



Lesson Plan for Implementing NETS•S—Template I (*More Directed Learning Activities*)

Template with guiding questions

Teacher(s)

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Position

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Grade Level(s)

11th – 12th

Content Area

Spanish III

Time line

Three weeks

Standards (What do you want students to know and be able to do? What knowledge, skills, and strategies do you expect students to gain? Are there connections to other curriculum areas and subject area benchmarks?) Please put a summary of the standards you will be addressing rather than abbreviations and numbers that indicate which standards were addressed.

Georgia Performance Standards: Modern Languages Level III

MLIII.IP1 – The students:

- C. Exchange opinions and preferences.
- D. Give detailed descriptions.
- E. Give and follow detailed directions and instructions.

MLIII.IP2 – The students:

- A. Participate in extended oral and written activities reflecting the present.
- B. Begin to participate in oral and written activities reflecting the future or the past.
- C. Exchange information through conversations, notes, letters, or e-mail on family topics.

MLIII.INT1 – The students:

- A. Identify main ideas and supporting details from a variety of sources.
- B. Understand culturally authentic materials and information.
- D. Follow instructions given in the target language.
- E. Understand simple connected discourse.
- F. Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension.

MLIII.P1 – The students:

- A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
- B. Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate.
- C. Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate.
- D. Begin to prepare presentations in the past and future.
- E. Demonstrate Novice-High to Intermediate-Low accuracy in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

MLIII.CCC1 – The students:

- A. Understand the role of major contemporary and historical figures and events from the culture(s) studied.
- B. Relate topics studied in other subject areas to those studied in the target language class.
- C. Recognize how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature.

Content Standards

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1. **Creativity and innovation** – Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
 - A. Apply existing knowledge to generate new ideas, products, or processes
 - B. Create original works as a means of personal or group expression
 2. **Communication and collaboration** – Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and to contribute to the learning of others.
 - A. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
 - B. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
 3. **Research and information fluency** – Students apply digital tools to gather, evaluate, and use information.
 - B. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
 - C. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
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NETS*S
Standards:

Overview (a short summary of the lesson or unit including assignment or expected or possible products)

OVERVIEW: Students will be studying various artists from the Spanish-speaking world from the 15th century through present. Students will learn about and relate various art movements with the artists. Students will learn specific characteristics and details from these art movements to be able to relate an artist's style with these movements. Students will also use their knowledge of Spanish and Latin American history to understand how art relates to real life. While students are learning about these various cultural topics, they will also be using their knowledge of preterite and imperfect tenses to describe the artists and what they did. Students will also incorporate the subjunctive tense to express their opinions about the artists' work and to make commentary about these artists. Students will also use the present perfect and pluperfect tenses to describe what the artists have/had accomplished.

ASSIGNMENTS: Students will research various art movements in a linear style from the 15th century to present. Students will focus on the art movements associate with Spanish and Latin American artists. Students will then fill in guided notes on these movements and post information about their favorite movement on the class wiki page. This information will help other students gain more detailed knowledge on each movement. This will all be done in Spanish.

Students will also be presented with famous Spanish and Latin artists and information about each artist's life and their various works. The information will be presented through various Powerpoint presentations. Students will be tested over this information with a Spanish and Latin American Artist/Painting test. Study Resources have been created on Quizlet.

Students will also be responsible for discussing their opinions about these artists and art movements on the class Schoology page (in Spanish).

During this time, students will review grammatical concepts regarding the preterite / imperfect tenses, learn irregular subjunctive verb conjugations and the pluperfect tense. There will be various art vocabulary themed practice activities for these topics.

Students are also responsible for the vocabulary associated with this unit. The vocabulary is art themed and available on Quizlet and in their textbooks. Additional practice for this vocabulary is available on the textbook's (Realidades III) website. Students will have a vocabulary quiz that demonstrates mastery of the new vocabulary.

PRODUCTS: The final product in addition to the assignments above is for each student to create their own piece of art. Students have the option to select from an acrylic, watercolor or mixed media medium (or they can request for another format). Students will use their knowledge of the various movements and artists they have studied to create a piece of art reflective upon a current issue or social movement. Students will submit a rough draft and /or various ideas for their art piece and then move forward in creating their artwork. After students have finished, they will write a reflective essay about their artwork using the reflective questions they have been given for the art assignment. All writing will be done in Spanish. Students will present their projects and summarize their reflections.

