

CIS Spanish

September 2020 (Week 1-2)

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> • HOW DO I COMMUNICATE IN SPANISH? • WHAT KNOWLEDGE AND UNDERSTANDING CAN I GAIN ABOUT HISPANIC CULTURE? • HOW DOES SPANISH CONNECT WITH OTHER CLASSES I TAKE. • HOW DOES THE HISPANIC LANGUAGE AND CULTURE CONNECT TO MY OWN? • HOW DO I USE SPANISH IN THE COMMUNITY? <p>UEQ:</p> <ul style="list-style-type: none"> • <i>Do I remember how to talk about my daily routine?</i> • <i>Do I remember how to talk about my likes and dislikes?</i> • <i>Do I remember how to talk about what I do in my free time?</i> • <i>Do I remember how to talk about what I do to help out at home.</i> <p>September (Week 1-2) A. Daily routines, pastimes and household chores. A1. reflexive verbs A2. verbs like gustar A3. vocabulary A4. present tense irregular verbs and stem-changing verbs.</p>	<p>A. Daily routines, pastimes and household chores.</p> <p>A1. Use reflexive verbs in the present tense to talk about daily routine. A2. Use verbs like gustar in the present tense to talk about pastimes and household chores. A3. Learn and use vocabulary to talk about daily routines, pastimes and household chores. A4. Use present tense irregular verbs and stem-changing verbs to talk about household chores.</p> <p>A. This was a quick review the first week or so.</p>	<p>A. Daily routines, pastimes and household chores.</p> <p>LT 1: <i>I can talk about my daily routine.</i> LT 2: <i>I can talk about my likes and dislikes.</i> LT 3: <i>I can talk about what I do in my free time.</i> LT 4: <i>I can talk about what I do to help out at home.</i></p>	<p>A. Daily routines, pastimes and household chores.</p> <p>CSA: Exam-Para Empezar</p> <p>A.1-A.3 Written paragraph of student's daily routine - weekday and weekend. Read to partner.</p> <p>A4. Lesson Quizzes</p>	<p>A. Daily routines, pastimes and household chores.</p> <p>Realidades 3 - Para Empezar</p> <ul style="list-style-type: none"> • Student textbook • Student workbook • Audio CD • Video DVD • Clip Art

