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| **Week 1**  **Spanish 3** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objective** | TSW compare and contrast Latin American food and culture to their own. | TSW identify food and culture terms. | TSW suggest food choices in a restaurant type setting. | TSW converse about how to order food in a restaurant. | TSW demonstrate their knowledge of food/restaurant related phrases and vocabulary. |
| **Lesson** | Students will brainstorm with a partner to come up with three things they remember about food/traditions in Spain  Read an article about food traditions in Latin America  Create a Venn diagram comparing these traditions to their own, share with partner/pod  [proficiency score]  Poll class for a similarity or difference off their diagram | What foods do you think of when you think of Mexico?  Powerpoint presentation on Mexican food times  Review vocab list from previous day  Powerpoint with clues – APUESTA  One thing you learned – Exit ticket | Write down five verbs you can use to recommend food choices or order in a restaurant  Powerpoint on suggestions  Subjunctive review on board (UWEIRDO + que + change of subject)  Practice on paper (two sentences for each thing on PPT, partner chat)  Video – Comida de Costa Rica | Cuál es tu restaurante favorito? Qué recomiendas que pida?  Practice: Menu dialogue  Prompted dialogues [proficiency score]  Exit ticket – What are two different ways to order food in a restaurant? What is one thing you still have a question about? | Go over questions from exit ticket  REPASO: Crayon game  Quiz |
| **Materials** | Article  Paper for Venn diagram | Mexican food Powerpoint  Apuesta PPT | Suggestions PPT | Powerpoint with menu dialiogue  Copies of three-part dialogue | Quizzes  Copies of word game |
| **Homework** | Fill out vocabulary list on page 139 in the binder | Page 140 | Exprésate pages 270-272 due Friday | Study for quiz |  |
| **Week 1**  **Spanish 2** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objective** | TSW conjugate and properly use regular preterit verbs in a sentence. | TSW identify irregular “cucaracha” verbs. | TSW utilize irregular “cucaracha” verbs through speaking and writing. | TSW identify irregular preterit “basement” verbs. | TSW demonstrate their knowledge the cucaracha and basement verbs. |
| **Lesson** | List five things (verbos) that you did over break as an infinitive  APUESTA game  Review verbos, regular preterit endings, CAR/GAR/ZAR review, SER/IR  Exit card – take words from beginning of the hour and put them in the preterit | Write down two things that happened last night  Cucaracha verbs PPT – Have them take notes (end at the slide with the house on it)  Pizarritas – use the list of verbs from the PPT and have them conjugate all forms in the preterit  Cucaracha song – listen and sing  Begin working on AMSCO pages if time | Bellwork: Conjugate a cucaracha verb in all forms (give them one)  Flashcard matchup game while checking homework  APUESTA – Cucaracha verbs  Speaking Practice PPT – Irregular preterit [proficiency score] | Review and sing the Cucaracha verbs song while checking homework  Basement verbs PPT  Basement verbs practice PPT – Drill students can do on paper  Exit activity – summarize three things you need to study for the quiz to a partner | Repaso using Edcanvas – Quizlet activities and BK Nelson sheet  Quiz |
| **Materials** | Apuesta PPT  AMSCO | Cucaracha PPT  Pizarritas  Song printouts  AMSCO | Flashcards  Apuesta PPT  Speaking PPT  AMSCO | AMSCO  Basement verbs PPT (2) | Quizzes  Edcanvas |
| **Homework** |  | AMSCO pages | AMSCO pages | AMSCO pages  Study for quiz |  |
| **Week 1**  **AP Spanish** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Objective** | TSW identify how to use the present subjunctive tense. | TSW decide when and when not to use the present subjunctive sense. | TSW utilize the past subjunctive to form complete sentences. | TSW determine when to use the present or past subjunctive past on clue words in a sentence. | TSW demonstrate their knowledge of the uses of the subjunctive in Spanish. |
| **Lesson** | Give me a situation in which you would need to use the subjunctive  Review three parts (UWEIRDO + que + change of subject)  Go through notes on pages 185 and 189 of CUADERNO 2 – Have them scan and ask, “What’s the essential information of these pages?”  Tortuga game (8 parts) – list verbs in all forms | List two things you hope happen before graduation in a complete sentence. Check homework while they are doing this.  CUADERNO 2: Pages 194-195 with a partner.  Summarize to your partner the differences between the indicative and subjunctive and when to use them [proficiency score] | Pass a ball to practice conjugating all forms of a verb in the present subjunctive  Pruebita on present subjunctive  Edcanvas on imperfect subjunctive – notes, activities, and an exit ticket | Write down one question you still have or something you struggle with.  Go through homework  Sequence of tenses – go through notes on pages 147-149 in AMSCO  Have them do the cloze procedure activity in those pages (independently, partner, or pod)  What do you look for when you’re deciding which tense to use? | Edcanvas review of past subjunctive and sequence of tenses  Quiz |
| **Materials** | Pages 185 and 189 of Cuaderno 2  Paper for Tortuga | 194-195 of Cuaderno 2 | Edcanvas  COW cart  Pruebita | Amsco pages | Quizzes  Edcanvas  COW cart |
| **Homework** | Pages 189-190, 186-187 in Amsco | Study for pruebita | Pages | Study for quiz |  |