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Technology Infused Lesson Plan: Unit 7 La Casa/Home

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Contents

Annotated Lesson Plan: Unit 7 La Casa/Home

Name: Margarita Lugo

A.	Description of Lesson Plan

Academic Subject(s): Middle School Fully Year Spanish 1B

Grade Level(s): 7th

Standards Integrated into the Lesson Plan
- Student Content Standards
  - Montgomery County Public Schools Spanish 1AB: Unit 7: La Casa/House
    - Standard 2.2 Cultures: Products and Perspectives
      - 2.2.1 Students identify and describe products and perspectives of the target culture as they relate to topics studied. (MCPS, 2012)
    - Standard 4.2 Cultural Comparisons
      - 4.2.1 Students compare practices, products, and perspectives of the target culture with their own. (MCPS, 2012)
    - Indicator(s): Students will be able to:
      - Identify and describe typical housing from Spanish-speaking countries and compare them to those in the U.S. (MCPS, 2012)

    *Note these standards are adapted from the [Maryland State Curriculum Standards for World Languages](#)
  - ACTFL World-Readiness Standards for Learning Languages
    - Comparisons
      - 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. (ACTFL, 2011)

National Educational Technology Standards for Students (2007): Standard and Indicator(s)
- ISTE Standard 2 "Communication and Collaboration"
  "Students use digital media and environments to communicate and work collaboratively [...] to support individual learning and contribute to the learning of others." (ISTE, 2016)
  - 2.C "Students develop cultural understanding and global awareness by engaging with learners of other cultures" (ISTE, 2016)
  - 2.D "Students contribute to team projects to produce original works or solve problems" (ISTE, 2016)

Enduring Understanding

My goal is to prepare my students to be both linguistically and culturally proficient. Becoming effective communicators requires my students to be competent in both speaking another language (Spanish) and understanding the culture behind that language. Through their study of homes in Latin American countries, my students will be able to gain insight into the perspectives of the culture, ways of life, world views of the people whose language they are learning to speak. The skill of being able to communicate in a culturally appropriate manner is a vital skill of the 21st century in an increasingly diverse and global society. As a result, my students will be able to participate as members of communities that are multilingual and multicultural. The MCPS World Languages Framework emphasizes that, "through comparisons, students develop an understanding of the nature of language and culture" (MCPS World Languages Curriculum Framework, 2011).

Learning Objectives for Lesson Plan
- Day 1
    - Students will be able to <u>interpret</u> readings about key features of homes in Spain through annotation and discussion
    - Students will be able to <u>infer</u> cultural practices and beliefs based on common features found in homes in Spain
- Day 2
    - Students will be able to <u>compare</u> key features of homes in their neighborhood to homes in Valencia, Spain and Córdoba, Spain
    - Students will be able to <u>form</u> an opinion on what these differences reflect about the cultures of the people who live in these homes (Rockville, MD and Valencia, Spain/ Córdoba, Spain)

Brief Overview of Lesson

This lesson falls in the middle of the overall unit; Unit 7: La Casa/Home. By this point students will have acquired key vocabulary to describe the furniture inside a home using colors and adjectives, the different rooms found inside a home, prepositions as well as key features of a house structure such as floor, ceiling etc… The overarching goal of this lesson is for students to be able to work collaboratively to compare the homes they live in to the homes of a given Latin American country and use those differences to come to conclusions on how the products of a culture (the homes and their features) reflect the practices and beliefs of the people (their culture). The overall lesson will span 4-5 days. These two days fall at the beginning of this specific lesson. Students will use a web adapted version of the readings and collaboratively annotate the reading using Google Slides using their 1:1 Chromebooks in class. To support the readings, students will use interactive maps of Seville, Spain to locate and explore key architectural features of buildings in Spain.

The class will annotate the reading together as a whole to review using the Promethean board employing the "dual user" tool using the two promethean pens. Students will take photos or videos using their cell phones or selected medium (tablets etc…) with optional narration of either the outside of their home or homes in their neighborhood as part of a "neighborhood

walk". Students will then begin to create a presentation of their findings of the homes they encountered in their neighborhood using Google Slides on their Chromebooks. They will then begin their comparison projects by using the voice recording software Vocaroo.com to explain the features they found on their neighborhood walk.

