and activities. These pesos are part of their grade at the end of the term. They help the student care about doing well in activities.

**Record:**

- Students will keep a neat and organized binder that will include their notes as well as all instructional vocabulary, assignments, songs & memorizations. They will be required to bring this to class.
- Students complete 2 quizzes during the term to encourage accountability and assess understanding.



- Students will recite a memorization in front of the class each term to practice pronunciation as well as give them confidence to speak out loud.
- Students will complete in-class assignments as well as homework to practice concepts learned in class.
- A student's grade will consist of points for class participation, assignments, memorizations, quizzes, bienvenidas and pesos.

**Learning Evaluation:** At the end of this unit, students will be able to craft sentences using both ser & estar, prepositions , body parts, adjectives and clothing. Students will be given 2 quizzes each term to assess learning.

**Area of focus:** Spanish 2 Term 1

**Learning Objective:** Students will review and expand their ability to greet peers and hold basic conversations with peers and elders in Spanish.

**Pre-Learning Evaluation:** Students will be placed in a simulated environment that will allow them to perform the linguistic task of greeting and conversing with peers and elders, and after the experience they will complete the self-evaluation form shown below, and set goals for improvement.

**Teaching Methods and Process:**

**Research:**

- Students will review the [L2 Greetings document](#)
- Students will watch various videos that show authentic greetings, and short conversations.

**Reason:**

- Students will complete the L2 Greetings document – Learn section.

**Relate:**

- Students will practice vocabulary and phrases in speaking situations with their peers in class.

**Record:**

- Students will record a conversation they have with a classmate and post it on Veracross.

**Learning Evaluation:** Students will be placed in a simulated environment that will allow them to perform the linguistic task of greeting and conversing with peers and elders, and after the experience they will complete the self-evaluation form “Term 1 Self-Evaluation Form: Greetings and Conversation”.

**Area of focus:** Spanish 2 Term 2

**Learning Objective:** Students will be able to talk about their daily routine

**Pre-Learning Evaluation:** Students will be asked to write out their daily routine

**Teaching Methods and Process:**

**Research:**

- Students will review the [L2 Verb Conjugations and Time](#) document
- Students will watch various videos that show authentic greetings, and short conversations.

**Reason:**

- Students will complete the L2 Verb Conjugations and Time document – Learn section.

**Relate:**

- Students will practice vocabulary and phrases in speaking situations with their peers in class.

**Record:**

- Students will record a conversation they have with a classmate and post it on Veracross.

**Learning Evaluation:** Students will conduct an interview with a native Spanish speaker that will allow them to listen and respond to questions about their daily routine, and then students will self-evaluate using the “Term 2 Self-Evaluation Form: Daily Routine” rubric.

**Area of focus:** Spanish 2 Term 3

**Learning Objective:** Students will be able to perform a door contact and multiple simulated street contacts as if they were an LDS missionary by asking questions, and then listening and responding to the answer.

**Pre-Learning Evaluation:** Students will take a listening comprehension evaluation where they will listen to a conversation in Spanish, and put the conversation in the order it occurred.

**Teaching Methods and Process:**

**Research:**

- Students will watch parts of “El Distrito” in Spanish
- Students will review [L2 Questions & Answers](#)

**Reason:**

- Students will complete the L2 Questions & Answers – Learn section.

**Relate:**

- Students will practice vocabulary and phrases in speaking situations with their peers in class.

**Record:**

- Students will record themselves teaching giving a door contact and post it on Veracross.

**Learning Evaluation:** Students will be placed in a simulated environment that will allow them to perform a door contact, and to perform multiple street contacts with native speakers of Spanish. Students will self-evaluate using the “Term 3 Self-Evaluation Form: Door/Street Contacts” rubric.

**Area of focus:** Spanish 2 Term 4

**Learning Objective:** Students teach a lesson as if they were a missionary. Students will increase their proficiency using present tense verbs, and expand their linguistic ability by including past tense verbs into their working vocabulary

**Pre-Learning Evaluation:** Students will be asked to play a verb conjugation game that uses present tense and past tense verbs.

**Teaching Methods and Process:**

**Research:**

- Students will study the text in “Lección 1” of “Predicad Mi Evangelio”
- Students will watch parts of “El Distrito” in Spanish
- Students will review [L2 Past Tense Document](#)

**Reason:**

- Students will complete the L2 Past Tense – Learn section.

**Relate:**

- Students will practice vocabulary and phrases in speaking situations with their peers in class.

**Record:**

- Students will record themselves teaching “Lección 1” and post it on Veracross.

**Learning Evaluation:** Students will be placed in a simulated environment that will allow them to teach an “investigator” who is a native speaker of Spanish. Students will self-evaluate using the “Term 4 Self-Evaluation Form: Teach a Lesson” rubric.

**Area of Focus:** Spanish 3 Term 1

**Learning Objective:** Students will plan, organize, direct, and create a menu for a fundraising event at AHS involving selling food during lunch while using command forms of verbs in Spanish

**Teaching Methods and Process:**

**Research:**

- Students will review the [L3 Command Forms Worksheet](#) document
- Students will research authentic recipes and cooking demonstrations online, and in cookbooks

**Reason:**

- Students will complete the L3 Command Forms – Learn section
- Students will complete quizzes
- Students will teach another classmate how to cook an authentic recipe

**Relate:**

- Students will work together to plan and prepare for the fundraising event

**Record:**

- Students will write about their experiences and post them on Veracross.

**Learning Evaluation:**

Students will fill out a self-evaluation form at the end of the term.

**Area of Focus:** Spanish 3 Term 2

**Learning Objective:** Students will read, and discuss themes in \_\_\_\_ while recognizing and practicing the subjunctive mode. Later they will write a short essay on one of the main themes of the play and then re-enact the play for a student audience.

**Teaching Methods and Process:**

**Research:**

- Students will review the L3 Subjunctive Forms document
- The play \_\_\_\_\_

**Reason:**

- Students will complete the L3 Subjunctive Forms – Learn section
- Students will complete quizzes

**Relate:**

- Students will record their thoughts and feelings in their journal
- Students will rehearse for the performance

**Record:**

- Students will write about their experiences and post them on Veracross.

**Learning Evaluation:**

Students will fill out a self-evaluation form at the end of each discussion.

**Area of Focus:** Spanish 3 Term 3 & 4

**Learning Objective:** Students will be able to negotiate meaning between each other to complete difficult tasks in Spanish

**Teaching Methods and Process:**

**Research:**

- Students will review the [How to Negotiate Meaning](#) document
- Vocabulary necessary for the tasks

**Reason:**

- Students will complete the How to Negotiate Meaning – Learn section
- Students will complete “mini-interaction” quizzes

**Relate:**

- Students will recognize how they negotiate meaning in English

**Record:**

- Students will write about their experiences and post them on Veracross.

**Learning Evaluation:**

Students will be able to use all the knowledge they have gained in Spanish to participate in a Long Duration Mission in the Christa McAuliffe Space Education Center.