Essential Questions (What **essential question** or learning are you addressing? What would students care or want to know about the topic? What are some questions to get students thinking about the topic or generate interest about the topic? Additionally, what questions can you ask students to help them focus on important aspects of the topic? (Guiding questions) What background or prior knowledge will you expect students to bring to this topic and build on?) Remember, essential questions are meant to guide the lesson by provoking inquiry. They should not be answered with a simple “yes” or “no” and should have many acceptable answers.

¿Cómo te expresas? (How do you express yourself?)

¿Cuáles son los movimientos del arte? ¿Cómo se asocian los movimientos con ... (artistas)? (What are your favorite art movements? How do you associate with ... [artist]?)

¿Cuáles son algunas características de esos movimientos? ¿Cómo era ... (artista)? y ¿Cómo eran sus trabajos? (What are some characteristics of those movements? What was ... [artist] like? What were his/her works like?)

¿Qué hizo ... (artista)? (What did ...[artist] do?)

¿Qué ha hecho ... (artista)? ¿Qué había hecho ... cuando ...? (What has ... [artist] done? What had ... [artist] done when ... ?)

¿Quién te influye? ¿Cómo te influye? ¿Cuál tema te importa? ¿Por qué te importa? (Who influences you? How are you influenced? What is important to you? Why is this important?)

¿Cuál trabajo del arte es tu favorito? ¿Por qué? (Which work of art is your favorite? Why?)

Assessment (What will students do or produce to illustrate their learning? What can students do to generate new knowledge? How will you assess how students are progressing (*formative assessment*)? How will you assess what they produce or do? How will you differentiate products?) You must attach copies of your assessment and/or rubrics. Include these in your presentation as well.

FORMATIVE ASSESSMENTS: Completion and posting of guided notes, Class Wiki posting of art movement(s), class discussions of this information in Spanish, grammatical practice (warm-ups, closing activities, homework), vocabulary practice (through incorporation in discussions and also Quizlet results), rough draft of art project

SUMMATIVE ASSESSMENTS: Vocabulary Quiz, Spanish Artist Test, Art Project and Reflective Essay + Presentation

Resources (How does technology support student learning? What digital tools, and resources—online student tools, research sites, student handouts, tools, tutorials, templates, assessment rubrics, etc.—help elucidate or explain the content or allow students to interact with the content? What previous technology skills should students have to complete this project?)

PREVIOUS TECHNOLOGY SKILLS: Students should have basic knowledge of technology and Web 2.0. Students already use Schoology in other classes; every student at DCHS has an account. Students should also know how to access and post on the class wikipage from previous assignments. Students should know how to access and utilize the Realidades website and also Quizlet from previous exercises. Knowledge of Microsoft Word or Pages is necessary as well. Students should know how to research and access reputable websites for their own research purposes as well.

DIGITAL TOOLS: Microsoft Word or Apple Pages, Microsoft Excel, Microsoft Powerpoint, SMART Notebook (for teacher use)

UTILIZED SITES: [Wikipedia](#), [YouTube](#) (for grammatical videos and documentaries on artists), [Sophia](#) (for grammatical and cultural information, [Schoology](#), [Senora Bearden's Wikipage](#), [Quizlet – Artists](#), [Quizlet-Vocabulary](#), [Realidades](#), [Prezi](#), [Frida Kahlo](#), [Pablo Picasso](#), [Diego Rivera](#), [Biography](#), [El Greco](#), [Diego Velazquez](#), [Spanish Art](#), [Salvador Dalí](#), [Artycyclopedia](#), [Don Quijote](#), [Guernica](#) article

STUDENT HANDOUTS: [Art Movements](#), Vocabulary List, Artists Study Guide, Online Artists Recap, El Preterito, El Imperfecto, Los Perfectos, Art Project Description and Rubric, Presentation Rubric

ASSESSMENTS: Vocabulary Quiz, Art Test, Grammar Test, Art Project Rubric, Art Project Reflection Rubric, Art Project Presentation Rubric

Instructional Plan

Preparation (What student **needs, interests, and prior learning** provide a foundation for this lesson? How can you find out if students have this foundation? What difficulties might students have?)