Featured Technologies
- 32 Acer Chromebooks; Environment: Classroom
- Touch screen Promethean Board with ActivInspire
  - 1 teacher promethean pen
  - 1 student promethean pen
- Student Cellphones and/or iPads: Environment: Home/Neighborhood
- Software: Google Slides; Medium: Acer Chromebooks; Environment: Classroom
- Software: Vocaroo.com; Medium: Acer Chromebooks; Environment: Classroom
- Interactive Map files (.kmz)
- Google Earth View

Technology Preparation
- Before beginning my lessons, I will ensure that all classroom Acer Chromebooks have been plugged in to their chargers in the charging cart and that all Chromebooks have been accounted for. For each day, I will check that the Promethean board is working by turning it on and checking to see if both pens are calibrated correctly by sampling them using the pen tool. I will make sure that the Google Slides students will be using to annotate their reading is correctly formatted and is set to "Give each student their own copy" within Google Classroom so that students are able to both edit the Google Slides presentation and retain their copy with their annotations for later. I will also visit the website Vocaroo.com to make sure the recording software students will be using is working correctly. I will keep up to date on any network outages that may be scheduled for maintenance as well within my school building. Lastly, I will ensure that the real estate videos I plan on showing are still available online and accessible for viewing using our school network.

Other Necessary Materials
- Curriculum Required Readings
  - Fondo Cultural: España; Los patios (*Cultural Background: Spain; Patios*) (Boyles, Met, Sayers, & Wargin, 2014, p. 303)
  - Perspectivas del mundo hispano: ¿Cómo son las casas en el mundo hispano? (*Perspectives of the hispanic world: How are the homes in the hispanic world?*) (Boyles, Met, Sayers, & Wargin, 2014, p. 314)

- Real estate videos
  - "Houses in Spain for Sale" (*Houses in Spain for Sale* (Sep. 1, 2012) Retrieved from http://www.valencia-property.com)

Prerequisite Student Skills
- Content: Students can...
    - Identify furniture inside a home
    - Describe a home and its features using descriptive adjectives (Colors, size and appearance)
    - Identify the features a house structure has including the rooms, roof and floor
    - Describe the location of the features in a home using prepositions
- Technology: Students are able to...
    - Log on to Acer Chromebooks
    - Access Google Classroom
        - Access, edit and create within Google Slides
        - Turn in assignments via Google Classroom
        - Open .kmz interactive map files in Google Earth
    - Write on the Promethean board using pens and dual user tool
    - Record their voices using the built in microphone on their Chromebooks on Vocaroo.com - Students are also able to share this recording via share link acquired from Vocaroo.com

Procedures/Activities
- Day 1
    - Warm-Up/Engaging Prior Knowledge
        - When students first walk in the door, the promethean board will be turned on and will have the following posted:
        - Date: TBD
        - Student objectives:
            -Students will be able to <u>interpret</u> readings about key features of homes in Spain through annotation and discussion
            -Students will be able to <u>infer</u> cultural practices and beliefs based on common features found in homes in Spain
        - Homework: Students will take 3-5 photos (video optional) of key features of their homes/the homes in their neighborhood to showcase: Color themes, architectural features & layouts
        - Warm-Up: In order to engage students' previous knowledge, they will complete a brainstorm cloud on their daily warm-up sheets of ways they can describe the key features of a home such as the furniture and color schemes it contains. They will work together in their learning groups to discuss what they came up with. Students will also be left with the leading question: What are the key features of your home/the homes in your neighborhood? What could these features say about our culture? This will lead the students in connecting the day's lesson to their own lives and personal experiences. As students are completing their warm-ups I will be circulating the room and asking them about the features they were able to identify in their homes and neighborhoods, this will let the students

