

Sra. Ariganello Spanish 12.02.19-12.06.19

| Spanish Culture   | Monday   | Tuesday   | Wednesday  | Thursday  | Friday  |
|---|--|---|--|---|---|
|  | <p><b>Standard</b><br/>2.1.A.H.a Explain how cultural beliefs, values and perspectives serve as the basis for the practices associated with civil, religious, and personal/family holidays or celebrations</p>   | <p><b>Standard</b><br/>2.2.N.F.a Describe the products needed to carry out daily routines and meet basic needs within a community, region, or culture in which the language is spoken (housing, stores, food, transportation, health care, public services)</p>   |  |   |   |
|   | <p><b>Content Objective:</b> SWBATD their ability to evaluate cultural beliefs, values and perspectives by explaining in a paragraph how these serve as a basis for their holidays and celebrations .<br/><b>Language Objective:</b> SWBATD their ability to evaluate cultural beliefs, values and perspectives by explaining in orally in a formative check for understanding how these serve as a basis for their holidays and celebrations.</p> | <p><b>Content Objective:</b> SWBATD knowledge of products needed to carry out daily routines by sorting Spanish breakfast food items into things they like and dislike by placing the food items into a venn diagram.<br/><b>Language Objective:</b> SWBATD knowledge of products needed to carry out daily routines by sorting Spanish breakfast food items orally using the phrase "(No) Me gusta/n" to respond to oral questions during a short interview with A&amp;B partners.</p> | <p><b>Content Objective:</b> SWBATD knowledge of products needed to carry out daily routines by identifying the hidden fruits during the scavenger hunt. <b>Language Objective:</b> SWBATD knowledge of products needed to carry out daily routines by identifying and holding up and saying the food items that your partner says that they like/ dislike using the sentence stem: Le gusta/n_____.</p> | <p><b>Content Objective:</b> SWBATD application of products needed to carry out daily routines by choosing which food items belong in each category on their exit slip with (23/30) or approximately 75 percent accuracy.<br/><b>Language Objective:</b> SWBATD application of products by choosing their favorite food items by selecting from a list of foods and writing three complete sentences using the sentence stem: Mi comida favorita es_____.</p> | <p><b>Content Objective:</b> SWBATD analysis of products needed to carry out daily routines by reading a Spanish menu and then choosing the correct food item based on the English clues.<br/><b>Language Objective:</b> SWBATD analysis of products needed to carry out daily routines by writing their responses to the Spanish menu reading in complete sentences using the target language.</p> |
|   | <p>I can evaluate cultural beliefs, values and perspectives by explaining orally and in paragraph form how these serve as a basis for their holidays and celebrations .</p>  | <p>I can sort Spanish breakfast food items into likes and dislikes using the phrase (No) Me gusta/n on a Venn Diagram.</p>  | <p>I can identify the fruit items during the scavenger hunt and during my partner activity.</p>  | <p>I can choose/ categorize foods and share in writing my favorite items in three complete sentences in Spanish.</p>  | <p>I can analyze the products in a Spanish menu to determine in writing which food items my friend is ordering.</p>   |

|  |   |   |  |   |
|--|---|---|--|---|
| <p>Vocab<br/>Pais<br/>Tango<br/>Cultura<br/>Musica</p>   | <p>Vocab<br/>La comida<br/>Las meriendas<br/>El desayuno<br/>La cena<br/>El almuerzo<br/>El cereal<br/>La leche<br/>El pan tostado<br/>Los huevos<br/>El tocino<br/>La salchicha</p>  | <p>Vocab<br/>Frutas<br/>El durazno<br/>La pina<br/>El Melocoton<br/>Las uvas<br/>Las cerezas<br/>El arandano<br/>El platano<br/>La manzana<br/>La naranja<br/>El jugo</p>   | <p>Vocab<br/>El agua<br/>El refresco<br/>El cafe<br/>El brocoli<br/>La cebolla<br/>El maiz<br/>La zanahoria<br/>La lechuga<br/>El tomate<br/>La ensalada<br/>La papa</p>   | <p>Vocab<br/>El pastel<br/>El chocolate<br/>El postre<br/>La sopa<br/>La salsa<br/>El sandwich<br/>El arroz<br/>El pan<br/>El pescado<br/>El camaron<br/>La hamburguesa<br/>El pollo<br/>El jamon<br/>El atun</p>   |
| <ul style="list-style-type: none"> <li>• Bell work→ Where are we going? Google Classroom Prompt</li> <li>• Weather Report Final Edits (20-25 minutes)</li> <li>• Country Introduction</li> <li>• Argentina (Buenos Aires)</li> <li>• Bus schedule in Argentina (connection to time telling)</li> <li>• Cultural Connection Reflection</li> </ul> | <ul style="list-style-type: none"> <li>• Bell Work→ weather prompt review</li> <li>• Quizziz Food Items (Pre-test)</li> <li>• Introduction to Me gusta/n Notes</li> <li>• Intro to Breakfast foods</li> <li>• Food Note Sheet (lr de Compras)</li> <li>• El Mercado de Honduras and Argentina Compare and Contrast</li> <li>• Partner speak- Me gusta/n breakfast items in the market</li> <li>• Activity Me gusta/n Food Sort</li> </ul> | <ul style="list-style-type: none"> <li>• Bell Work→ Me gusta/n Food</li> <li>• Intro Food Intro Fruits (Culture: Maracuja)</li> <li>• Group Activity Find the hidden fruits</li> <li>• Partner activity Me gusta/n</li> </ul> | <ul style="list-style-type: none"> <li>• Bell Work→ Fruit and Breakfast Foods</li> <li>• Food Intro→ Vegetables and Beverages</li> <li>• Culture: Purple Corn/ Blue Corn→ Let students try Chicha Morada and Blue Corn chips</li> <li>• Group: Sort the foods in the correct categories</li> <li>• Me gusta/n Activity with Plastic Foods</li> </ul> | <ul style="list-style-type: none"> <li>• Bell Work→</li> <li>• PPT. Dinner Items and Desserts</li> <li>• Arroz con Leche → Puerto Rico</li> <li>• The Hot Seat Activity (Whole group)</li> <li>• Read the Food Menu→ Comprehension Partner Activity</li> <li>• Individual Activity Match the Food Item with the English equivalent</li> </ul> |