



Monday 05/06/2019	Tuesday 05/07/2019	Wednesday 05/08/2019	Thursday 05/09/2019	Friday 05/10/2019
Guzman - 6th Grade (07098050) - Pd. 1,2,5,7,8	Guzman - 6th Grade (07098050) - Pd. 1,2,5,7,8	Guzman - 6th Grade (07098050) - Pd. 1,2,5,7,8	Guzman - 6th Grade (07098050) - Pd. 1,2,5,7,8	Guzman - 6th Grade (07098050) - Pd. 1,2,5,7,8
Storytelling "Las Aventuras de Isabela" Chapter 10	Storytelling "Las Aventuras de Isabela" Chapter 10	Storytelling "Las Aventuras de Isabela" Chapter 10	Storytelling "Las aventuras de Isabela" Capter 10	"Las Aventuras de Isabela" Chapter 10
Bellwork Cultura Diaria - Hispanic Artists Video and Discussion	Bellwork Cultura Diaria - Hispanic Artists Video and Discussion	Bellwork Cultura Diaria - Hispanic Artists Video and Discussion	Bellwork Cultura Diaria - Hispanic Artists Video Discussion	Bellwork Cultura Diaria - Hispanic Artists
UEQ/LEQ I CAN STATEMENTS: <ul style="list-style-type: none"> I can have a basic conversation in Spanish which includes asking someone for their name, age, birthday, where they are from, where they live and what they are like, as well as how they are. I can re-tell a story in Spanish. I can apply how to use tengo, estoy and soy and how to determine which to use. I can apply how to use tiene, esta and es and determine which to use. I can understand how a masculine and a feminine adjective work. I can introduce someone in Spanish. I can describe myself and others in Spanish. 	UEQ/LEQ I CAN STATEMENTS: <ul style="list-style-type: none"> I can have a basic conversation in Spanish which includes asking someone for their name, age, birthday, where they are from, where they live and what they are like, as well as how they are. I can re-tell a story in Spanish. I can apply how to use tengo, estoy and soy and how to determine which to use. I can apply how to use tiene, esta and es and determine which to use. I can understand how a masculine and a feminine adjective work. I can introduce someone in Spanish. I can describe myself and others in Spanish. I can understand and apply 	UEQ/LEQ I CAN STATEMENTS: <ul style="list-style-type: none"> I can have a basic conversation in Spanish which includes asking someone for their name, age, birthday, where they are from, where they live and what they are like, as well as how they are. I can re-tell a story in Spanish. I can apply how to use tengo, estoy and soy and how to determine which to use. I can apply how to use tiene, esta and es and determine which to use. I can understand how a masculine and a feminine adjective work. I can introduce someone in Spanish. I can describe myself and others in Spanish. I can understand and apply 	UEQ/LEQ I CAN STATEMENTS: <ul style="list-style-type: none"> I can have a basic conversation in Spanish which includes asking someone for their name, age, birthday, where they are from, where they live and what they are like, as well as how they are. I can re-tell a story in Spanish. I can apply how to use tengo, estoy and soy and how to determine which to use. I can apply how to use tiene, esta and es and determine which to use. I can understand how a masculine and a feminine adjective work. I can introduce someone in Spanish. I can describe myself and others in Spanish. I can understand and can use the verb SER correctly by conjugating correctly and applying it in context (speaking, 	UEQ/LEQ I CAN STATEMENTS: <ul style="list-style-type: none"> I can have a basic conversation in Spanish which includes asking someone for their name, age, birthday, where they are from, where they live and what they are like, as well as how they are. I can re-tell a story in Spanish. I can apply how to use tengo, estoy and soy and how to determine which to use. I can apply how to use tiene, esta and es and determine which to use. I can understand how a masculine and a feminine adjective work. I can introduce someone in Spanish. I can describe myself and others in Spanish.



<ul style="list-style-type: none"> I can understand and apply subject pronouns in Spanish. I understand and can use the verb SER correctly by conjugating correctly and applying it in context (speaking, reading, listening and writing). 	<p>subject pronouns in Spanish.</p> <ul style="list-style-type: none"> I understand and can use the verb SER correctly by conjugating correctly and applying it in context (speaking, reading, listening and writing). 	<p>subject pronouns in Spanish.</p> <ul style="list-style-type: none"> I understand and can use the verb SER correctly by conjugating correctly and applying it in context (speaking, reading, listening and writing). 	<p>reading, listening and writing).</p> <p>Lesson Activity/Assignment</p> <p>Knowledge and skill acquisition:</p> <p>Tablets use:</p> <ul style="list-style-type: none"> Nearpad presentation on "Las aventuras de Isabela" Chapter-10. Senor Wolly stories. Quizlet practice on vocabulary and book comprehension. Quizlet live group activities and games. Kahoot individual/groups activities and games. 	<ul style="list-style-type: none"> I can understand and apply subject pronouns in Spanish. I understand and can use the verb SER correctly by conjugating correctly and applying it in context (speaking, reading, listening and writing).