<p>B Novel Reading (Vampirata)</p> <p><i>The book Vampirata was started the second week and continued throughout the trimester.</i></p> <p>September (Week 2-4) C. Commands, cooking utensils, and cooking demonstration speech.</p> <ul style="list-style-type: none"> Do I know how to use commands in the tú, usted, and ustedes forms? Can I demonstrate and narrate a step by step process in Spanish? Do I know the vocabulary for preparing food and the names of utensils in the kitchen? 	<p>B. Novel Reading (Vampirata)</p> <ul style="list-style-type: none"> Read a novel Learn of historical components of piracy and its influence on Europe and Latin America. <p>C. Commands, cooking utensils and cooking demonstration speech. Realidades 2 Chaper 7A.</p> <ul style="list-style-type: none"> Use command forms. Use and understand kitchen and food preparation vocabulary, Demonstrate a process. 	<p>B. Novel Reading (Vampirata)</p> <p>LT 1: I can read and understand a novel in Spanish. LT 2: I know basic history about piracy and its influence on Europe and Latin America.</p> <p>C. Commands, cooking utensils and cooking demonstration speech. Realidades 2 Chaper 7A. LT 1: I can give commands in the tú/ud./uds. with cooking vocab to prepare a recipe. LT 2: I can identify cooking and kitchen vocabulary used in making food. LT 3: I can explain and demonstrate a simple process step by step.</p>	<p>B. Novel Reading (Vampirata)</p> <p>CFA: Worksheets</p> <p>CSA: Final has some questions on it related to Vampirata</p> <p>C. Commands, cooking utensils, and cooking demonstration speech.</p> <p>Vocab/commands quizzes from chapter R2</p> <p>CFA: 7A. Demonstration video or PowerPoint presentation with live narration of cooking and preparing a recipe. Step-by-step rubric.</p> <p>CSA: R2, Ch. 7A (modified) exam</p> <p>Introduce Pablo Neruda through Food Poems from book and by translating (359, 364,365)</p>	<p>B. Novel Reading (Vampirata)</p> <p>Each chapter has several worksheets and PowerPoint/SmartBoard documents.</p> <p>Teachers manual for book.</p> <p>C. Commands, cooking utensils and cooking demonstration Speech R2 page 266 /267 presentation info an rubric.</p> <p>R2, Chapter 7A vocab list, listening activities, and communicative activities.</p> <p>Profesor cards, 4x4 game, Pablo Neruda Poems on R2 pgs. 359,364, 365.</p> <p>http://www.quia.com - to review</p> <p>http://www.studyspanish.com - use this website to review</p> <p>www.quizlet.com use for vocab and verb practice, computer work</p>
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October				
Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>UEQ:</p> <ul style="list-style-type: none"> • What was the political scene in Chile at the time of Pablo Neruda? • What is Pablo Neruda's writing style? What makes his style unique? • What is a cinquain poem??? • What is a Feeling poem??? • Why did Pablo Neruda leave Chile and flee to Spain? 				
<p>October (Week 1-2)</p> <p>D. Pablo Neruda</p> <p>D1 Chile - History & Political situation</p> <p>D2 His poetry</p> <p>D3 Cinquain and Feeling poems <i>(didn't do, no time)</i></p> <p>D4 The life of Pablo Neruda after his exile.</p>	<p>D. Pablo Neruda</p> <p>D1 Discuss the political situation at the time of Neruda's exile from Chile.</p> <p>D2 Compare, interpret and analyze examples of Neruda's poetry, especially those related to food.</p> <p>D3 Create an original Cinquain and Feeling poem. <i>(due to time constraints, I didn't do this.)</i></p> <p>D4 Summarize the life of Neruda during the time of his exile.</p>	<p>D. Pablo Neruda</p> <p>LT 1: I can identify who Pablo Neruda is, where he is from, and what he is famous for.</p> <p>LT 2: I can identify some of the poems written by Neruda and what they also say in English.</p> <p>LT 3: I can briefly discuss the reasons Neruda was exiled from Chile and where he went during that exile.</p>	<p>D. Pablo Neruda</p> <p>D1 Discussion questions</p> <p>D2 Read aloud examples of Neruda's poetry. Using the rubric, are graded on pronunciation. <i>(due to time constraints, I didn't do this.)</i></p> <p>D3 Poetry. Students write an original poem <i>(cinquain?)</i> to be put in a "binder" called Spanish 4 poems. <i>(no time for this)</i></p> <p>D4 Write 1-page paper based on the movie. <i>(due to time constraints, I didn't do this.)</i></p> <p>CSA: Questions about Neruda were on the R2 Ch7A exam.</p>	<p>D. Pablo Neruda</p> <p>A1 Handout - Pablo Neruda from Wikipedia</p> <p>D2 Poems - Written examples of poetry - Oda a los Calcetines, Oda a la Cebolla, Oda al Aceite.</p> <p>??A recording of Pablo Neruda reciting his poetry.??? <i>Not sure where this is.</i></p> <p>D4 - Movie - Il Positno.</p> <p>Reading and translations of Pablo Neruda poems from R2 (Pg. 359,364,365)</p>

