

At Noble High School, we believe all students can learn when provided with a rigorous and personalized education. We use transparent and democratic practices to foster a community of learners that values trust, decency, and equity for all. By creating authentic opportunities for collaboration, performance, and meaningful work, we seek to prepare students through mastery of skills and knowledge so they may participate capably and responsibly in society.



**NOBLE HIGH SCHOOL
DAILY LESSON PLAN**

Teacher: Rossana Pass	UNIT: 3 "El Mundo Hispánico" LESSON: El Cuy, Student Hand out	Date:
Subject/Grade: Spanish Exploratory, 8th grade	NHS GRADUATION STANDARDS ADDRESSED: Please list the Graduation Standards aligned with this lesson; please record the Graduation Standards as they are listed in the NHS Program of Studies <ul style="list-style-type: none"> Cultural NHS 21ST CENTURY LEARNING EXPECTATIONS ADDRESSED: Please list the NHS 21st Century Learning Expectations that are aligned to this lesson. Click Here <ul style="list-style-type: none"> Work Habits 	Block(s): D1B2, D2B3

	PLAN	COMMENTS/NOTES
ESSENTIAL QUESTION(S): State the EQs addressed within this lesson.	What do you know about the guinea pig? Could an animal be loved and eaten as well? What festival do you know that involve animals?	
LEARNING TARGET(S)/ "I CAN STATEMENTS" Restate the lesson objective in student friendly language; these should connect back to the standards .	<ul style="list-style-type: none"> I can identify the role of the guinea pig in the Inca culture I can explain where the guinea pig is increasingly more prevalent along with reasons why. I can compare and contrast the importance of the guinea pig with an item in my own culture. 	
ASSESSMENT: Please state the <u>formative</u> assessment strategies used in this lesson (i.e., how will you know whether or not students have met the learning target(s) for today's lesson?) Also state how this lesson relates to the associated <u>summative</u> assessment.	Formative Assessment(s): <ul style="list-style-type: none"> Thumbs up or down, or true/false Small group discussion and reporting Kahoot <p>Formative assessments will help students prepare for a summative activity: The Great Inca Road Race where teams of students will race up the Inca road by demonstrating their knowledge of the Inca cultures through questions and tasks given related to the Inca cultures.</p>	
WARM UP/HOOK:	Bell ringer/Hook: Students are introduced to the family of stuffed animal cuys: Mamay, Papay and Waway Cuys.	
MINI-LESSON/DIRECT INSTRUCTION: Explain what the teacher will be doing in this lesson. Also, explain how you will <u>differentiate</u> your instruction.	<ul style="list-style-type: none"> Students are shown a series of general multiple choice guessing questions to see how much they know about guinea pigs Using pictures, teacher explains when, where, and how the Inca cultures used the Cuy in their communities A comparison is presented on the nutritional value of a cuy compared to other common meats 	El Cuy Slides
GUIDED PRACTICE/ACTIVITY; Explain what students will be doing.	<ul style="list-style-type: none"> Students will brainstorm reasons why countries like China and Japan are increasing their cuy consumption. 	
WRAP UP/CLOSURE:	<ul style="list-style-type: none"> Reading the children's book "Love and Roast Chicken" by Barbara K.Nutson". Students use and practice the Spanish phrases within the book like "amigo mío, caramba, compadre, qué ridículo, qué tramoso". Kahoot questions on the topic of Cuys. Winner gets to pet waway cuy next block. 	