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

Template with guiding questions

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Grade Level(s)	9th & 10th grade
Content Area	Spanish II
Time line	Block 1 & 2 (90 minute block) meeting for 3 days

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.

Content Standards	**Georgia Performance Standards for Modern Languages Level II**
	I. Communication
	Interpersonal Mode of Communication (IP)
	MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate.
	  A. Express needs and preferences.
	  B. Express feelings and emotions.
	  F. Ask questions and provide responses based on topics such as self, others, and the immediate environment.
	  G. Ask questions and provide responses about plans and events.
	
	MLII.IP2 The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language.
	  A. Initiate, participate in, and close an oral or written exchange.
	  B. Use simple paraphrasing to convey and comprehend messages.
	  C. Use gestures and body language to convey and comprehend messages.

Interpretive Mode of Communication (INT)

MLII.INT1 The students understand spoken and written language on new and
          familiar topics presented through a variety of media in the target
          language, including authentic materials.
          C. Comprehend and follow oral and written instructions.
          D. Demonstrate Novice-Mid to Novice-High proficiency in listening
          and reading comprehension.

MLII.P1 The students will present information orally and in writing using familiar
          and newly acquired vocabulary, phrases, and patterns.
          The students:
          A. Relate main ideas and essential details from level-appropriate
          print or non-print material.
          B. Give brief, organized oral presentations, using visual and
          technological support as appropriate.
          A. Write short, organized compositions, using visual and
          technological support as appropriate.

NETS*S Standards:

2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning
and working in an interconnected digital world, and they act and model in ways that
are safe, legal and ethical.
2a Students cultivate and manage their digital identity and reputation and are aware
of the permanence of their actions in the digital world.
2b Students engage in positive, safe, legal and ethical behavior when using
technology, including social interactions online or when using networked devices.

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct
knowledge, produce creative artifacts and make meaningful learning experiences
for themselves and others.
3b Students evaluate the accuracy, perspective, credibility and relevance of
information, media, data or other resources.
3c Students curate information from digital resources using a variety of tools and
methods to create collections of artifacts that demonstrate meaningful connections

4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve
problems by creating new, useful or imaginative solutions.
4c Students develop, test and refine prototypes as part of a cyclical design process.
4d Students exhibit a tolerance for ambiguity, perseverance and the capacity to
work with open-ended problems.

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

As a Technology Training/Integration Specialist (TTIS) I will work with a Spanish II teacher to create and implement a Spanish II Web 2.0 lesson. The lesson will allow students to work collaboratively to create conversations in Spanish. The students will utilize their choice of Web 2.0 tools including but limited to; Vocaroo, Photo Story 3, Prezi, PowToons and OneNote. They will work collaboratively, both online and in person to write, rehearse and practice their lessons. The final product will be shared with other Spanish classes as a teaching aid.

In order to better organize the assignment and maintain constant support for the students, a OneNote Notebook will utilized to share all aspects of the lesson (www.Tinyurl.com/sprayberryspanish). The notebook will hold all pertinent information about the project including description, goals, rubric, tutorials, contact information and links for additional assistive learning tools. The students are expected to use the information in the OneNote to guide them through the project.

Once completed the students will use an Excel Survey to submit the links of their final project. The results of their project will be displayed in class and shared with other Spanish classes. After submitting the assignment the students will then complete a peer review document on their peer's performance using Microsoft Form and Office 365.

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.

1. How do we use language to communicate with others?
2. How can foreign languages help us to enhance our understanding of ourselves and world we live in?
3. Can technology be used to enhance our understanding of ourselves and our place in a globally connected society?
2. How can technology and Web 2.0 tools help others communicate and work collaborative?
3. How do we use language to express needs, preferences and emotions using the Spanish language?
4. How can we interpret culturally authentic materials into another language?
5. How does verbal and non-verbal clues help to convey a message or idea in a foreign language such as Spanish?
6. Why is it important identify the main and essential details when reading and listening?
7. How do basic gestures, body language, and intonation help to clarify a message or idea?
8. How does digital citizenship help to make us all better citizens in a digital world?
9. How does recognizing the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world make us better digital citizens?
10. Can Web 2.0 tools enable us to communicate more effectively in a globally connected world?
11. How can editing, producing and creating an original work help to enhance the learning process for others?

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.