know that there background knowledge is valued and part of their learning experience. These warm-up sheets are collected as informal check-ins.
- ■ Tier 2 Words of the Day: Interpret and Infer
  - ● As part of our school's SIP (School Improvement Plan) we explicitly point out and define all tier 2 verbs in our objectives (also known as "Learning verbs" or "HOTS verbs")
- ○ Modeling
  - ■ Before beginning the lesson, I will review the day's agenda with students to frame their learning and share the "Can-do" statements they should be able to reach by the end of the lesson - this will tell students where they are headed and help them to form a goal that they will be able to self-assess and reflect upon at the end of the lesson
    - ● Can-Do: I can identify key features of typical homes in Córdoba, Spain and Valencia Spain
    - ● Can-Do: I can discuss the possible cultural significance of those key features
  - ■ We will view the video "Houses in Spain for Sale" as a class on the promethean board and discuss the features we see, we will use the promethean board to list these features on a "Products and Practices" T-chart so students become familiar with how products influence practices. Starting off with a video will engage all students and give them a great 360° visual of architectural features in another country.
- ○ Guided Practice
  - ■ We will review what annotating means and how to identify key parts of a reading. We will also review how to open and navigate interactive maps in Google Earth.
  - ■ I will introduce the task of annotating through Google Slides by having a sample text on Google Slides up on the promethean board and ensure that students know how to create comments and
  - ■ Students will start with the smaller of the two readings "Fondo Cultural: España; Los patios". Students will work together in their learning groups to annotate the reading and use the interactive map that correlates to Seville, Spain to explore patios and other architectural features.
  - ■ https://docs.google.com/presentation/d/1o3zKAJofalSGx1-yuPPGRHyaN4DH70fqP4rkmS3lW1Q/edit?usp=sharing
- ○ Independent Learning
  - ■ Students will answer key questions after exploring interactive maps in their groups to begin forming their opinion
    - ● 1. Why do you think patios are so common in Spanish-speaking countries?
    - ● 2. How are typical patios in U.S. homes similar to the patios in Spanish-speaking countries? How are they different?
  - ○

- ○ Closure
  - ■ Students will share their opinions 2 ways, they will post their answers on our Google Classroom feed (via question format) so that they can read through and comment on their peers opinions and they will share with me/ the class so that we can create a class brainstorming list on the promethean board. After reviewing our ideas on the two key questions students will summarize their learning in a 3-2-1 format on an index card. This index card will be collected to inform me on where my students stand in their understanding of the lesson.
    - ● 3 things I found interesting
    - ● 2 things I learned
    - ● 1 questions I still have
- ● Day 2
  - ○ Warm-Up/Engaging Prior Knowledge
    - ■ When students first walk in the door, the promethean board will be turned on and will have the following posted:
    - ■ Date: TBD
    - ■ Student objectives:
      - ● Students will be able to compare key features of homes in their neighborhood to homes in Valencia, Spain and Córdoba, Spain
      - ● Students will be able to form an opinion on what these differences reflect about the cultures of the people who live in these homes (Rockville, MD and Seville, Spain)
    - ■ Homework: Identify 1 Latin American country (Spain is not in Latin America) that you would like to further explore via their architecture with a brief explanation why.
    - ■ Warm-Up: In order to engage students' previous knowledge, they will answer the following question on their daily warm up sheets: What key feature were you able to identify in Seville, Spain yesterday? Would this qualify as a cultural product or practice - why? What cultural inferences were you able to make based on this common architectural feature? This question will help students remember that when looking at physical features they should be keeping the cultural implications present in their minds. They are not only comparing the looks of homes but the culture behind it as well. These warm-up sheets are collected as informal check-ins.
    - ■ Tier 2 Words of the Day: Compare and Form
      As part of our school's SIP (School Improvement Plan) we explicitly point out and define all tier 2 verbs in our objectives (also known as "Learning verbs" or "HOTS verbs")
  - ○ Modeling
    - ■ Before beginning the lesson, I will review the day's agenda with students to frame their learning and share the "Can-do" statements they should be

