

STORY TITLE: Tú-Kan ENGLISH Level 101 story A: JOHNNY	COURSE: ENGLISH 1 PLATFORMS: ONLINE PLATFORM AND LIVE / VIRTUAL INSTRUCTION	Date range dependant on student completion and available resources
Standard(s): ACTFL World Readiness Standards: COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes • Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. • Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. • Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. CULTURES: Interact with cultural competence and understanding • Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. CONNECTIONS: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. • Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. • Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. COMPARISONS: Develop insight into the nature of language and culture in order to interact with cultural competence • Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. COMMUNITIES: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world • School and Global Communities: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. • Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.		

Texts/Resources/Materials/Technology:

Computer, Promethean Board / Smart TV, B.Y.O.D. policy as needed, classroom / student Chromebooks/laptops as needed, Tú-Kan Printable Handouts for reference, thematic vocabulary/grammar concept handouts. All course materials accessible to teachers and students on www.tukanlanguages.com

Expectations of Mastery of Learning Targets			Instructional Strategies (with pacing)			
Daily Learning Target: Should be posted in student friendly terms, explained to students, and assessed	Product: How will students show mastery of the learning target? (Identify if CW/HW or Assessment)	Daily Formative Assessment: How will you know all students mastered the learning target?	Check all applicable modes of instruction below			
			Teacher Directed Whole Group  VIRTUAL / LIVE	Teacher Directed Small Groups  VIRTUAL / LIVE	Student Directed Groups  VIRTUAL / LIVE	Independent Practice  VIRTUAL / LIVE

Section-specific, target skill-related “I Can” statements are included on the introductory slide of the story presentation and copied into the students’ individual notebooks at the beginning of each story section, and posted online and in the classroom	BELLRINGER question & answer (CW/HW) Current story section classroom presentation, virtual platform review, or student review (CW/HW)	• Circling activities • Completion of section-specific question/answer activities per the module: either Q&A, Verbal, False Phrases, or Personal Questions.	Bellringer entrance slip: students copy the daily story-related question onto their weekly bellringer sheet; once students have had 5 minutes to answer the question, answers are reviewed via whole-group instruction for accuracy.
	STORY SECTION activities: • Story Section / Notes • Q&A • Verbal • False Phrases • Personal Questions • PROVE IT! (Assessments) participation in class activities in the target language (CW/HW)	• Review story details in preparation for the next detail or extended practice of current plot points. Students will work with each new story detail as the Tú-Kan story develops. They will demonstrate understanding and acquisition of target language through each of three sections of the story as varying types of reinforcement and repetitive assignments are given. • Review of prior knowledge vocabulary/ Introduction of new vocabulary as needed. • Circling: Students will participate in a rotating combination of listening, repeating, answering, reading, and writing activities based on each additional detail of the Tú-Kan story. All activities will focus on language acquisition, internalization of grammar structures and necessary vocabulary. These activities occur on a DAILY basis; current day’s activities will be indicated in the table below:	
	QUIZTIME Section review/practice. Can be used as formative assessment before story activities, or as a summative assessment .	• Summative Assessments after each classroom presentation (QUIZTIME), at the end of the section (PROVE IT!), and at the end of each story unit via Kahoot/ Reading/ Writing/ and Writing assessments	
	KAHOOT QUIZ (Or other Unit Assessment)		
	WRAP UP • Reading (Assessments) • Writing (Assessments) • Speaking (Assessments) Per the progression of the unit based on the pace of the group		
			ENTER DATES (OR DATE RANGE) FOR ACTIVITIES TO BE COMPLETED BELOW

Differentiation for Rtl and Acceleration: Tú-Kan Languages was designed to be beneficial for all learners at all levels. The inherent repetition and natural process has been shown to be effective at all levels of language learners. Modifications, when needed, include a more focused, one on one interaction between student and teacher and increased repetition and focus. This can be put into effect at any time if needed. Summative assessment can be given on paper with fewer distractors or online via Google Forms.	
Advanced and Heritage Language Learners: Expanded activities are available for advanced students and/or for students who are already fluent in the target language.	
Accommodations and/or Modifications (Ex Ed, 504, ESL): • Extended time to complete and turn in assignments • Peer tutors • Printed copies of notes and/or lesson activities • One-on-one assistance from instructor • Use of personal devices for situationally appropriate translation purposes. • Pass to resources as needed per individual student.	
TESTING: Google Quiz and paper version (with modifiable distractors) available as needed.	
Teacher Reflection: What went well or where were there any challenges?	Changes or Next Steps: Would you do something differently next time?