<p>UEQ:</p> <ul style="list-style-type: none"> • <i>Can I talk about a camping trip or vacation, describe things that occurred or were already on-going when other events occurred?</i> <p>E. Camping Unit (R3, Ch.1) Camping vocabulary Review of preterit and imperfect</p> <p>October (Week 2-4) UEQ:</p> <p><i>Can I discuss famous artists and art in Spanish?</i></p> <p>F. Art: Artists, Music, Poets (R3, C2) F1: Artists: e.j. Picasso (Guernica), Goya, Velazquez, Botero, Dalí, Diego Rivera, Frida, Miró, Zapata F2: Music: e.j. Juanes, Selena, Shakira, Juan Luis Guerra, Thalía, Celia Cruz F3: Poets: e.j. Pablo Neruda, Becquer F4: Art, Music vocabulary F5: Imperfect vs. Preterite</p>	<p>E. Camping Unit (R3, Ch.1)</p> <p>Understand and narrate events in the imperfect and preterit that occurred in an outdoor camping setting.</p> <p>Review discussing accidents/incidents involving storms and/or nature.</p> <p>F. Art: Artists, Music, Poets (R3, C2) F1: Read and discuss the art of Spanish speaking artists F2: Listen to, translate and interpret musical pieces F1-2: Discuss the historical and cultural contexts surrounding art and music from Spanish speaking countries F3: Translate and interpret a poem F4-5: Give an opinion of a work of art</p>	<p>E. Camping Unit (R3, Ch.1)</p> <p>LT1: I can describe events on a past camping trip using the preterit, & use the vocabulary of camping.</p> <p>LT 2: I can narrate the background information of what the setting of the camping trip was like using the imperfect.</p> <p>F. Art: Artists, Music, Poets (R3, C2) LT 1: I can identify Spanish speaking artists, poets and singers through their mode of art. LT 2: I can discuss and describe the historical and cultural aspects of an artist, poet, or singer. LT 3: I can translate and interpret a poem. LT 4: I can give an opinion of a work of art.</p>	<p>E. Camping Unit (R3, Ch.1)</p> <p>CFA: Vocab quizzes</p> <p>CSA: R3 C1 Primera Vista 1 (no vocab of competitions)</p> <p>F. Art: Artists, Music, Poets (R3, C2)</p> <p>CSA: R3, Ch2 exam</p> <p>CFA: R3, Ch2 vocab/verb quiz</p>	<p>E. Camping Unit (R3, C1) R3 C1 Primera Vista 1 & 2 resources: vocab, listening activities, workbook, textbook activities of camping/story narration. Grammar Review, p. 16-19, 30, 31, 33, 42, 44 Reading on "El Camino de Santiago" p. 48-49 (Smartboard file)</p> <p>Stars in the South, p. 29 National Park, p. 27, 35 Desert Rain, p. 34 Rafting Río Maipo, p.31 Himno del Barcelona, p. 46 Lectura p. 54-57</p> <p>F. Art: Artists, Music, Poets R3, C2 vocab, readings, listening activities, comm. activities Grammar review: p. 62-65, 76, 79, 88, 90 Vevo game, p. 62-b (tchrs ed.) Picasso's Guernica Reading, pictures of art by famous artists (in SmartBoard files) Goya reading, p. 94-95 Section of the Explore Spain video on Goya's work Artists: Miró (p. 69, 74), Velazquez (p. 73), Zapata (p. 75), Dalí (p. 74, 96), Botero (p. 96) Art: additional pieces (overhead transparencies) are also in Realidades Art Resource book. Cloze activity: "Cuando me enamoro" by Juan Luis Guerra and Enrique Iglesias Tortura or Ojos así by Shakira</p>
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<p><i>This was done throughout Tri 1 and 3 through quizzes and practice worksheets.</i></p> <p><i>First begin with a few verbs from the chapter vocab and have them conjugate all the tenses in yo, tú, & él/ella forms. Quizzes were based on 2 of the 3 forms in all tenses learned up to the point of the quiz.</i></p> <p>G. Changing Tenses: Can I easily change tenses to talk about myself in the present, preterit and imperfect past, present perfect, and subjunctive?</p>	<p>G. Changing tenses. Begin worksheets on the yo forms of present, preterit, imperfect, present progressive, imperfect progressive, present perfect, subjunctive.</p> <p>Use two to three verbs a week to practice and quiz these yo forms, speaking and writing about oneself.</p>	<p>G. Changing Tenses. LT 1: I can speak about myself with verbs in the 'yo' form using present, preterit, present perfect, subjunctive, imperfect tenses. LT 2: I can speak about you with verbs in the 'tú' form using present, preterit, present perfect, subjunctive, imperfect tenses. LT 3: I can speak about him or her with verbs in the 'él/ella' form using present, preterit, present perfect, subjunctive, imperfect tenses. LT 4: I know the names of tenses and how to form them.</p>	<p>G. Changing Tenses. Quizzes each week on two to three verbs, yo, tú, ella forms, all tenses.(shared folder)</p>	<p>G. Changing Tenses. Quizzes/worksheets -changing tenses : shared folder.</p>
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November