CONTENT KNOWLEDGE PREPARATION/PRIOR LEARNING: Students in the Spanish III class have a general knowledge of Spanish-speaking countries and their cultures. They have a summarized knowledge of Spanish history and typically an extensive knowledge of world history from their other classes. Some students also have background knowledge in art (depending on their course of study). Typically students are in the 11th or 12th grades and are also high achievers in their classes. Through previous units of study, content knowledge can be determined. Also class discussions can help or a pre-assessment. Students might have difficulties with the amount of information in Spanish in this unit; however their previous cultural and historical knowledge will help them by the use of cognates and familiar information (especially World Wars I and II – Guernica).

TECHNOLOGICAL KNOWLEDGE: Through students' previous technology classes and other classes, students should have a good grasp of using digital tools and Web 2.0. In this class, students have already become familiar with using sites such as Quizlet, Schoology, and the class wiki page.

Management Describe the classroom management strategies you will use to manage your students and the use of digital tools and resources. How and where will your students work? (Small groups, whole group, individuals, classroom, lab, etc.) What strategies will you use to achieve equitable access to the Internet while completing this lesson? Describe what technical issues might arise during the Internet lesson and explain how you will resolve or **trouble-shoot** them? Please note: Trouble-shooting should occur prior to implementing the lesson as well as throughout the process. Be sure to indicate how you prepared for problems and work through the issues that occurred as you implemented and even after the lesson was completed.

CLASSROOM MANAGEMENT STRATEGIES: I will use and incorporate various classroom management strategies during the implementation of this unit. One of the most important strategies is maintaining a structured class and work environment – I will keep students focused and on task. Another effective strategy is asking for feedback and reflective thoughts. As we go explore the topics within this lesson, we will have a wrap up session to recap certain topics and get personal feedback from students. I will also incorporate checkpoints through various informal assessments and offer individual feedback regarding content knowledge and progression of project (once started). Typically discipline is not an issue with this class; however, if it becomes an issue, I will discuss the behavior with the student, possibly the parents and follow DCHS' discipline plan.

LOCATION(S) OF WORK: We will work in various locations. We will do oral discussion and class notes in the classroom. All online research at school will be conducted in the library or another computer lab site. Additional research will be conducted on students' personal devices or at home. The art project itself will be done in the classroom.

HOW STUDENTS WILL WORK: Students will work in various ways, depending on the assignment. Group work and partner work is permitted for discussion activities and feedback.

TECHNOLOGICAL ISSUES & TROUBLESHOOTING: The main problem that might arise involves our internet connection. Sometimes the network goes down or website become blocked that were previously not blocked. I will troubleshoot these issues by signing up for the lab/library for a couple of extra days (in case they are needed), and also by sending an email with the necessary websites to our IT techs to make certain that the school's filter does not block the needed sites. I also made the assignment instructions available online so that students may access them at home if they need more time to work on them. One problem that arose that I did not anticipate is that some of my documents would not open and I got an error message basically saying that my technology was not up to date enough to open them (which is ironic because I created them on this computer). So I did lose a couple of documents, digitally, but fortunately had a previously printed version that I could scan and make copies from.

Instructional Strategies and Learning Activities – Describe the research-based instructional strategies you will use with this lesson. How will your learning environment support these activities? What is your role? What are the students' roles in the lesson? How can you ensure **higher order thinking at the analysis, evaluation, or**

creativity levels of Bloom's Taxonomy? How can the technology support your teaching? What authentic, relevant, and meaningful learning activities and tasks will your students complete? How will they build knowledge and skills? How will students use digital tools and resources to **communicate and collaborate** with each other and others? How will you facilitate the collaboration?

