

Proficiency-Based Lesson Plan for Classical Languages

Teacher's Name _____

Course Title _____

Unit Theme _____

Duration of lesson: _____ minutes

Point in the unit at which the lesson takes place _____beginning _____middle _____end

Learning Indicators from Unit Plan Addressed in Lesson

Language Learning Indicators	Cultural Connection Learning Indicators
<p><u>Explanation</u> Specify which language learning indicators from the unit plan are addressed in this lesson.</p> <p><u>Self-Assessment</u> The relevant language learning indicators from the unit plan for this lesson are listed. <input type="checkbox"/></p>	<p><u>Explanation</u> Specify which cultural connections learning indicators from the unit plan are addressed in this lesson.</p> <p><u>Self-Assessment</u> The relevant learning indicators from the unit plan for this lesson are listed. <input type="checkbox"/></p>

Lesson Learning Targets

Explanation: Learning Targets are derived from learning indicators. In the SC Standard for World Language Proficiency there are sample learning targets for each learning indicator. As teachers flesh out the lessons in a unit, they can choose from those in the Standard document, they can develop their own, or they can have a combination of the two. All learning targets must be specific, measurable, attainable, relevant, and time-bound (SMART) and aligned with the designated proficiency sublevel.

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Language Learning Targets	Cultural Connections Learning Targets
<p><u>Explanation</u> From the language learning indicators cited earlier, list the language learning targets addressed in this lesson</p> <p><u>Self-Assessment</u> The language learning targets for this lesson are listed. <input type="checkbox"/></p>	<p><u>Explanation</u> From the cultural connections learning indicators cited earlier, list the cultural connections' learning targets addressed in this lesson</p> <p><u>Self-Assessment</u> The cultural connections learning targets for this lesson are listed. <input type="checkbox"/></p>

Explanation of the terms in the chart below:

- **Lesson Sequence**
the progression of the lesson — what occurs first, second, third, etc.
- **# of minutes**
projected length of lesson segment
- **Instructional Strategy/ies**
list of instructional strategies used in each segment
- **Learner Activity/ies**
explanation of what learners do in the target language such as pair work, interviews, interpreting an authentic text, etc.
- **Materials and Authentic Resources**
Specific items that are necessary to carry out the lesson plan such as flash cards, maps, props, handouts, Web sites, etc. Authentic listening, reading, and viewing texts are also listed.
- **Focus**
The mode of communication for each lesson segment is chosen from the drop-down menu: Interpretive Listening, Interpersonal Reading, Interpersonal Communication, Presentational Speaking or Presentational Writing.

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Lesson Sequence	# of minutes	Instructional Strategy/ies	Learner Activity/ies	Materials and Authentic Resources	Focus
1	<u>Self-Assessment Checklist</u> Each segment is allotted a specific amount of time. □	<u>Self-Assessment Checklist</u> Instructional strategies that require learners to use language in a real-world context are included. □ There is a clear picture of how the teacher proceeds. □	<u>Self-Assessment Checklist</u> Clear directions for how learners will use the target language are provided. □	<u>Self-Assessment Checklist</u> All materials needed for the lesson are listed specifically, not generically. □	<u>Self-Assessment Checklist</u> The mode of communication for the segment is indicated in the drop-down menu box. □
2					Choose an item.
3					Choose an item.
4					Choose an item.
Add rows as needed					Choose an item.

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Explanation of the Performance-Based Formative Assessment table below

Incremental performance-based formative assessments occur at intervals within each lesson to determine learner readiness for the IPA summative assessments.

Performance-Based Formative Assessment(s)

Complete this table according to the following checklist:

Self-Assessment Checklist

The number of the lesson segment featuring the performance assessment is indicated.

There is an explanation of how this assessment prepares learners for the IPA.

The performance task that learners will carry out is described in detail.

An explanation of how the rubric will be used to assess learner performance is provided.

The rubric that learners will use is attached.

Explanation of the Cultural Connections' table below

Cultural Connections' tasks allow learners to discover the products, practices, and perspectives of ancient culture. Lessons provide opportunities for learners to experience how ancient cultures influenced other world cultures.

Cultural Connections

Complete this table according to the following checklist:

Self-Assessment Checklist

The number of the lesson segment featuring the cultural connections task is indicated.

There is an explanation of how this cultural connections task uncovers products, practices, and/or perspectives of

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ancient culture. □

There is an explanation of how this cultural connections' task builds intercultural competency. □

The cultural connections' task is described in detail. □

The content of cultural connections' task is based on adapted and authentic materials and texts. □

The target language necessary to carry out the task is appropriate for the course proficiency targets. □