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>November (Week 1) Continue with Art (R3, C2)</p> <p>UEQ:</p> <ul style="list-style-type: none"> • <i>What does a children's book look like in Spanish?</i> • <i>How do I create a children's book in Spanish?</i> <p>November 2014 (Week 2-3)</p> <p>H. Children's book H1 - Review Spanish 3 story telling and what a children's book looks like. H2 - Thematic vocabulary and grammar. H3 - Illustrations</p>	<p>Continue with Art</p> <p>H. Children's book Analyze pre-written children's book to view layout. Identify key pieces of a children's book. Write and illustrate an original children's book/short story in Spanish. Relate the book to kindergarten children.</p>	<p>Continue with Art</p> <p>H. Children's Book LT1: I can relate a story in Spanish. LT2: I can narrate past events using the preterit and explain background information using the imperfect. LT3: I can form a simple story with a central 'problem' or theme that needs solving or resolving. LT4: I can create illustrations to teach and supplement the understanding of children for the story I've created and vocab I've used. LT5: I can read and describe the story to young children in Spanish.</p>	<p>Continue with Art</p> <p>H. Children's book</p> <p>CFA: rough draft of story?</p> <p>CSA: Final written and illustrated book</p>	<p>Continue with Art</p> <p>H. Children's book Pre-written children's books written in English and Spanish. Internet clip art, paper, markers, pencils, crayons. Daily checklist of tasks Video and digital cameras</p> <p>Kindergarten Visit: (Connections to Community) Contact: Susan Hermanson, Beth Pearson and Jennifer Thompson Sing: Cabeza Hombros Piernas Pies--kids loved it.</p>

December

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>March (Week 1-4 of Tri 3)</p> <p>UEQ:</p> <ul style="list-style-type: none"> • Can I navigate through an airport and get the information I need? • Can I discuss and plan a trip using an airport? • Do I understand the difference between security and customs in the airport setting? • Can I talk about when someone else wants me to do something? <p>I. Airport travel/ Subjunctive Tense, R2, 8A:</p> <p>Airport Vocab Subjunctive tense</p>	<p>I. Airport travel/ Subjunctive tense.</p> <p>Learn and practice the subjunctive tense.</p> <p>Learn vocabulary of an airport.</p> <p>Write and perform mini-situations in an airport. (In shared folder)</p>	<p>I. Airport travel/ Subjunctive tense.</p> <p>LT 1: I can identify areas of an airport and items used during travel and a trip.</p> <p>LT 2: I can communicate and navigate through airport situations.</p> <p>LT 3: I can use the present subjunctive verb form in various situations and sentences.</p>	<p>I. Airport travel/ Subjunctive tense.</p> <p>CSA: Test R2 C8A.</p> <p>CFA: Subjunctive quiz</p>	<p>I. Airport travel/ Subjunctive tense.</p> <p>R2, Ch8A resources: airport listening activities, video, workbook</p> <p>R3, C8 guided practices</p> <p>WEIRDO document, manipulatives</p> <p>Mini-skits/mini-situations (in shared folder)</p>

