**NAFTA Amazing Race**

**Content: Describe *what* it is you will teach. What is the content?**

This lesson will be a review of what we have learned thus far on NAFTA, in regards to content and vocabulary. It also has served as a natural point for reviewing comparative and superlative forms. This lesson will be a brief review, a glimpse into the lesson we will be learning tomorrow, and a review game to synthesize the information we have learned up until this point.

**Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.**

The students will review much of the vocabulary and content they have learned up until this point. Students will be able to participate in the group activity / competition effectively and collaboratively, using the new knowledge they have learned about NAFTA thus far. Students will be able to use their notes, new knowledge, and cross-disciplinary knowledge to collaboratively solve the stages of the Amazing Race game.

**Rationale: Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.**

NAFTA is not a sexy topic, it has been out of the headlines since before the students were born. NAFTA however is crucial to understanding current day Mexico, and provides a Segway to the topics of the EZLN, privatization, corruption, and wealth distribution in Mexico; topics which we will be covering before ending this unit.

**Assessment: Describe *how* you and your students will know they have reached your learning goals.**

Students will know that they have reached my learning goals through competently participating in the bell-ringer, the "amazing race" game and reaction. They will be in teams of four and "sharing a pencil" for each stage which will attempt to promote a collaborative atmosphere.

**Personalization and equity: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?**
As a foreign language class all of the students are language learners, so I always try to make accommodations for the varying levels of fluency. The students will have access to their notes and be paired in groups that are thoughtfully selected. We have had a word wall in class (which has been taken down for the activity). The activity will be collaborative, allowing students to both be experts and resources for each other. The lesson will also involve visuals and be a review of information that has been consistently discussed throughout this unit.

**Activity description and agenda**

**Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.**

10 minutes: Bell ringer / Concept Circles and write sentences on board and corrections

5 minutes: Explanation of activity / modeling of game and rules / break into teams

15 minutes: Amazing Race competition / Game

7 minutes: Debrief and reflect in notebook

10 minutes: Share out slogans and reflect

**What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?**

Certain students (Scott, Erick, Giovanni) will be given preferential seating and have been placed in separate carefully chosen groups to try and ensure a compatible and motivating dynamic. I will also give them extra time before calling on them in the group share.

Students will also have choices built into the lesson and not be required to answer any questions that have a single correct answer.

**List the Massachusetts Learning Standards this lesson addresses.**

1.1 Engage in conversation, Communication Strand

1.2 Understand Information, Connections Strand

1.3 Present Information, Communications Strand

2.2 Products and perspectives, Comparisons Strand

4.2 Compare cultures, Culture Strand

**Reflection**

**In light of all areas of planning, but especially in terms of your stated purpose and learning goals, in what ways was the activity(ies) successful? How do you know? In what ways was it not successful? How might the activity be planned differently another time.**

**What did you learn from the experience of this lesson that will inform your next LAP?**