

Spanish 4

September 2020 (Week 1-2)

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>• HOW DO I COMMUNICATE IN SPANISH?</li> <li>• WHAT KNOWLEDGE AND UNDERSTANDING CAN I GAIN ABOUT HISPANIC CULTURE?</li> <li>• HOW DOES SPANISH CONNECT WITH OTHER CLASSES I TAKE.</li> <li>• HOW DOES THE HISPANIC LANGUAGE AND CULTURE CONNECT TO MY OWN?</li> <li>• HOW DO I USE SPANISH IN THE COMMUNITY?</li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>• <i>Do I remember how to talk about my daily routine?</i></li> <li>• <i>Do I remember how to talk about my likes and dislikes?</i></li> <li>• <i>Do I remember how to talk about what I do in my free time?</i></li> <li>• <i>Do I remember how to talk about what I do to help out at home.</i></li> </ul> <p><b>September (Week 1-2)</b>  <b>A. Daily routines, pastimes and household chores.</b>            A1. reflexive verbs            A2. verbs like gustar            A3. vocabulary            A4. present tense irregular verbs and stem-changing verbs.</p> <p><b>September (Week 2-4)</b></p>	<p><b>A. Daily routines, pastimes and household chores.</b></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><b>A. Daily routines, pastimes and household chores.</b></p> <p><i>I can talk about my daily routine.</i>  <i>I can talk about my likes and dislikes.</i>  <i>I can talk about what I do in my free time.</i>  <i>I can talk about what I do to help out at home.</i></p>	<p><b>A. Daily routines, pastimes and household chores.</b></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><b>A. Daily routines, pastimes and household chores.</b></p> <p>Realidades 3 - Para Empezar</p> <ul style="list-style-type: none"> <li>• Student textbook</li> <li>• Student workbook</li> <li>• Audio CD</li> <li>• Video DVD</li> <li>• Clip Art</li> </ul>

<p><b>B. Commands, cooking utensils, and cooking demonstration speech.</b></p> <ul style="list-style-type: none"> <li>Do I know how to use commands in the tú, usted, and ustedes forms?</li> <li>Can I demonstrate and narrate a step by step process in Spanish?</li> <li>Do I know the vocabulary for preparing food and the names of utensils in the kitchen?</li> </ul>	<p><b>B. Commands, cooking utensils and cooking demonstration speech.</b> R2 C7A, R3 C3</p> <ul style="list-style-type: none"> <li>Use command forms.</li> <li>Use and understand kitchen and food preparation vocabulary,</li> <li>Demonstrate a process.</li> </ul>	<p><b>B. Commands, cooking utensils and cooking demonstration speech.</b> R2 C7A, R3 C3</p> <p>LT 1: I can give commands in the tú/ud./uds. with cooking vocab to prepare a recipe.</p> <p>LT 2: I can identify cooking and kitchen vocabulary used in making food.</p> <p>LT 3: I can explain and demonstrate a simple process step by step.</p>	<p><b>B. Commands, cooking utensils, and cooking demonstration speech.</b> R2 C7A, R3 C3</p> <p><b>CFA:</b> 7A. Demonstration video or PowerPoint presentation with live narration of cooking and preparing a recipe. Step-by-step rubric.</p> <p><b>CSA:</b> Realidades 2, Chapter 7A (modified) exam</p> <p>Introduce Pablo Neruda through Food Poems from book and by translating (359, 364,365)</p>	<p><b>B. Commands, cooking utensils and cooking demonstration Speech</b> R2 C7A, R3 C3 R2 page 266 /267 presentation info an rubric. R2, C7A vocab list, listening activities, and communicative activities. Command worksheets and notes Profesor cards, 4x4 game, Pablo Neruda Poems on R2 pgs. 359,364, 365. <a href="http://www.quia.com">http://www.quia.com</a> - to review <a href="http://www.studyspanish.com">http://www.studyspanish.com</a> - use this website to review <a href="http://www.quizlet.com">www.quizlet.com</a> use for vocab and verb practice, computer work</p>
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**October (Weekn 1-2)**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>What was the political scene in Chile at the time of Pablo Neruda?</li> <li>What is Pablo Neruda's writing style? What makes his style unique?</li> <li>What is a cinquain poem???</li> <li>What is a Feeling poem???</li> <li>Why did Pablo Neruda leave Chile and flee to Spain?</li> </ul> <p><b>C. Pablo Neruda</b> A1 Chile - History &amp; Political situation A2 His poetry A3 Cinquain &amp; Feeling poems A4 The life of Pablo Neruda after his exile.</p>	<p><b>C. Pablo Neruda</b> C1 Discuss the political situation at the time of Neruda's exile from Chile. C2 Compare, interpret and analyze examples of Neruda's poetry, especially those related to food. C3 Create an original Cinquain and Feeling poem. <i>(due to time constraints, I didn't do this.)</i> C4 Summarize the life of Neruda during the time of his exile.</p>	<p><b>C. Pablo Neruda</b> LT 1: I can identify who Pablo Neruda is, where he is from, and what he is famous for. LT 2: I can identify some of the poems written by Neruda and what they also say in English. LT 3: I can briefly discuss the reasons Neruda was exiled from Chile and where he went during that exile.</p>	<p><b>C. Pablo Neruda</b> C1 Discussion questions C2 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> C3 Poetry. Students write an original poem (cinquain?) to be put in a "binder" called Spanish 4 poems. <i>(no time for this)</i> C4 Write 1-page paper based on the movie. <i>(due to time constraints, I didn't do this.)</i></p> <p><b>CSA:</b> Questions about Neruda were on the R2 Chapter 7A exam.</p>	<p><b>C. Pablo Neruda</b> C1 Handout - Pablo Neruda from Wikipedia C2 Poems - Written examples of poetry - Oda a los Calcetines, Oda a la Cebolla, Oda al Aceite. ??A recording of Pablo Neruda reciting his poetry. <i>Not sure where this is???</i> C4 - Movie - Il Positno. Reading and translations of Pablo Neruda poems from R2 (Pg. 359,364,365)</p>