This unit incorporates all levels of Bloom's as well as various Engaged-Learning techniques. Students will not only learn about Spanish art movements and artists, but they will also be engaged in what they are learning through discussions, feedback, comparison activities, giving their opinions about various works and artists and finally creating and reflecting on their own work inspired by what they have learned and the process itself. The project is authentic and meaningful because students have to select a topic that is personal to them and then use what they have learned in the unit to convey a message through their own work of art. Then students will reflect on their work, present their work and also learn about each other's opinions and work through the presentation stage. They will build knowledge and skills throughout the process by the content they are learning and also by what the process requires them to do. Students will use digital resources to communicate and collaborate via discussions and online postings on the class wiki page and Schoology. I will facilitate the collaboration by providing a medium for them to communicate and also by starting discussions with topics and questions.

Differentiation (How will you differentiate **content and process** to accommodate various learning styles and abilities? How will you help students learn independently and with others? How will you provide extensions and opportunities for enrichment? What assistive technologies will you need to provide?)

CONTENT: Content will be differentiated in a few ways. Students have the opportunity to explore in more detail their favorite artist(s) and movements and discuss them with the class. They will post about these on the class wiki page. Through content knowledge, students will select a movement and/or artist with whom to associate and then take their own personal beliefs and ideas to create artwork. The artwork can be in various forms and styles. Students will be guided in this, but ultimately they will choose the medium. Opportunities for enrichment will be provided by implementation of more in-depth content knowledge. Students with prior grammatical knowledge will be given more irregular verbs or asked to present their material in a certain tense (to be more challenging and engaging). These students could also be in charge of discussion questions on a certain topic or asked to give other classmates feedback and help them with understanding. Also I have prepared various levels of quizzes and tests to access basic to intermediate comprehension. Any necessary learning accommodation will be provided as needed on a case-to-case basis.

PROCESS: The process can be differentiated greatly. Students have options as to how they post and deliver their information as well as how they receive it. Content knowledge will be provided via Powerpoints, Youtube videos, guided notes, and discovery. Students are offered and provided several options to practice vocabulary and grammatical concepts in addition to classroom activities (Quizlet, Schoology, Realidades). Students also

Reflection (Will there be a closing event? Will students be asked to reflect upon their work? Will students be asked to provide feedback on the assignment itself? What will be *your process* for answering the following questions?

- Did students find the lesson meaningful and worth completing?
- In what ways was this lesson effective?
- What went well and why?
- What did not go well and why?
- How would you teach this lesson differently?)

The closing event will be the presentation of the art projects. In this presentation, students are asked to describe their work and reflect upon it.

I think that this lesson was very effective. We were able to relate history with art with their own opinions and students are still talking about things that they learned in that lesson in current lessons and in general. All students seemed to find an artist that they generally relate to or just liked their work and researched that artist in more detail and on their own accord.

The art projects were fantastic; students took the assignment seriously and actually took more time than anticipated. Students were generally curious about some aspect of the artists or art movements (even the "non-artsy" ones). I did not anticipate some of my files not opening and some of my video clips not working. In the future, I will test these out again before I go to use them. I do not think that I would teach this lesson any differently. ~~If I had the option to have more time, then I would extend the time frame.~~

Closure: Anything else you would like to reflect upon regarding lessons learned and/or your experience with implementing this lesson. What advice would you give others if they were to implement the lesson? Please provide a quality reflection on your experience with this lesson and its implementation.

I think that this lesson is a great introduction and overall ... on art history – a topic that many students do not see until college. I genuinely feel that students were interested and eager to learn about the topic. They did not look forward to the artists test. However, I do feel that this test is necessary to gauge retention of information discussed in class. I probably would add a grammatical component to the test or even an essay section to test for deeper content knowledge or even just for comprehension of grammatical concepts. I would recommend this lesson to any other Spanish teacher or even art history teacher because I do think that it provides authentic learning tasks for students. It is important for whomever that teaches this lesson to have knowledge of art history. I love art history, so on occasion when students asked more in depth content questions than what I was providing in my presentations, I could answer them. I would love to also have more time to discuss students' projects one on one with them. I feel that I did not have much time to do that. Next time, I will also incorporate a peer review section for the projects. This could be a great opportunity for students to "grade" or offer feedback for their peers. I would also make this unit a little longer if time permitted. Overall, I think that it was a great lesson – fun to teach and fun to learn!