


Sra. Ariganello Spanish 03.09.20-03.13.20

Spanish Culture	Monday ADVISORY	Tuesday STEM DAY	Wednesday Girls Social Group	Thursday MACUL CONFERENCE	Friday MACUL CONFERENCE
 <p>CO Who What Why How</p> <p>LO Who What Why How</p>	<p>2.2.A.F.d Explain how cultural beliefs, values and perspectives influence the products associated with civil, religious, and personal/family holidays or celebrations</p>				
	<p>Content Objective: SWBAT application by explaining cultural beliefs, values, and perspectives influence holidays and celebrations by sketching out the Sumpango kite.</p> <p>Language Objective: SWBAT orally by explaining cultural beliefs, values, and perspectives influence holidays and celebrations by discussing the components needed for their kite creations aloud with partners and teacher.</p>	<p>Content Objective: SWBAT synthesis by explaining cultural beliefs, values, and perspectives influence holidays and celebrations by designing a barillette.</p> <p>Language Objective: SWBAT orally by explaining cultural beliefs, values, and perspectives influence holidays and celebrations by presenting aloud the colors for a barillette and explaining its significance.</p>	<p>Content Objective: SWBAT analysis by explaining cultural beliefs, values, and perspectives influence holidays and celebrations by comparing and contrasting the use of animals in sports.</p> <p>Language Objective: SWBAT writing by explaining cultural beliefs, values, and perspectives influence holidays and celebrations by filling in a minimum of three similarities and differences on a venn diagram to compare and contrast the use of animals in sports.</p>	<p>Content Objective: SWBAT creation by explaining cultural beliefs, values, and perspectives influence holidays and celebrations by creating a brochure either pro or against use of animals in sports.</p> <p>Language Objective: SWBAT writing by explaining cultural beliefs, values, and perspectives influence holidays and celebrations by creating a persuasive brochure to either encourage classmates to attend or avoid la corrida de toros and/ or bullfighting.</p>	
	<p>I can create a festival of Sumpango kite(barillette) by following the same method as Guatemalans- working as a team to design, use multiple colors, to honor someone or something.</p>	<p>I can present aloud my barillette explaining who/ what my group chose to honor, and the colors used.</p>	<p>I can compare and contrast the use of animals in Sports in Spanish-speaking countries versus in the United States.</p>	<p>I can create a brochure either for or against sports involving animals (the corrida de toros and bullfighting) to convince my peers to avoid or attend an event.</p>	
	<p>Vocab Festival Sumpango Los colores (amarillo, rojo, azul, marron/ cafe, verde, morado, negro, blanco) Torreros/ matadores Torros Corrida de toros Peligroso/a</p>				

	<ul style="list-style-type: none"> • Bell Work→ Review Los Colores/ Numeros Actividad • Reading on Festival of Sumpango - Comprehension questions • Project Barillette Work Time 	<ul style="list-style-type: none"> • Bell Work→ Q&A Kahoot Challenge on Guatemala • Project Work Time 	<ul style="list-style-type: none"> • Bell Work→ Project Work Time • Presentations • Introduction to Bullfighting/ Running of the Bulls PPT. • Exit Slip→ Cultural Differences 	<ul style="list-style-type: none"> • Bell Work→ Horse Racing Reading • WebQuest Bullfighting/ Corrida de toros (Partner work) --Need Headphones • Venn Diagram→ compare and contrast horse racing with running of the bulls 	<ul style="list-style-type: none"> • Bell Work→ Create a Bullfighting arena • Introduce Brochure Creation • Brochure Work Time • If S's finish early Ferdinand Clip
Reminders	Make/ send out a note about cascarones Field Trip Permission Slip				