<p><b>UEQ:</b> Can I talk about a camping trip or vacation, describe things that occurred or were already on-going when other events occurred?</p> <p><b>D. Camping Unit (R3, C1)</b> Camping vocabulary Review of preterit and imperfect Competition vocab</p> <p><b>October (Week 2-4)</b> UEQ: <i>Can I discuss famous artists and art in Spanish?</i></p> <p><b>E. Art: Artists, Music, Poets (R3, C2)</b> E1: Artists: e.j. Picasso (Guernica), Goya, Velaquez, Botero, Dalí, Diego Rivera, Frida, Miró, Zapata E2: Music: e.j. Juanes, Selena, Shakira, Juan Luis Guerra, Thalia, Celia Cruz E3: Poets: e.j. Pablo Neruda, Becquer E4: Art, Music vocabulary E5: Imperfect vs. Preterite</p>	<p><b>D. Camping &amp; Competitive Events Unit (R3, Ch.1)</b></p> <ul style="list-style-type: none"> <li>Understand and narrate events in the imperfect and preterit that occurred in an outdoor camping setting.</li> <li>Review discussing accidents/incidents involving storms and/or nature.</li> <li>Describe a visit to a national park</li> <li>Talk about school competitions</li> <li>Express emotions regarding the outcome of an event</li> <li>Narrate an event in the past</li> </ul> <p><b>E. Art: Artists, Music, Poets (R3, C2)</b> E1: Read and discuss the art of Spanish speaking artists E2: Listen to, translate and interpret musical pieces E1-2: Discuss the historical and cultural contexts surrounding art and music from Spanish speaking countries E3: Translate and interpret a poem E4-5: Give an opinion of a work of art</p>	<p><b>D. Camping &amp; Competitive Events Unit (R3, Ch.1)</b></p> <p>LT1: I can describe events about a past camping trip or vacation using the preterit, &amp; use the camping/vacation vocabulary.</p> <p>LT 2: I can narrate the background information of what the setting of the camping trip or vacation was like using the imperfect.</p> <p>LT 3: I can describe competitive events.</p> <p><b>E.Art: Artists, Music, Poets (R3, C2)</b> 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><b>D. Camping &amp; Competitive Events Unit (R3, Ch.1)</b></p> <p>CFA: Vocab and verb quizzes</p> <p>CSA: Realidades 3 Chapter 1 Primera Vista 1 &amp; 2 (with vocab of competitions)</p> <p>CA: Poster narrating a camping or vacation (present?)</p> <p><b>E. Art: Artists, Music, Poets (R3, C2)</b></p> <p>CSA: R3, Ch2 exam CFA: R3, Ch2 vocab and verb quiz</p>	<p><b>D. Camping &amp; Competitive Events Unit (R3, C1)</b> R3 C1 Primera Vista 1 &amp; 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><b>E. Art: Artists, Music, Poets R3, C2</b> vocab, readings, listening activities, comm. activities Grammar review: p. 62-65, 76, 79, 88, 90 Vevo game, p. 62-b (teachers edition) 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), Dalí (p. 74, 96), Velazquez (p. 73), Zapata (p. 75), 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><b>F. Changing Tenses:</b> Can I easily change tenses to talk about myself in the present, preterit and imperfect past, present perfect, and subjunctive?</p>	<p><b>F. Changing tenses.</b> Conjugate verbs in the yo, tú, él/ella 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><b>F. Changing Tenses.</b></p> <p>I can speak about myself and other with verbs in the 'yo' form using present, preterit, present perfect, subjunctive, imperfect tenses.</p> <p>I know the meaning of the names of tenses.</p>	<p><b>F. Changing Tenses.</b></p> <p>Quizzes each week on two to three verbs, yo, tú, ella forms, all tenses.(shared folder)</p>	<p><b>F. Changing Tenses.</b> Quizzes/worksheets-changing tenses : shared folder.</p>
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## November