The students will use their choice of Web 2.0 tools to create a conversation using the Spanish language. The students will be offered a choice of but not limited to Powtoons, Prezi, Vocaroo, and Photo Story 3. The students will work in pairs to utilize to utilize several of these tools to create a conversation/dialogue that best portrays the setting, emotions and atmosphere of their conversation. Multiple Web 2.0 tools can be used in conjunction with one another to complete the assignment.

Students will generate new knowledge by working collaboratively both online and in person, to create a conversation in both English and Spanish. They will use the skills gained from utilizing the new Web 2.0 technology tools, to convey their ideas and publish them using a OneNote Notebook. The notebook will help keep students on track and equipped with a step by step progression of the assignment along with tutorials of all technology tools. The notebook will allow the students to learn how to function in a flipped classroom environment by enabling the students to learn about the project and tools at their own pace and come to class prepared to work with their partner.

The students will be assessed throughout the lesson by daily formative assessments to gauge their understanding of both the Spanish language and their knowledge and implementation of Web 2.0 tools. Along with daily formative assessments the students will also be assessed through constant teacher supervision and discussions with students. Along with discussions and observations the students will also be given the opportunity to grade one another through the use of an online peer review document. The students will also be given a rubric that details their summative project grade. The rubric will be placed in their OneNote for review and reflection. It will be an expectation that the students will use the rubric as a guide to create their project.

Differentiation will be available to all students by offering a choice of Web 2.0 tools. Along with allowing the students to choose Web 2.0 tools, they are also allowed to choose the setting and atmosphere of their conversation. Along with their choice of tools the students will receive tutorials that utilize different forms of media at varying levels in order to address individual student needs.

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?)

Technology supports student learning by allowing students to use a variety of Web 2.0 tools to express their oral and written understanding of Spanish and Spanish culture. The students will begin by completing a Spanish Dialogue worksheet and guide before beginning the online aspects of the lesson. Once the sheets have been reviewed and completed the students will be assigned to pairs and have access to both computer lab and their own devices, to work in a group on their conversation/dialogue. High speed internet along with a computer, smartphone or tablet will be required to complete the project. Along with access to online devices the students are required to create user accounts and utilize their choice of any combination of online tools including but limited to; PowToons, Prezi, Photo Story 3 and Vocaroo.

Several tools will be used in conjunction with one another to complete the project. All of the materials required to complete the lesson including tutorials, contact information, rubric, assistive technology links, handouts and assessments are available using a OneNote Notebook. The students are expected to use the notebook at home in order to be prepared to complete their project. Links will be provided in the OneNote for additional material such as YouTube videos and training websites (see complete list below).

All students are expected to have a basic understanding of computers and the internet. The students should know how to use the internet and a web browser to navigate the internet. The students will also be required to possess a basic understanding of Web 2.0 tools along with using a microphone to record audio. In order to help students with any gaps in understanding, one day will be devoted to a basic introduction on the use of a OneNote Notebook and Web 2.0 tools.

Technology Resources
        a. Computer
        b. Headphones
        c. Microphones
        d. Speakers
        e. Internet access
        f. Tablet, smartphone (optional)

Web 2.0 Tools
        a. Microsoft OneNote Notebook www.Tinyurl.com/sprayberryspanish
        b. PowToon https://www.powtoon.com
        c. Prezi https://prezi.com
        d. Vocaroo http://vocaroo.com/

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?)

The students will first complete Spanish I as a prerequisite for Spanish II. The students are expected to have completed all of the requirements of Spanish I. Student records along with transcripts from outside the county will indicate if the students have completed Spanish I, making them eligible for Spanish II. The students will be given a handout in advance that covers the lesson and project requirements. They will be expected to produce a rough draft of their conversation for approval before progressing to the next step of the project. The teacher will review the results of their rough conversation draft and offer feedback and recommendations before allowing them move on to the next part of the project.

It will be an expectation that all of the students participating in the project possess a general understanding of the internet, computers and Web 2.0 tools. All students should already have access to the county network in

Management Describe the classroom management strategies will you 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.

The teacher will introduce the lesson and the Microsoft OneNote Notebook. The notebook will incorporate most aspects of the lesson including, the due dates for the lesson, along with using and Excel Survey to turn in the work. The students will have 1 to 1 access to technology in the computer lab. The teacher will make certain that both classroom and computer lab rules will be enforced at all times throughout the project. All students will be are expected to use the technology tools in compliance with the county usage policies. They will also follow proper digital citizenship rules when using the collaborative features of the Web 2.0, as described within the county and school usage policy.