January

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>April (Week 5-7 of Tri 3) UEQ (Future Tense):</p> <ul style="list-style-type: none"> • What is the future tense in Spanish? • How do I talk about my future and that of friends and family? • Can I use the future tense to communicate about what will happen in the future? <p>J. The Future Tense and Professions (R2, C9A and R3, C6)</p> <p>J1. Regular and irregular future verb forms J2. How to use the future tense J3. Vocabulary of place, professions and time.</p> <p>UEQ: <i>Can I use the conditional tense to communicate about what would happen?</i></p> <p>April-May (Wk 8-10, Tri 3)</p> <p>K: The conditional tense K1: Conditional Tense K2: Conditional use with imperfect subjunctive with si/como si K3: Communicate about what would happen in different situations K4: Vocabulary to describe historical facts and architecture of Spain</p>	<p>J. The Future Tense and Professions (R2, C9A and R3, C6)</p> <p>J1. Recall the verb forms J2. Tell what I will be doing in 10 years. J1-J3. Discuss future plans to classmates. J3. Use vocabulary of place, professions, and time.</p> <p><i>J2. Write a letter to someone. (optional)</i> <i>J1-J2. Write future predictions for classmates (optional)</i> <i>J1-J2. Write campaign promises using the future tenses (optional)</i></p> <p>K. The conditional tense K1: Use conditional verb forms to tell about what you would do in various situations. ... (<i>introduce pluscaumperfecto tense, recognize fuera, tuviera, viviera, pudiera</i>) K2: Recognize the imperfect subjunctive when used with conditional tense. K3: Write about and discuss if you had, if you were, if you lived, if you could... K4: Use vocabulary to describe historical facts and architecture in Spain.</p>	<p>J. The Future Tense and Professions (R2, C9A and R3, C6)</p> <p>LT 1: I can conjugate regular and irregular verbs in the future tense. LT 2: I can tell others what my future educational and career plans are. LT 3: I can discuss with others about professions and careers.</p> <p>K. The Conditional Tense</p> <p>LT 1: I can conjugate regular and irregular verbs in the conditional tense. LT 2: I can tell and discuss with others what "would happen if" using a variety of verbs. LT 3: I can recognize the imperfect subjunctive tense and know how to use it. LT 4: I can describe historical facts and architecture in Spain.</p>	<p>J. The Future Tense and Professions (R2, C9A and R3, C6)</p> <p>CSA= R3, C6 tests (includes vocab from R2, Ch. 9A)</p> <p>CFA: Future tense quiz and professions vocab quiz</p> <p>K. The conditional tense</p> <p>CFA: Conditional quiz with Spain and architecture vocab.</p> <p>CSA: R3 Ch8 exam (with imperfect subjunctive, regular and irregular forms of the conditional.)</p>	<p>J. The Future Tense and Professions (R2,C9A/R3, C6)</p> <p>Spanish for Mastery - p.186 (<i>reformatted in shared folder</i>) Future tense packet from green book (reformatted) Resources from R2 C9A, including vocabulary list, listening activities, worksheets,etc. Resources from R3 C6 Verb tense review worksheets Mi diario español worksheets Grammar review (R3, p.246-249) Culture: Youth life p. 257; youth jobs p. 212; Becquer poem p. 265</p> <p>K. The conditional tense</p> <p>R3 C8: Guided practices for imperfect subjunctive, si/como si with imperfect subjunctive, audio activities, workbook Grammar review(R3,p.338-341) Culture: Palabras árabes p. 349 (R3); Buenos Aires p. 350; Harp p 350; Machu Pichu p 310-311; Aztecs p. 356-357; Fusion p. 358-359 Conditional tense packet (<i>reformatted from Green book</i>) Comic strip written/spoken practice on what superheros would do with a budget cut Mi diario español worksheets</p>