<p>Lesson Activity/Assignment</p> <p>Knowledge and acquisition:</p> <ul style="list-style-type: none"> Introduction to Vocabulary to use in Chapter 10 Students continue reading Las Aventuras de Isabela Ch 10 Review and Practice on family, colors, numbers and body parts. Review and practice on new vocabulary from chapter 10 Video about Pablo Picasso. Q&A Sheet. 	<p>Lesson Activity/Assignment</p> <p>Knowledge and acquisition:</p> <ul style="list-style-type: none"> Introduction to Vocabulary to use in Chapter 10 Students continue reading Las Aventuras de Isabela Ch 10. Teacher will use CI and TPR to help on comprehension. Students will do Volleyball reading and exchange understating of the story. Students will translate Chapter and have discussion on understanding of the story. Written Activity: Student will translate chapter in groups. Video on Salvador Dali. Q&A Sheet. 	<p>Lesson Activity/Assignment</p> <p>Knowledge and acquisition:</p> <ul style="list-style-type: none"> Students continue reading Las Aventuras de Isabela Ch 10 Volleyball reading, and discussion on the chapter. Hand out completion on comprehension and vocabulary knowledge. 	<p>HOT Question</p> <p>What story can I tell or write with the target chapter vocabulary? How do I write and speak the language? Can I describe people and things to utilize adjectives? Can I describe places? Can I name body parts?</p>	<p>Lesson Activity/Assignment</p> <p>Knowledge and acquisition:</p> <ul style="list-style-type: none"> Students will be tested on Las Aventuras de Isabela Chpter 10 and Cultura Diaria. Students will learn about Cubism and surrealism. Video's on Surrealism and Cubism art. Students will create their own portrait of paint using cubism or surrealism techniques.
<p>HOT Question</p> <ol style="list-style-type: none"> How can you communicate without using words? Using non-verbal gestures. How do I use polite terms and basic questions to communicate in class in Spanish? How do I utilize what I have learned and apply that to have a basic conversation in Spanish? What strategies do I use while watching a film or 	<p>HOT Question</p> <ol style="list-style-type: none"> How can you communicate without using words? Using non-verbal gestures. How do I use polite terms and basic questions to communicate in class in Spanish? 	<p>HOT Question</p> <ol style="list-style-type: none"> How can you communicate without using words? Using non-verbal gestures. How do I use polite terms and basic questions to communicate in class in Spanish? How do I utilize what I have learned and apply that to have a basic conversation in Spanish? What strategies do I use while watching a film or How do I understand 	<p>MYP Objectives</p> <p>Objective A: Comprehending spoken and visual text</p> <ul style="list-style-type: none"> listen for specific purposes and respond to show understanding interpret visual text that is presented with spoken text 	<p>HOT Question</p> <ol style="list-style-type: none"> How can you communicate without using words? Using non-verbal gestures. How do I use polite terms and basic questions to communicate in class in Spanish? How do I utilize what I have learned and apply that to have a basic conversation in Spanish? What strategies do I use while watching a film or



<p>someone in person to understand what they are saying in a language other than my own?</p> <p>5. How do I understand commands my teacher gives me?</p> <p>6. How do I understand the complexity of time in Spanish and how is it different than English?</p> <p>7. What are subject pronouns? What are the differences between Spanish/English? How do I use subject pronouns in Spanish?</p> <p>8. What are the verbs SER, ESTAR, TENER and QUERER? How do I use these verbs in context?</p> <p>9. How do I re-tell a story?</p> <p>10. How do I use cognates and context clues to understand and interpret a reading passage in Spanish?</p> <p>11. What are some ways I can understand what someone is saying in Spanish? (non-verbal gestures, cognates)</p> <p>12. How do I talk about my family and ask questions about other people's families?</p>	<p>3. How do I utilize what I have learned and apply that to have a basic conversation in Spanish?</p> <p>4. What strategies do I use while watching a film or someone in person to understand what they are saying in a language other than my own?</p> <p>5. How do I understand commands my teacher gives me?</p> <p>6. How do I understand the complexity of time in Spanish and how is it different than English?</p> <p>7. What are subject pronouns? What are the differences between Spanish/English? How do I use subject pronouns in Spanish?</p> <p>8. What are the verbs SER, ESTAR, TENER and QUERER? How do I use these verbs in context?</p> <p>9. How do I re-tell a story?</p> <p>10. How do I use cognates and context clues to understand and interpret a reading passage in Spanish?</p> <p>11. What are some ways I can understand what someone is saying in Spanish? (non-verbal gestures, cognates)</p> <p>12. How do I talk about my family and ask questions about other people's families?</p>	<p>commands my teacher gives me?</p> <p>6. How do I understand the complexity of time in Spanish and how is it different than English?</p> <p>7. What are subject pronouns? What are the differences between Spanish/English? How do I use subject pronouns in Spanish?</p> <p>8. What are the verbs SER, ESTAR, TENER and QUERER? How do I use these verbs in context?</p> <p>9. How do I re-tell a story?