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>November (Week 1)</b> <b>Continue with Art (R3, C2)</b></p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>• <i>What does a children's book look like in Spanish?</i></li> <li>• <i>How do I create a children's book in Spanish?</i></li> </ul> <p><b>November 2014 (Week 2-3)</b></p> <p><b>G. Children's book</b> G1 - Review Spanish 3 story telling and what a children's book looks like. G2 - Thematic vocabulary and grammar. G3 - The drawings/ illustrations</p>	<p><b>Continue with Art</b></p> <p><b>G. Children's book</b></p> <p>Analyze pre-written children's book to view layout.</p> <p>Identify key pieces of a children's book.</p> <p>Write and illustrate an original children's book/short story in Spanish.</p> <p>Relate the book to kindergarten children.</p>	<p><b>Continue with Art</b></p> <p><b>G. Children's Book</b> LT 1: I can relate a story in Spanish. LT 2: I can narrate past events using the preterit and explain background information using the imperfect. LT 3: I can form a simple story with a central 'problem' or theme that needs solving or resolving. LT 4: I can create illustrations to teach and supplement the understanding of children for the story I've created and vocab I've used. LT 5: I can read and describe the story to young children in Spanish.</p>	<p><b>Continue with Art</b></p> <p><b>G. Children's book</b></p> <p>CFA: presentation to children</p> <p>CSA: Final written and illustrated book</p>	<p><b>Continue with Art</b></p> <p><b>G. Children's book</b> Pre-written children's books written in English and Spanish. Internet clip art, paper, markers, pencils, crayons. Video and digital cameras Handout to examine pre-written children's books.</p> <p><b>Kindergarten Visit:</b> (Connections to Community)</p> <p>Contact: Susan Hermanson, Beth Pearson and Jennifer Thompson</p> <p>Sing: Cabeza Hombros Piernas Pies--kids loved it.</p>

March

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>March (Wk 1-4, Tri 3)</b>  <b>UEQ:</b></p> <ul style="list-style-type: none"> <li>• <i>Can I navigate through an airport and get the information I need?</i></li> <li>• <i>Can I discuss and plan a trip using an airport?</i></li> <li>• <i>Do I understand the difference between security and customs in the airport setting?</i></li> <li>• <i>Can I talk about when someone else wants me to do something?</i></li> </ul> <p><b>H. Airport travel/ Subjunctive Tense, R2, 8A:</b></p> <p>Airport Vocab            Subjunctive tense</p>	<p><b>H. Airport travel/Subjunctive tense.</b>            Learn and practice the subjunctive tense.</p> <p>Learn airport vocabulary.</p> <p>Perform mini-situations in an airport. (In shared folder)</p>	<p><b>H. Airport travel/Subjunctive tense.</b>            LT 1: I can identify areas of an airport and items used during travel and a trip.            LT 2: I can understand how to navigate through an airport in typical situations.            LT 3: I can communicate a typical situation in an airport or boarding of a plane and with the employees.            LT 4: I can conjugate verbs in the subjunctive tense.</p>	<p><b>H. Airport travel/Subjunctive tense.</b></p> <p><b>CSA:</b> Test from R2 C8A.</p> <p><b>CFA:</b> mini-skits/ mini-situations (in shared folder)</p>	<p><b>H. Airport travel/Subjunctive tense.</b></p> <p>Realidades 2, Chapter 8A resources: airport listening activities, video, workbook</p> <p>WEIRDO document, manipulatives</p>