The students will work in pairs in the Media Center Lab to complete their projects. In order to achieve equitable access to technology the students will have 1 to 1 access to computers, headphones and Internet resources within school. Most of the Web 2.0 tools used for this assignment will be available on any Internet device including PCs, tablets and smartphones.Students will be given time during class to complete the assignment and computer labs will be made available before school, after school and during lunch. Equitable access to technology will also be addressed in the OneNote by offering students tutorials and information on various assisted learning technology tools incorporated into the learning experience.

Students will also be given a link within the notebook to contact the teacher for additional help if needed. If a student is in need of any additional assistance they can use the link to a Microsoft Form that will provide the teacher with all of the important information needed to offer timely and relevant support. Along with the contact link, students will also be given support materials that will help them better achieve mastery of Web 2.0 tools. The teacher will remain in constant contact with the TTIS during this lesson and throughout the school year to maintain constant support of all technology tools and technology integration. In order to help maintain ongoing support for future support, a tutorial link to SKYPE was included. The link will enable the teacher reach out for additional technical.

Throughout this process I will do my best to remain as prepared as possible for any technical issues that may arise. I made certain to have extra headphones, computer mice and even keyboards upon request.

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?

The project will take advantage of several different forms of research-based instructional strategies. The teacher will use inquiry based instruction by offering the students weblinks, tutorials and videos to guide the students through their project. An online notebook will allow the teacher to create a flipped classroom and allow all of students to utilize hands-on learning. The students will learn at their own pace and come to class prepared to learn and contribute. The teacher will use informal conversations to promote student metacognition and enhance student learning. Along with student auditory feedback, an [Excel Survey](#) will be used to help with student feedback and address any questions that may arise. Peer assessments and class collaborative feedback will be used to gauge student understanding and offer timely feedback.

The teacher will take on the role of the facilitator. The teacher will provide all of the information for the students upfront in the form of a OneNote. The students will be expected to use the OneNote at their own pace to support their learning. The teacher will guide the students through the lesson by offering support and engaging the students in higher order questions and challenge their understanding. The students will work in pairs to create their and display their own knowledge.

Higher order thinking will be maintained by utilizing Bloom's Taxonomy to offering students the ability to analyze multiple Web 2.0 technology tools. The students will then work collaborative to produce conversations using Web 2.0 tools. The students will use their understanding of emotion, theme,

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?)

The students will be given the ability to choose their own conversation to translate into Spanish. Student choice also included the ability for the students to choose their own Web 2.0 tool to complete the project. The students have the ability to design their own setting, environment and style for their dialogue to take place. A OneNote Notebook will also be used so that the students can learn about the lesson and resources available on their own, using the internet enabled device of their choosing. The collaborative nature of Web 2.0 tools will allow the students to work together online from school and home.

In order to address the individual learning needs of the students, time frames will be made flexible. As each individuals needs are different, so is the amount of time that is required to complete the assignment. The teacher will accommodate individual learning needs by offer additional time to students, as needed. Extended time will be offered to students who require it as part of their IEP and to students who have been identified as needing additional help. The students will also have access to tutorials that utilize multiple forms of media including PDF guides, PowerPoint and videos. Multiple forms of media help to best serve the learning styles of the individual students. Students who display mastery will given the opportunity to enrich the project by finding and evaluating additional Web 2.0 tools for future projects. If a tools is determined to be useful the students will then be given the task of creating a tutorial and examples for later student use.

The students will have access to an entire computer lab and a full assortment of assistive technology tools available within Microsoft Window 7 including but not limited to; magnifier, onscreen keyboard and narrator. Along with Microsoft Accessibility Tools included with Windows 7, the Microsoft OneNote Notebook created for the students includes voice narration. The voice narration on every page was created to allow students to have each and every section of the lesson read to students. The narration options in the notebook is available on the beginning of each page and is available to all students. The notebook also helps to address assistive technology by offering a section that is dedicated to [assistive tools and tutorials](#) for student access.   Along with web tools, tutorials, links and voice narration, the notebook also offers a link for students

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?)

For the closing event the students will be given a formative assessment in form of an informal conversation about the project. The students will reflect upon their work and their peer's work by completing a peer review form found in the notebook. The final assignment will be submitted using a link to a Excel Survey from within the OneNote. The students will then discuss their project with the class and play their final presentation for the class. The class will offer each pair constructive feedback about their project. The students will use the rubric and essential question to offer constructive feedback. After presenting the students will be given the option to share their final project with other classes in the school.