able to reach by the end of the lesson - this will tell students where they
are headed and help them to form a goal that they will be able to self-
assess and reflect upon at the end of the lesson
- Can-Do: I can identify key features of typical homes in Seville,
  Spain
- Can-Do: I can compare those features to features of homes in
  Rockville, Maryland
- Can-Do: I can discuss what cultural differences are implied within
  these physical differences
  - I will share pictures and video footage of my own neighborhood from my
    "neighborhood walk" with students. Using a capture sheet, students will
    jot down key architectural features they notice. Students will engage in a
    think-pair-share activity to share their lists of features with an elbow
    partner. Afterwards, I will share my list with students to see if we came up
    with similar features and if we missed anything. We will discuss what
    these features could possibly say about my neighborhood. I will lead
    students with guiding questions to model what they should be looking for
    when discussing features of a home.
- Guided Practice
  - Students will work together in their learning groups to annotate the second
    reading on homes in Latin America "Perspectivas del mundo hispano:
    ¿Cómo son las casas en el mundo hispano?". They will use the comment
    feature within Google Slides to annotate important points, interesting facts
    and any questions they come up with. They will answer the guided
    questions within the presentation and compare their homework
    assignments (neighborhood walk photos/video) to complete Task 1 which
    asks them to compare their neighborhoods to the neighborhoods they
    explored on Day 1 through their interactive maps of Seville, Spain.
  - https://docs.google.com/presentation/d/
    1KH8JfklzHRLr1h6xhTTFGBgvbhhD8WN0fqXmF9KSkmE/edit?
    usp=sharing
- Independent Learning
  - Students will create their own Google Slides presentation by compiling
    their learning groups' photos and videos from their previous night's
    homework of recording their "Neighborhood Walks".
  - Each student will record their thoughts using Vocaroo.com of what the
    most important key features of their homes/the homes in their
    neighborhood are and why they think those features are important
  - They will summarize their thoughts on what they think these features say
    about their culture/their neighborhood (i.e. There are many parks - Might
    indicate that a common pastime is to spend time outside) through Google
    Slides and through the use of the "comment feature"

- ■ They will copy the share link of their recording and paste it into their Google Slides presentation.
  - ○ Closure
    - ■ Students will come back together and share their recordings with their learning groups. They will work on submitting a summary of the key features of homes in Rockville, Maryland and how they compare to the key features of buildings in Seville, Spain as a response to a question on Google Classroom. Within this summary students should form an opinion on what these differences reflect about the cultures of the people who live in these homes.

Student Assessment and Evaluation
- ● Informal Formative Assessments: Warm-Ups, Class discussions and Group presentations
  - ○ Day 1
    - ■ I will use student warm-ups to check for understanding of previous material, this will allow me to adjust for more review if necessary before moving on. I will consider this as a form of pre-assessment to gauge where my students are in their understanding of key features of architecture as well as color schemes.
    - ■ I will review students' individual comments within their group annotations of the day's reading to check for understanding. This will tell me how well each student understood the significance of the patio in Seville, Spain and how well they were able to draw inferences.
    - ■ I will look for coherent responses on students 3-2-1 summary index cards to ensure that they are able to identify the correct key features of homes individually. This is key to the next task of comparing those key features.

  - ○ Day 2
    - ■ I will use student warm-ups to check for understanding of previous material, this will allow me to adjust for more review if necessary before moving on. If students did not understand the first feature of homes in Seville, Spain I will go back and review before adding in more features to our class discussions.
    - ■ I will review students' individual comments and recordings within their group annotations of the day's reading to check for understanding. This will tell me how well students are able to handle multiple pieces of information and how well they are able to form opinions and comparisons of cultural practices based on a presented product.
    - ■ I will review student summaries on Google Classroom to make sure that they are able to go beyond architectural features and are able to create cultural inferences and compare cultures accordingly. If students are not comfortable with this piece I will need to have 1 on 1 time with them before they move on to their individual explorations.
- ● Formal Formative Assessment: Written Piece

- ○ I will have a formal formative assessment on day 3 of my lesson (not covered here) This formative assessment will be an individually written comparison piece of homes in Rockville, Maryland and the student's chosen Latin American country. Within this paragraph students will have to summarize the key architectural features of both cities, compare both the set of features and the cultural inferences made from those features. It will be graded according to the Montgomery County Public Schools Foreign Language Culture Rubric (2009):