April

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>• <i>What is the future tense in Spanish?</i></li> <li>• <i>How do I talk about my future and that of friends and family?</i></li> <li>• <i>Can I use the future tense to communicate about what will happen in the future?</i></li> </ul> <p><b>April (Wk 5-6, Tri 3)</b></p> <p><b>I. The Future Tense and Professions (R2, C9A &amp; R3, C6)</b></p> <p>11. Regular and irregular future verb forms</p> <p>12. How to use the future tense</p> <p>13. Vocabulary of place and time.</p> <p>14. Vocabulary: future professions</p> <p><b>April (Wk 7-8, Tri 3)</b></p> <p><b>Continue with Future Tense and Professions.</b></p> <p><b>UEQ:</b></p> <p><i>Can I use the conditional tense to communicate about what would happen?</i></p> <p><b>J: The conditional tense</b></p> <p><i>B1: Conditional Tense</i>  <i>B2: Conditional use with Imperfect subjunctive with si/como si</i></p>	<p><b>I. The Future Tense and Professions (R2, C9A and R3, C6)</b></p> <p>B1. Recall the verb forms</p> <p>B3. Use vocabulary of place and time.</p> <p>B2. Tell someone what you will be doing in 10 years.</p> <p>B2. Write a letter to someone.</p> <p>B1-B2. Discuss future plans to classmates</p> <p><i>B1-B2. Write future predictions for classmates</i></p> <p><i>B1-B2. Write campaign promises using the future tenses</i></p> <p><b>J. The conditional tense</b></p> <p>J1: Use verb forms to tell about what you would do in various situations. ....(introduce pluscaumperfecto tense, recognize fuera, tuviera, viviera, pudiera)</p>	<p><b>I. The Future Tense and Professions (R2, C9A and R3, C6)</b></p> <p>LT 1: I can conjugate regular and irregular verbs in the future tense.</p> <p>LT 2: I can tell others what my future educational and career plans are using the future tense.</p> <p>LT 3: I can discuss with others about professions and careers.</p> <p><b>J. The Conditional Tense</b></p> <p>LT 1: I can conjugate regular and irregular verbs in the conditional tense.</p> <p>LT 2: I can tell and discuss with others what "would happen if" using a variety of verbs</p>	<p><b>I. The Future Tense and Professions (R2, C9A and R3, C6)</b></p> <p>CSA= R3, C6 test (includes vocab from R2, C9A)</p> <p>CFA= Review of the future tense assessed through weekly verb quizzes - ar verbs with present, preterite, imperfect, present perfect, and future tenses</p> <p><b>J. The conditional tense</b></p> <p>CFA: Conditional quiz with Spain and architecture vocab.</p> <p>Write about what you would do on a trip that you would take if you could. Students guess where you would go.</p> <p>CSA: R3 C8 exam with</p>	<p><b>I. The Future Tense and Professions (R2, C9A and R3, C6)</b></p> <p>Future tense packet from green book, Spanish for Mastery - p.186</p> <p>Resources from R2 c9A, including vocabulary list, listening activities, worksheets,etc.</p> <p>Resources from R3 Ch 6</p> <p>Verb quiz review worksheets</p> <p>Mi diario español worksheets</p> <p><b>J. The conditional tense</b></p> <p><b>R3 C8:</b> Guided practices for imperfect subjunctive, si/como si with imperfect subjunctive, audio worksheets, workbook pages</p> <p>Worksheets and speaking practice on the conditional from R3 C8</p> <p>Green book practice sheets on the conditional tense</p> <p>Diario questions</p>

<p><i>B3: Communicate about what would happen in different situations</i></p> <p><i>B4: Vocabulary use to describe historical facts and architecture of Spain</i></p>	<p>J2: Recognize the imperfect subjunctive when used with conditional tense.</p> <p>J: Write about if you had, if you were, if you lived, if you could...</p> <p>J1-3: Discuss what you would do if you had a day free from school, <b>had a million dollars, were president, lived in a tropical place, etc.</b></p> <p>J4: Use vocabulary to describe historical facts and architecture in Spain.</p>	<p>LT 3: I can recognize the imperfect subjunctive tense and know how to use it.</p> <p>LT 4: I can describe historical facts and architecture in Spain.</p>	<p>imperfect subjunctive, regular and irregular forms of the conditional.</p>	<p>Comic strip written/spoken practice on what superheros would do with a budget cut</p> <p>Mi diario español worksheets</p>
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May