The lesson was very effective in allowing students to demonstrate their mastery of conversational Spanish and the Web 2.0 Tools of their choice. The students showed a great deal of interest and according to student feedback the project was very successful. The students said they enjoyed being allowed to choose their Web 2.0 presentation tool. Many of the students indicated that they enjoyed using Web 2.0 tools instead of performing a classroom presentation. According to the Spanish II teacher, "student engagement and completion of the assignment is at an all-time high".

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.

After completing this project I learned that it is important to create clear and concise directions for the class to follow. Although the OneNote turned out to be a great resource to hold all the information associated with the project, it did require a lot of maintenance. The OneNote did required a lot of effort to keep up to date. I constantly editing the OneNote to update all of the links along with reorganizing the information within it. When creating a lesson that utilizes many different tools, it is extremely important to keep clear and organized directions. I believe that the project may have had an even higher success rate if the OneNote was more organized from the very beginning.

I would recommend that anyone considering to implement this lesson, to coordinate their plans with all other involved staff members. It is also important to first create a shared vision for the lesson before laying down the ground work for the lesson. Once the ground work is created, it is imperative to keep all other members of the project informed about its progress. Constant communications along with clear, concise lesson plans and directions is key to implementing a quality Web 2.0 project.

Names: _____ , _____
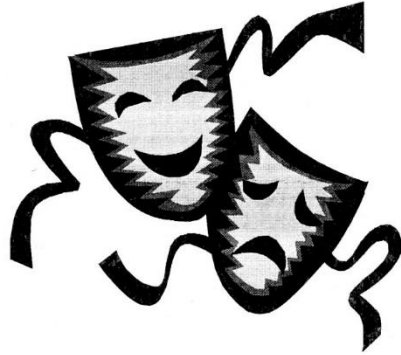
Choose the program with your partner that you want to use for your dialogues.

- Photostory ____
- Powtoon ____
- Prezi ____
- MC'S Chosen: El Hipo _____ , El Monstruo _____

＊ In pairs collaborate and choose two dialogues, (one per student) to be recorded in Spanish. One from **El Hipo de la llama** and one from **El Monstruo en el Refrigerador**.

＊ Translate the dialogues with your partner using your own individual draft papers. They will be collected.

＊ After translating the dialogues you will correct them **very thoroughly** as I put them on the Interwrite Board for you to correct yourselves.

＊ 3 points will be taken off if you correct your **dialogue wrong, as it will be wrong when you record it, and it will affect your grade for comprehensibility, fluency, pronunciation, and language use.**

＊ If **you're absent** on **Thursday, Oct 06, 2016**, while tutorials were given on the programs you will choose from, you will have to go to the media center on your own time and figure out what program you want to use and record your part of the dialogues. If you do not finish recording the day that we will go to the FL LAB to officially record final product which will be, **Monday Oct 10, 2016,** you will have to record it on your own time, and send it to me by Monday, Oct 10, 2016 by Midnight 12 am. If the Dialogue is late 5 points will be taken off.

Diálogo # 1

#1 A	#1 B
¿What's wrong? ¿Why do you hold your breath?	Because, I have the hiccups
you need to drink water	I'm exhausted, because that solution doesn't work.
Well then, you need to put your feet up.	!How annoying! I'm going to try, thanks dude.

Diálogo # 2

#2 A	#2 B
I need advice because my mom demands a lot	¿What does she demand? your mom is very nice.
she doesn't stop talking about my dirty room.	Try to clean your room every day.
my dad also demands a lot, I'm desperate	follow my advice, clean your room.

Diálogo # 3

#3 A	#3 B
I want a new cell phone, the I-Phone 7	Mom: ¿How are your grades?
I don't know, let's look at Synergy	Mom: OMG!!, I refuse to give you that cell phone
I'm going to scream until I faint	Mom: Ohh! you're going to fall backwards

El Monstruo en el Refrigerador End of Unit Speaking Assessment

#1 A amiga/o

I don't like it when my friend tickles me
Because, I laugh my head off and I make so much noise.
Yes, I scream very loud sometimes.
Ohh, good idea!!

#1 amiga/o

¿why, your friend is so cute and strong?
OMG!!! ¿Are you ticklish?
So then, pull your boyfriend's hair
Ooh no!! how gross, his hair always stinks.