- 5-4.5 Excellent - identifies a practice or a product of the culture and links it to a perspective Identifies a product or practice, according to the task, with accurate content. Identifies its relationship to a perspective of the culture in detail.
- 4 Very good to Good - identifies a practice or a product of the culture and links it to a perspective Identifies an appropriate product or practice, according to the task, with mostly accurate content. Identifies its relationship to a perspective of the culture with some detail.
- 3.5 Satisfactory - identifies a practice or a product of the culture and links it to a perspective Identifies an appropriate product or practice, according to the task, with some accurate content. Identifies its relationship to a perspective of the culture with little detail.
- 3 Weak- identifies a practice or product of the culture but does not link it to a perspective Identifies an appropriate product or practice, according to the task, with little accurate content. Does not identify its relationship to a perspective of the culture.
- 2.5-0 Unacceptable – does not identify an appropriate practice or product nor link it to a perspective Identifies an inappropriate product or practice, according to the task, or identifies an appropriate product or practice with no detail. Does not identify a relationship to a perspective of the culture.

- Unit assessment: Group Presentations
  - ○ The unit assessment will be given on day 5-6 of this lesson. Students will create a collaborative presentation in a learning group using Google Slides to explore the architectural features of 3-4 cities in various Latin American countries. These countries will be based of off the individual cities students chose to explore for their formatives. Groups will present their findings and invite their classmates to create their own inferences of the cities' cultural aspects based on their architecture and home features. This will be graded using the Montgomery County Public Schools Foreign Language Culture Rubric (2009) (shown above).

Differentiation Techniques

        Within my approved resources list for students to explore architecture I will have differentiated resources based on technology skill level. For beginners I will have a collection of website articles that explicitly discuss architectural features of homes in Latin America, for moderate users I will have a collection of panoramic views of cities in Latin America and for advanced students I will have several interactive maps that work in conjunction with Google Earth for students to independently explore the architecture of a city.I will also have a media center borrowed cart of laptops (not Chromebooks) for students to use as there are some students who prefer the OS of Windows.

        For students who require extra help, I will create templates through both Google Slides and PowerPoint to guide their thinking as workable graphic organizers. For students who need a challenge, I will ask them to review other group's presentations and find similarities and differences between the Latin American countries themselves to find further cultural significances. They will be able to do this collaboratively through Google Slides.

        In terms of content, students also have the option of print sources such as photos, National Geographic magazines and books borrowed from the library to gain further understanding of a city's architecture.

        Students will have 4 options of presenting their learning through unit summative assessments. This allows students of all learning dispositions to present their learning as best fits their needs.

1. Google Slides Presentation
2. PowerPoint Presentation
3. Recorded video
4. Live presented poster

        Within each of these options students must have a speaking component, visual aids of the key architectural features discussed and a cultural comparison feature. Students will be able to choose between different Web 2.0 applications to complete their recordings or may choose to do it one on one with me. If students choose to do a poster they must create an additional interactive piece that allows their peers to reflect on the cities presented to form their own opinions and inferences.

B.	Analysis (Rationale)

Rationale for Activities

        I believe that language and culture are inherently intertwined and should not be separated.

My ultimate goal is for my students to not only learn the language but the culture behind it as

well. Through learning another language, my students gain access to perspectives of other

cultures that were not previously accessible to them, resulting in linguistically and culturally

proficient global citizens. My philosophy not only ties the two together but also forces me to recognize that without authentic learning experiences, my students cannot gain access to those very cultures we discuss. Through my lessons, in connecting the study of homes in Latin American countries to the homes of my students, my students will be able to gain insight into the perspectives of the culture and ways of life in comparison to their own.

My objectives for my first lesson were for students to be able to interpret a reading about key features of homes in Spain through annotation and discussion while being able to infer cultural practices and beliefs based on common features found in homes in Spain. By simply looking at a patio, I cannot ask students to infer a cultural significance behind why most homes have a patio in Seville, Spain. I must first teach them to differentiate between the products and practices of a culture, so I started out with a modeled activity on how to annotate and how to make those inferences by providing them with leading questions. I used an authentic video from a real estate company in Valencia, Spain to engage students with real world materials before they began their group explorations. In order for students to reach the state and county Standard 2.2 "Cultures: Products and Perspectives" where "Students identify and describe products and perspectives of the target culture as they relate to topics studied (2.2.1)". I assigned them a different city in Spain to explore in their learning groups. This way students could practice the modeled activity and identify their own key features. The text the curriculum provides is not authentic in itself, so to fulfil the curriculum's requirement while providing students with authentic learning materials, I supplemented their reading with an interactive map of Seville, Spain that can be opened in Google Earth. This allows students to collaborate while exploring features of architecture in various buildings in Seville, Spain with a street view. The closure of

this lesson asks students to answer key questions after exploring their interactive maps in their groups to begin forming their opinion. By posing the key questions "Why do you think patios are so common in Spanish-speaking countries?" and "How are typical patios in U.S. homes similar to the patios in Spanish-speaking countries? How are they different?" I am setting students up to begin thinking beyond physical features and to start forming cultural inferences.

