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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 SpainRead 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 timesReview vocab list from previous dayPowerpoint 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 dialoguePrompted 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 ticketREPASO: Crayon gameQuiz |
| **Materials**  | ArticlePaper for Venn diagram | Mexican food PowerpointApuesta PPT | Suggestions PPT | Powerpoint with menu dialiogueCopies of three-part dialogue  | QuizzesCopies 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 gameReview verbos, regular preterit endings, CAR/GAR/ZAR review, SER/IRExit 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 singBegin working on AMSCO pages if time | Bellwork: Conjugate a cucaracha verb in all forms (give them one)Flashcard matchup game while checking homeworkAPUESTA – Cucaracha verbsSpeaking Practice PPT – Irregular preterit [proficiency score] | Review and sing the Cucaracha verbs song while checking homeworkBasement verbs PPTBasement verbs practice PPT – Drill students can do on paperExit activity – summarize three things you need to study for the quiz to a partner  | Repaso using Edcanvas – Quizlet activities and BK Nelson sheetQuiz |
| **Materials**  | Apuesta PPTAMSCO | Cucaracha PPTPizarritasSong printouts AMSCO | FlashcardsApuesta PPTSpeaking PPTAMSCO | AMSCO Basement verbs PPT (2) | QuizzesEdcanvas |
| **Homework** |  | AMSCO pages | AMSCO pages | AMSCO pagesStudy 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 subjunctiveReview 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 homeworkSequence of tenses – go through notes on pages 147-149 in AMSCOHave 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 | EdcanvasCOW cartPruebita | Amsco pages | QuizzesEdcanvasCOW cart |
| **Homework** | Pages 189-190, 186-187 in Amsco | Study for pruebita  | Pages  | Study for quiz |  |