February

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>Finish up with Future and Conditional tense</p> <ul style="list-style-type: none"> • <i>Can I talk about what would happen?</i> • <i>Can I talk about what would have happened?</i> • <i>Can I talk about what will have happened?</i> • <i>Can I talk about what had happened in Spanish?</i> <p>L. Perfect Tenses: future perfect, conditional perfect, past perfect tenses (R3 C5, 6, & 10)</p> <p>L1. The future perfect tense L2. The conditional Perfect Tense L3. The past perfect tense L4: Irregular past participle review</p>	<p>Finish up with Future and Conditional tense</p> <p>L. Perfect Tenses: future perfect, conditional perfect, past perfect tenses (R3 C5, 6, & 10)</p> <p>L1, 4: Use the future perfect to write about what will have happened in the future in Spanish L2, 4: Use the conditional perfect to write about what could have happened in Spanish L3, 4: Use the past perfect tense to write about what has happened</p>	<p>L. Perfect Tenses: future perfect, conditional perfect, past perfect tenses (R3 C5, 6, & 10)</p> <p>LT1: I can identify the future, conditional and past perfect tenses. LT2: I can conjugate and use the perfect tenses to tell what will, would, has happened. LT3: I can recognize and conjugate regular and irregular verbs and past participles. LT4: I can form sentences using the Conditional, future, and Past Perfect Tense (using HABER + past participles). LT5: I can tell others what will have or must have happened (future perfect), what would have (conditional perfect), and had have (past perfect) happened.</p>	<p>Finish up with Future and Conditional tense</p> <p>L. Perfect Tenses: future perfect, conditional perfect, past perfect tenses (R3 C5, 6, & 10)</p> <p>L1, 4: CFA = future perfect quiz L2,3, 4: CFA = past and conditional perfect quiz</p> <p>CFA = Verb Quizzes - regular ar verbs with present, present perfect preterite, imperfect, present perfect, future, and conditional tenses.</p> <p>CSA: Verb tenses are on the final.</p>	<p>Finish up with Future and Conditional tense</p> <p>L. Perfect Tenses: future perfect, conditional perfect, past perfect tenses (R3 C5, 6, & 10)</p> <p>L1: Resources on the future perfect tense from R3, C6, p. 273 L2: Resources on the conditional perfect tense from R3, C10, p. 459 L3: Resources on the past perfect tense from R3, C5, 217 L1-4: Green book practice on the present perfect, future perfect, conditional perfect, and past perfect tenses</p>

<p>Sol y Viento video study</p> <p><i>(I did this one day a week, Wednesdays, beginning the second week of the tri and really liked it. The papers got overwhelming tho, papers only for Episodios 1-5.)</i></p> <ul style="list-style-type: none"> • What does the title of the movie Sol y Viento tell us? • Who are the main characters? • What cultures are represented? • What are the main themes of the movie? • How would you change the ending? • Can I use and understand various tenses to communicate and express opinions about what happens in the movie? <p>J. Sol y viento (movie study)</p> <p>J1: Culture of Chile J2: Movie Analysis J3: Movie Discussion</p>	<p>J. Sol y viento (movie study)</p> <p>J1-3: Talk and write about the past, using preterite, imperfect and present perfect verb tenses.</p> <p>J1-3: Express wishes for the future for yourself and someone else.</p> <p>J1 - 3: Discuss the characters - their nationalities, accents/dialects.</p> <p>J1-3: Discuss the potential ecological impact of changing the topography of an area.</p>	<p>J. Sol y viento (movie study)</p> <p>LT1: I can describe the culture of Chile through the movie Sol y Viento.</p> <p>LT2: I can describe the characters and the roles they play in Sol y Viento.</p> <p>LT3: I can discuss main themes and cultures of the movie and their impact on the Chilean society.</p>	<p>J. Sol y viento (movie study)</p> <p>CFA= Writting summaries <i>(Para escribir sections from the video for students to write a paragraph of at least 10 sentences of various themes, character descriptions, cultural similarity and differences using various tenses, rubrics have been created.)</i></p> <p>J1-3: CA= Final writing activity - "How would you change the end of this movie?" <i>(didn't do as a written activity, but as a verbal discussion)</i></p> <p>CSA= Final test has "Sol y viento"</p>	<p>J. Sol y viento (movie study)</p> <p>Book and handouts from "Lights, Camera, Spanish!" DVD - Sol y Viento Globe Trekker DVD on Chile and the Easter Island In the packets, there are good discussion points in the margins. Episode worksheets are in the shared folder per episode</p>
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