These activities are appropriate for my class as we have 1:1 Chromebooks in a class of 31 so I am able to create learning groups of 3-4 students while having them all participate at the same time. Some students prefer smaller groups and are able to create flexible seating and grouping to meet their needs. I also have a "visiting" group seating available that works at my desk with me for students who need a little more guidance.

On day 2 of my lesson plan, my objectives were for students to be able to compare key features of homes in their neighborhood to homes in Spain and form an opinion on what these differences reflect about the cultures of the people who live in these homes. This lesson plan builds upon the basic skills students review in lesson 1 is describing features through guiding questions. To model this I will share pictures and video footage of my own neighborhood from my "neighborhood walk" with students. By discussing these features with students and having them help me describe them I will set them up to be able to describe their own neighborhoods later in the lesson by showing what key features to look for. This activity builds on yesterday's activity to give students a growing base of key features in Spain and in Rockville to be able to compare later in the lesson. In order for students to reach the state and county Standard 4.2 "Cultural Comparisons" where they must "compare practices, products, and perspectives of the target culture with their own" (MCPS, 2012), students will work together in their learning groups

to annotate a second reading on homes in Latin America to complete Task 1 which asks them to

compare their neighborhoods to the neighborhoods they explored on Day 1 through their

interactive maps of Seville, Spain. Through my closure activity I will satisfy the ACTFL standard

"Comparisons" where learners use the language to investigate, explain, and reflect on the

concept of culture through comparisons of the cultures studied and their own. (ACTFL, 2011).

As a closure, my students will submit a summary of the key features of homes in

Rockville, Maryland and how they compare to the key features of buildings in Seville, Spain as a

response to a question on Google Classroom. Within this summary students will form an opinion

on what these differences reflect about the cultures of the people who live in these homes. This

activity will prepare students for their formative assessments where they will have to summarize

the key architectural features of both cities, compare both the set of features and the cultural

inferences made from those features. This closure activity will ultimately bring students into the

next stage of their learning as they transition from describing and narrating to inferring and

comparing as higher order thinking skills. The big takeaways of these two days of lessons were

showing students how to look beyond the surface of physical and tangible things such as

architectural features to gain access to the worldviews and cultural significance behind them.

Explanation of Technology Integration

Through integrating technology, I was able to create a collaborative environment where

students had access to authentic learning materials to foster global thinking. This use of

technology engages students to reflect on their own culture while comparing it to the cultures

they are learning about in a way that allows them to acquire new world views and perspectives.

While looking at my lesson plan through the lens of the SAMR model I believe that my lessons fall on the line between Modification and Redefinition. Ultimately, this was part of my goal in creating this lesson. When I reflected back on my lesson from last year, while included technology, fell on the Substitution level in the SAMR model. When I taught this content before, I only used Google Slides for students to be able to annotate the readings. When I did this, I was merely substituting the annotation process. By adding in the layer of collaborating in a learning group to annotate the reading together in an effort to complete the task of identifying key features together, I believe the assignment has been modified to ask students to really engage with the text to come to deeper conclusions. In Kelly Walsh's article, "8 Examples of Transforming Lessons Through the SAMR Cycle", she explains that as you move along the ladder in SAMR, "there is often a much wider range of skills required [...] and lessons can become much more engaging and collaborative when modified or redefined." By adding in the new layer of using interactive maps of Seville, Spain to identify new features outside of just the patios mentioned in the student readings, I have redefined the assignment from just interpreting one feature to actively searching for new knowledge in an authentic environment.

