

<b>Language Level</b>	<b>NH-IL</b>	<b>Grade</b>	<b>9-12</b>	<b>Date</b>	<b>xx</b>	<b>Day in Unit</b>	<b>10</b>	<b>Minutes</b>	<b>55</b>
<b>Unit Theme and Question</b>	<b>Global Challenges:</b> Welcome to the World How do current events affect my opinions, views and/or actions?								
<b>Daily topic:</b>	<b>Torture or culture. Bullfighting</b>								
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>								
What are the communicative and cultural objectives for the lesson?	<b>Communication and Cultures</b>	<i>Which modes of communication will be addressed?</i>		<b>Students can:</b> <b>Explain why or why not bullfighting is culture.</b>					
		<input type="radio"/> Interpersonal X							
		<input type="radio"/> Interpretive							
		<input type="radio"/> Presentational							
<b>If applicable</b> , indicate how Connections ⑩ Comparisons ⑩ Communities ⑩ Common Core will be part of your lesson.	<b>Connections</b>								
	<b>Comparisons</b>	The own tradition with the one in target language							
	<b>Communities</b>								
	<b>Common Core</b>								
<b>Lesson Sequence</b>	<b>Activity/Activities</b> What will learners do? What does the teacher do?				<b>Time*</b> How many minutes will this segment take?		<b>Materials ⑩ Resources ⑩ Technology</b> Be specific. What materials will you develop? What materials will you bring in from other sources?		
<b>Gain Attention / Activate Prior Knowledge</b>	<ul style="list-style-type: none"> <li>Teacher tells students to write down what is a cultural event.</li> <li>Students watch video on San Fermin. Students will write down if they think that the running of the bull is a culture or it is a torture.</li> </ul>				15		<a href="http://www.rtve.es/noticias/san-fermin/encierros/">http://www.rtve.es/noticias/san-fermin/encierros/</a>		

## Appendix M.

## Blank Lesson Plan Template

<b>Provide Input</b>	<ul style="list-style-type: none"> <li>● Begin group discussion. Put two columns in the whiteboard. In one column, you put culture in one column and torture in the other column. Students, then, raise their hand and give reasons for being a culture or torture.</li> <li>● Teach key phrases such as: In my opinion, it's obvious that, I consider that.</li> <li>● Play 4 corners. Put a paper A, B, C y D. A. Strongly agree, B. Agree. C. Strongly disagree. D. Disagree. Each student will go to the different letter to defend his/her point of view.</li> </ul>	25	
<b>Elicit Performance / Provide Feedback</b>	<ul style="list-style-type: none"> <li>● Give an assignment to each student. One person defend torture the other student defend culture. <ul style="list-style-type: none"> <li>○ 1. Each student give the opinion to the partner.</li> <li>○ 2. Each student ask 3 questions about the topic.</li> <li>○ 3. Each student will debate each argument to convince the other student to be in his/her side.</li> </ul> </li> </ul>	15	
<b>Provide Input</b>	<ul style="list-style-type: none"> <li>● Teach key phrases such as: In my opinion, it's obvious that, I consider that.</li> <li>● Practice with your students</li> </ul>	10	
<b>Elicit Performance / Provide Feedback</b>	<ul style="list-style-type: none"> <li>● Play 4 corners. Put a paper A, B, C y D. A. Strongly agree, B. Agree. C. Strongly disagree. D. Disagree. Each student will go to the different letter to defend his/her point of view.</li> </ul>	10	
<b>Closure</b>	<ul style="list-style-type: none"> <li>● Discuss as a class the relationship between culture and traditions. Ask the class if bullfighting is a tradition and why they think that people like to follow that tradition.</li> </ul>	10	
<b>Enhance Retention &amp; Transfer</b>	<ul style="list-style-type: none"> <li>● Encourage students to find traditions that can create a debate of torture and culture. Bring to class for discussion next day.</li> </ul>		
<b>Reflection – Notes to Self</b>	<ul style="list-style-type: none"> <li>● What worked well? Why?</li> </ul>		

Appendix M.

Blank Lesson Plan Template

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>● What didn't work? Why?</li><li>● What changes would you make if you taught this lesson again?</li><li>● ????</li></ul> |  |
|--|--|

\* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.