

## Plan

<b>Proficiency Level</b>	Novice
<b>Title</b>	<b><i>AATSP Poster Contest 2022</i></b>
<b>Summary</b>	Students create an original poster for the AATSP Poster Contest 2022 and use Spanish to describe it orally and in writing.
<b>What are my learning targets?</b>	<p><b>I can...</b></p> <ul style="list-style-type: none"> <li>● Give my opinion of posters I see and tell how they relate to a theme</li> <li>● Create an original poster based on a theme</li> <li>● Describe my drawing orally and in writing</li> <li>● Explain what the images in my poster represent</li> </ul>
<b>What is my essential understanding?</b>	<i>How does using art to represent my own ideas help develop presentational speaking and writing skills in another language?</i>
<b>What is the input /resource?</b>	<p>AATSP Poster Contest website</p> <p><a href="https://www.aatsp.org/page/postercontest">https://www.aatsp.org/page/postercontest</a></p>
<b>How do we build background knowledge? How do we activate prior knowledge?</b>	<ul style="list-style-type: none"> <li>● Students view past Poster Contest winners from <a href="https://www.aatsp.org/page/PCWinners">https://www.aatsp.org/page/PCWinners</a> according to their grade level category</li> <li>● Students read the theme for past contests and comment on how the posters reveal the theme</li> </ul>

<p><b>What is my introduction to this lesson?</b></p>	<ul style="list-style-type: none"> <li>● Students read the theme for 2022 “Valuing our roots and building own future” and brainstorm words and phrases related to the it</li> <li>● Students explain what the words and phrases represent</li> </ul>
<p><b>How do I want my students to process this input?</b></p>	<ul style="list-style-type: none"> <li>● Students sketch and create the poster as homework and upload a photo of the sketches every night, to show their progress, to the LMS used at school</li> <li>● In class, students describe their sketches and drawings both orally and in writing</li> <li>● Each class, students add more details to their descriptions and as a class, students create a list of possible vocabulary and language structures</li> <li>● Students also brainstorm possible topic and conclusion sentences for their presentation</li> <li>● Students practice their presentation in pairs and small groups</li> <li>● Students are assessed on the oral presentations to the class and in the written one, only using their drawing as support</li> </ul>
<p><b>What extension activities could be done?</b></p>	<ul style="list-style-type: none"> <li>● Students compare and contrast their poster to the one of another student and find commonalities and differences</li> </ul>
<p><b>How could we reflect upon our learning?</b></p>	<ul style="list-style-type: none"> <li>● Students reflect on the process by answering questions such as, <ul style="list-style-type: none"> <li>○ What are you proud of? What went well for you?</li> <li>○ What was challenging? Making of the poster? Describing your poster in speaking? Describing your poster in writing?</li> <li>○ What did you learn about yourself?</li> <li>○ Has this project in any way transformed the way you see the world? How?</li> </ul> </li> </ul>

**What other resources should be credited?**

- <https://www.aatsp.org/page/postercontest>
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