I do not believe I could have achieved my objective as well without technology. As I stated before, the readings that the curriculum provides and tests on is not authentic in any way. I believe these materials seek to "spoon-feed" culture to students. By using interactive map files through Google Earth my students were able to explore real images and panoramic views of monuments, homes and plazas in Seville, Spain. While I could have shown them magazines or images, they would have been static. Interactive maps allow students to control their exploration and seek out the architectural features that interested them the most, whether that be the large

patios, plazas or arches of Seville. When you put students in control of their learning, they are more engaged and are able to create their own connections from what they are learning inside the classroom to their personal lives. With students using interactive maps, they were able to look at homes that they could identify with personally, apartment buildings, townhomes and more. This creates an authentic learning environment for deeper learning to take place,

Through the use of Google Classroom and Google Slides, students were given the unique ability to collaborate in real time with their classmates in addition to a class discussion. While a class discussion allows students to share their responses and thoughts, it is hard to let every students express their opinions because of time restraints. Through Google Classroom, every student was able to share on the same day what they thought about the architectural features they encountered on their explorations giving them space and time to reflect on what they learned. From there, students were able to react and respond to their classmates in a space that essentially does not expire because it does not end when the bell rings, but can be a continuous space for cultural discussions and collaborative learning to take place.

C.	Reflection

Your Learning about Technology and Teaching

The first thing I realized as I set out to create my integrated lesson plan was: This is going to take some time. I had taught this content before and it had taken me two days. When I taught this lesson the first time, there was minimal technology use - which may have contributed to the quicker completion time, but there was also significantly less collaboration and use of authentic materials to deepen learning, both of which are at the forefront of my personal educational

philosophy. So while my new and improved technology incorporated lesson plan will take twice

as long, I can safely say that that time will be well spent and I truly believe that my students will

walk away with a broader view of the world that I do not think could have been achieved without

the technology component (outside of actually planning a multi-stop worldwide field trip, of

course).

Within the technologies I incorporated in my lesson plan, I had used both Google

Classroom and Google Slides quite extensively. I had used the recording software Vocaroo.com

two to three times previously. The use of interactive maps as .kmz files was new to me as well as

the incorporation of student cell phone use to engage their personal experiences into the

classroom.

Aside from never having used interactive maps through Google Earth before, the use of

Google Slides in a context outside of just creating individual or group projects such as

presentations was new. While considering the SAMR model, I had to reflect on how I could

move beyond just substituting Google Slides as an annotation tool or augmenting that by using

the recording software Vocaroo.com. I realized that I could modify and redefine my use of

Google Slides as a class within my classroom for students to really collaborate with each other in

real time towards a common task using an online environment where they would be able to give

each other feedback and answer each other's questions while expanding their schema of the real

world by taking in their classmates' personal experiences.

While looking at my new lesson within the TPACK model, I could dissect the parts of my

old lesson that could stand for improvement. The TPACK model of integration offers a holistic

view of the ability to use technology, pedagogy and content knowledge as equal parts that

intertwine. As a native Spanish speaker with a degree in Spanish Linguistics and Spanish Literatures, I felt confident in my content knowledge and had a solid foundation of the vocabulary and grammar points my students would need to discuss key architectural features of homes. Then, I focused on the pedagogy. If I was going to integrate technology, I had to ensure that I wasn't ignoring basic teaching strategies such as collaborative grouping based on individual student skills, scaffolding knowledge as well as technology skills my students would need to successfully complete the lesson and giving my students multiple outlets to demonstrate their learning. I considered the TPACK reflection question featured within the survey given to teachers "I can choose technologies that enhance students' learning for a lesson" (Schmidt, D., Baran, E, and Thompson, A. 2009). I gave students three options to demonstrate their learning through the use of technology (Google Slides Presentation, PowerPoint Presentation, Recorded video) and an option to present a live presented poster to meet all student needs.

In considering ISTE's standards for teachers I applied Standard 1.B, where educators are challenged to "engage students in exploring real-world issues [...] using digital tools…" (ISTE 2008). Interactive maps was not something I was familiar with, but I knew that in order to engage my students in the real world of Latin American architecture, I had to stretch myself to learn something new as well. I researched a lot of Spanish teaching blogs and several Google tutorials before I felt comfortable in navigating the interactive map of Seville, Spain. By trying something new, however I was able to "develop [an] authentic learning experience[s]" for my students as identified in the 2008 ISTE "Standard 2" for teachers.

