



Sra. Ariganello Spanish 01.20.20-01.24.20

Spanish Culture	Monday NO SCHOOL	Tuesday	Wednesday	Thursday	Friday (½ Day) End of Q2
 <p>CO Who What Why How</p> <p>LO Who What Why How</p>		<p>2.1.N.E.a Identify levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken</p> <p><u>Content Objective:</u> SWBATD understanding of identifying levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken by observing and responding to comprehension questions about school life in the video guide for the film <i>Casi Casi</i>.</p> <p><u>Language Objective:</u> SWBATD in writing identifying levels of instruction, courses, and typical daily school schedules and activities in a community or culture in which the language is spoken by responding to questions about Puerto Rican school culture while responding to video guide questions.</p>	<p>1.1.M.SL.a Use the target language with culturally appropriate gestures to greet one another and engage in conversations about everyday topics such as school and community events and activities</p> <p><u>Content Objective:</u> SWBATD evaluation by using the target language with culturally appropriate gestures to greet one another and engage in conversations about everyday topics such as school and community events and activities by responding and supporting their responses in writing on the midterm assessment with 80% or higher accuracy.</p> <p><u>Language Objective:</u> SWBATD writing by using the target language with culturally appropriate gestures to greet one another and engage in conversations about everyday topics such as school and community events and activities by responding and supporting their responses in writing on the midterm assessment with 80% or higher accuracy.</p>	<p>2.1.A.H.c Compare the position visà-vis an important political issue in two or more communities or countries in which the language is spoken</p> <p><u>Content Objective:</u> SWBATD understanding by comparing the position visà-vis an important political issue (civil rights) in two or more communities or countries in which the language is spoken by comparing and contrasting on a Venn Diagram Cesar Chavez and MLK Jr.</p> <p><u>Language Objective:</u> SWBATD orally comparing the position visà-vis an important political issue (civil rights) in two or more communities or countries in which the language is spoken by responding to comprehension questions during whole class and partner discussions.</p>	

		<p>I can identify key cultural relationships such as friendship and school dynamics by watching the movie <i>Casi Casi</i> in Spanish and responding to comprehension questions.</p>	<p>I can demonstrate a comprehensive understanding of previous units by obtaining an 80% or higher understanding on the midterm assessment.</p>	<p>I can compare and contrast the experience of two historical figures from American and Mexican cultures by finding three similarities and differences.</p>
		<p style="text-align: center;">Vocab Review from Previous Lessons</p>	<p style="text-align: center;">No New Vocab→ Review from Previous Lessons</p>	<p style="text-align: center;">Vocab Huelga Immigracion Ayuda</p>
		<ul style="list-style-type: none"> • Bell Work→ End of Quarter Review Part 1 (Go over it with S's on Tuesday/ End of Quarter Review Part 2 (Go over with S's on Wednesday) • <i>Casi Casi</i> Movie • <i>Casi Casi</i> Video Guide 	<ul style="list-style-type: none"> • End of Quarter Assessment of Learning • End of Quarter Celebration 	<ul style="list-style-type: none"> • MLK Jr. and Cesar Chavez Comparison PPT. and activity • Quotes Coloring
<p>Reminders</p>	<p>→ MLK JR. and Cesar Chavez Comparison Activity → Call Dance Company (February Activity) → Call Xochimilcos for Field Trip for Cinco de Mayo Trip</p>			