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>Finish up with Future and Conditional tense</b>  <b>UEQ:</b></p> <ul style="list-style-type: none"> <li>• <i>Can I talk about what would happen?</i></li> <li>• <i>Can I talk about what would have happened?</i></li> <li>• <i>Can I talk about what will have happened?</i></li> <li>• <i>Can I talk about what had happened in Spanish?</i></li> </ul> <p><b>K. The future, conditional, and past perfect tenses (R3 C5, 6, &amp; 10)</b></p> <p>K1. The future perfect tense  K2. The conditional Perfect Tense  K3. The past perfect tense  K4: Irregular past participle review</p>	<p><b>Finish up with Future and Conditional tense</b></p> <p><b>K. The Future Perfect, conditional perfect, past perfect tenses</b></p> <p>K1, 4: Use the future perfect to write about what will have happened in the future in Spanish</p> <p>K2, 4: Use the conditional perfect to write about what could have happened in Spanish</p> <p>K3, 4: Use the past perfect tense to write about what has happened</p>	<p><b>K. The Future Perfect, conditional perfect, past perfect tenses</b></p> <p>LT 1: I can identify the future, conditional and past perfect tenses.</p> <p>LT 2: I can conjugate and use the perfect tenses to tell what will, must have, would, and has happened.</p> <p>LT 3: I can recognize and conjugate regular and irregular verbs and past participles.</p> <p>LT 4: I can form sentences using the Future, Conditional and Past Perfect Tense (using HABER + past participles).</p>	<p><b>Finish up with Future and Conditional tense</b></p> <p><b>K. The Future Perfect, conditional perfect, past perfect tenses</b></p> <p>CFA = perfect quiz</p> <p>CSA = included on the final.</p>	<p><b>Finish up with Future and Conditional tense</b></p> <p><b>K. The Future Perfect, conditional perfect, past perfect tenses</b></p> <p>Resources on the future perfect tense from R3 C6</p> <p>Resources on the conditional perfect tense from R3 C10</p> <p>Resources on the past perfect tense from R3, C5</p> <p>Green book practice on the present perfect, future perfect, conditional perfect, and past perfect tenses</p>

<p><b>L. Sol y Viento video study</b>  <i>(I did this one day a week, Friday, beginning the second week of the tri and really liked it. The papers got overwhelming tho.)</i></p> <ul style="list-style-type: none"> <li>• <i>What does the title of the movie Sol y Viento tell us?</i></li> <li>• <i>Who are the main characters?</i></li> <li>• <i>What cultures are represented?</i></li> <li>• <i>What are the main themes of the movie?</i></li> <li>• <i>How would you change the ending?</i></li> <li>• <i>Can I use and understand various tenses to communicate and express opinions about what happens in the movie?</i></li> </ul> <p><b>L. Sol y viento (movie study)</b></p> <p>L1: Culture of Chile  L2: Movie Analysis  L3: Movie Discussion</p>	<p><b>L. Sol y viento</b></p> <p>L1-3: Talk and write about the past, using preterite, imperfect and present perfect verb tenses.  L1-3: Express wishes for the future for yourself and someone else.  L1 - 3: Discuss the characters - their nationalities, accents/dialects.  L1-3: Discuss the potential ecological impact of changing the topography of an area.</p>	<p><b>L. Sol y viento</b></p> <p>LT 1: I can describe the culture of Chile through the movie Sol y Viento.</p> <p>LT 2: I can describe the characters and the roles they play in Sol y Viento.</p> <p>LT 3: I can discuss main themes and cultures of the movie and their impact on the Chilean society.</p>	<p><b>L. Sol y viento</b></p> <p>All Episodes <b>CFA</b>= Packets that accompany the movie  Episodes 1-5 <b>CSA</b>= Para Escribir sections from the video, rubrics have been created.  All Episodes <b>CSA</b>= Final test with "Sol y viento"</p>	<p><b>L. Sol y viento</b></p> <p>Book and handouts from "Lights, Camera, Spanish!"</p> <p>DVD - Sol y Viento</p> <p>Globe Trekker DVD on Chile and the Easter Island</p> <p>In the packets, there are good discussion points in the margins.</p> <p>Writing worksheets, rubrics</p>
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