#2 A   amiga

Hello Rosita: ¿How are you?
¿do you brush your teeth before leaving to school?
!!!My hair is clean!!!
Uggh!! You're such a bother, I'm going home.

2B amigo

(Kiss) Woow!! your mouth smells horrible
Yes, I brush every day, and your hair smells like dirty feet, also.
No is not, Uggh!! I don't want to spend time with you
Bye, I'm going to listen to my I-Pod very loudly.

3 A   auntie/uncle

(Name), please, the music is very loud and I can't hear
OMG!! you make so much noise, !!what a bother!!
(name) I'm surprised with your attitude.
Ok (name) it's ok there's not problem.

#3 B niece/nephew

Sorry, but it's been a week since I don't listen to my favorite music
Ayy aunt/uncle, you're too old and you need to spend more time with your friends.
aunt/uncle, please don't send me to my room
Aunt/uncle you're so special

Name_____ Date_____ Class_____

DIALOGUE SPEAKING RUBRIC PROJECT (levels I/II)

CRITERIA	Exceeds Expectations (5)	Meets Expectations (4/3)	Doesn't Meet Expectations (2/1)
Language Use	Generally understandable Mostly accurate with few grammar errors	Somewhat understandable Grammar errors often interfere with meaning	Generally not understandable Little to no accuracy Communicates very little
Fluency	Series of sentences Generally accurate use of Language.	Frequent pauses Grammar errors interfere with meaning. Info given not complete.	Very long pauses Words or phrases only
Pronunciation	Pronunciation errors rarely cause misunderstanding	Frequent pronunciation errors cause some misunderstanding	Pronunciation often interferes with understanding
Can the audience understand you? (Comprehensibility)	The audience understands you without difficulty, and very minor pauses.	The audience generally understands you. You may have some hesitations or unnatural pauses.	You are not clearly understood. You have frequent hesitations and many unnatural pauses.

Name_____ Date_____ Class_____

DIALOGUE SPEAKING RUBRIC PROJECT (levels I/II)

CRITERIA	Exceeds Expectations (5)	Meets Expectations (4/3)	Doesn't Meet Expectations (2/1)
Language Use	Generally understandable Mostly accurate with few grammar errors	Somewhat understandable Grammar errors often interfere with meaning	Generally not understandable Little to no accuracy Communicates very little
Fluency	Series of sentences Generally accurate use of Language.	Frequent pauses Grammar errors interfere with meaning. Info given not complete.	Very long pauses Words or phrases only
Pronunciation	Pronunciation errors rarely cause misunderstanding	Frequent pronunciation errors cause some misunderstanding	Pronunciation often interferes with understanding
Can the audience understand you? (Comprehensibility)	The audience understands you without difficulty, and very minor pauses.	The audience generally understands you. You may have some hesitations or unnatural pauses.	You are not clearly understood. You have frequent hesitations and many unnatural pauses.

Questions | **Responses** | Saved

Spanish Dialogue Peer Review

Use this form to review you partner.

1. Your First Name

Enter your answer

2. Your Last Name

Enter your answer

3. Partners name

Enter your answer

4. How well would you rate your partner's total effort?
1=little effort 5= a lot of effort

avascript:void(0)

https://forms.office.com/Pages/ResponsePage.aspx?id=-x3OL5-ROEmquMR_D8kYLWi2Gjs-GIdCnF1LJdCnxllUMjZNOERTU1ZZTlRIOFpZNU1PREE5VVczWS4u

OneNote Online — Daniel Hoeh

Daniel Hoeh

Notebooks | Find on this Page (Ctrl+ | Spanish Dialogue | Edit Notebook · | Print | Share | Help | ···

Introduction | Introduction

Task | Essential Questions

Evaluation

Vocaroo

Standards

Conclusion

PowToons

Prezi

Photo Story 3

Additional Tools

Teacher Section

Introduction
Thursday, October 6, 2016   6:14 AM

www.Tinyurl.com/sprayberryspanish

Click on the audio link for voice narration of the Introduction Section

Introduction

Verbal dialogue is an important way that we as humans communicate. Students all of the time have difficulty communicating in a language that is foreign from their own. Students that are learning Spanish as a secondary language need help understanding and verbalizing in a foreign tongue. The ability to hear the language spoken in casual but accurate dialogue would be immensely beneficial to a beginning Spanish student.

www.Tinyurl.com/sprayberryspanish