Future Explorations

One obstacle I came across in planning my technology infused lesson is the platform on which I have (Chromebooks), does not support Google Earth as a native application. There is a beta version of Google Earth for our Chromebooks but it does not have as many features as the downloaded application would on a traditional PC or desktop. One avenue I could explore to solve this problem is to book a computer lab for a couple of days at the risk however, of losing valuable instruction time (logging on) and without the flexible seating arrangement I have set up in my classroom for collaborative learning groups. Around this time of year I must also consider that my class set of Chromebooks might be taken as well as the computer labs due to the timing of statewide science tests (MISA), PARCC testing as well as other subjects Required Quarterly Assessments. Indeed, technology is a valuable educational tool but in schools such as mine it can become all too scarce once assessment time rolls in.

In order to plan ahead I might explore other options for similar lessons by using the interactive map feature on the promethean board instead and explore it as a whole class so that it is not so dependent on the use of Chromebooks. Additionally, I have been in contact with both my media specialist and technology coordinator in working to solve an email verification problem I ran across with the recording/visual presentation software VoiceThread. The use of this software in future lesson plans could simplify the process of having my students record their presentations separately on Vocaroo.com and inserting it into their Google Slides presentations.

Learning from Peer Review

Reviewer # 1: Reviewer #1 suggested that I not write my lesson plan for two days since the overall lesson will take five days. While I appreciated the suggestion, ultimately I chose not

to divide my lesson plan because I felt like the lesson was still one lesson that spanned two class periods because of time constraints and were still closely connected with each other. Our periods are only 46 minutes and it takes my classes of 30+ at least 5 minutes to grab their Chromebooks and another few minutes to login and open their materials, this is not including the time it takes to review the daily agenda, so realistically, my lesson would take up a few class periods over the week. I also rejected the suggestion my reviewer made that came down to writing and wording style and not something that my lesson plan was lacking. It was difficult to change much based off of this feedback since most of the feedback points only had "Great." written as a response and my reviewer did fully address some of the feedback points.

Reviewer # 2: One suggestion this reviewer had was to plan for more time for the lesson. I ultimately agree with the reviewer, and would love for this to be a whole unit but because I am tied to a curriculum and my PLC, I have a schedule to stick to. In the future, I would like to explore ways for students to complete some of the learning tasks at home to maximize classroom instruction time. One of the obstacles I came across when considering this is keeping present the difference of access to technology my students have at home. Another suggestion made was to have different technology available to my students, which I would like as well but I don't control the technology my school purchases and at this time, Chromebooks are the only laptops I have available for my students to use and my school has a strict no cellphone policy. Finally, I made modifications to my analysis essay per my reviewer's suggestion to include how I used the SAMR model to modify my lesson plan from years before.

In reviewing my peers' lesson plans, I learned many valuable strategies on how I could integrate technology to differentiate my own lesson plans. Jae-Young used templates through

Google Drive to help guide her students thinking. Traditionally, when I consider my students

with learning disabilities, IEPs and 504s, I have for the most part leaned on paper organizers and

outlines for them. While reviewing Jae-Young's lesson plan I realized that I could use technology

to create and use a variety of graphic organizers through Google Drive that could benefit the

scaffolding and learning process of all my students. From Jae-Young's lesson plan, I also learned

that while classroom time is great for discussing questions my students have on an assignment,

there are still efficient ways where they might be able to compile their questions onto a form

through Google Docs so that I can answer them and have informal conferences with them on

their progress.

From reviewing Chanda's lesson plan, I learned that technology can be a useful tool in

encouraging our students to engage with the world around them despite the critique from many

that technology "removes" today's youth from reality. Chanda effectively used technology to

have her students look at a real world problem: Crime, in their own neighborhoods to try and be

responsible citizens and problem solvers.

In the future, it might be interesting to see peer reviewers paired up through the use of a

survey or questionnaire so that reviewers who may require more time can be paired up while

others who are more comfortable waiting until closer to the deadline can work together as well.

D.	References and Annotated References

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E.	Preview of Lesson Plan Implementation

I expect to implement my lesson plan during Week 9 of this course which runs from March 27th

to March 31st

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