</p> <p>10. How do I use cognates and context clues to understand and interpret a reading passage in Spanish?</p> <p>11. What are some ways I can understand what someone is saying in Spanish? (non-verbal gestures, cognates)</p> <p>12. How do I talk about my family and ask questions about other people's families?</p>	<p>• engage with the text by supporting opinion and personal response with evidence and examples from the text.</p> <p>Objective B: Comprehending written and visual text</p> <p>• read for specific purposes and respond to show understanding</p> <p>• interpret visual text that is presented with written text</p> <p>• engage with the text by supporting opinion and personal response with evidence and examples from the text.</p> <p>Standards</p> <p>WL.K12.IL.5.4 Compare and contrast information, concepts, and ideas.</p> <p>WL.K12.IL.1.5 Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.</p> <p>WL.K12.IL.2.1 Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.</p> <p>WL.K12.IL.2.4 Demonstrate understanding of vocabulary used in context when following written directions.</p> <p>WL.K12.IL.4.2 Describe</p>	<p>someone in person to understand what they are saying in a language other than my own?</p> <p>5. How do I understand commands my teacher gives me?</p> <p>6. How do I understand the complexity of time in Spanish and how is it different than English?</p> <p>7. What are subject pronouns? What are the differences between Spanish/English? How do I use subject pronouns in Spanish?</p> <p>8. What are the verbs SER, ESTAR, TENER and QUERER? How do I use these verbs in context?</p> <p>9. How do I re-tell a story?</p> <p>10. How do I use cognates and context clues to understand and interpret a reading passage in Spanish?</p> <p>11. What are some ways I can understand what someone is saying in Spanish? (non-verbal gestures, cognates)</p> <p>12. How do I talk about my family and ask questions about other people's families?</p>
<p>MYP Objectives</p> <p>Objective D: Using language in spoken and written form</p> <p>• organize thoughts, feelings, ideas, opinions and information in spoken and written form</p>	<p>MYP Objectives</p> <p>Objective D: Using language in</p>	<p>MYP Objectives</p> <p>Objective B: Comprehending</p> <p>• organize thoughts, feelings, ideas, opinions and information in spoken and written form</p> <p>• develop accuracy when speaking and writing in the target language.</p> <p>Objective B: Comprehending</p>	<p>Standards</p> <p>WL.K12.IL.5.4 Compare and contrast information, concepts, and ideas.</p> <p>WL.K12.IL.1.5 Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.</p> <p>WL.K12.IL.2.1 Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.</p> <p>WL.K12.IL.2.4 Demonstrate understanding of vocabulary used in context when following written directions.</p> <p>WL.K12.IL.4.2 Describe</p>	<p>MYP Objectives</p> <p>Objective D: Using language in spoken and written form</p> <p>• organize thoughts, feelings, ideas, opinions and information in spoken and written form</p>



<p>• develop accuracy when speaking and writing in the target language.</p> <p>Objective B: Comprehending written and visual text</p> <p>• read for specific purposes and respond to show understanding</p> <p>• interpret visual text that is presented with written text</p> <p>• engage with the text by supporting opinion and personal response with evidence and examples from the text.</p> <p>Objective C: Communicating in response to spoken, written and visual text</p> <p>As appropriate to the phase, the student is expected to be able to:</p> <p>• interact and communicate in various situations</p> <p>• express thoughts, feelings, ideas, opinions and information in spoken and written form</p> <p>• speak and write for specific purposes.</p> <hr/> <p>Standards</p> <p>WL.K12.IL.6.2 Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.</p> <p>WL.K12.IL.6.4 Identify</p>	<p>spoken and written form</p> <p>• organize thoughts, feelings, ideas, opinions and information in spoken and written form</p> <p>• develop accuracy when speaking and writing in the target language.</p> <p>Objective B: Comprehending written and visual text</p> <p>• read for specific purposes and respond to show understanding</p> <p>• interpret visual text that is presented with written text</p> <p>• engage with the text by supporting opinion and personal response with evidence and examples from the text.</p> <p>Objective C: Communicating in response to spoken, written and visual text</p> <p>As appropriate to the phase, the student is expected to be able to:</p> <p>• interact and communicate in various situations</p> <p>• express thoughts, feelings, ideas, opinions and information in spoken and written form</p> <p>• speak and write for specific purposes.</p> <hr/> <p>Standards</p>	<p>written and visual text</p> <p>• read for specific purposes and respond to show understanding</p> <p>• interpret visual text that is presented with written text</p> <p>• engage with the text by supporting opinion and personal response with evidence and examples from the text.</p> <p>Objective C: Communicating in response to spoken, written and visual text</p> <p>As appropriate to the phase, the student is expected to be able to:</p> <p>• interact and communicate in various situations</p> <p>• express thoughts, feelings, ideas, opinions and information in spoken and written form</p> <p>• speak and write for specific purposes.</p> <hr/> <p>Standards</p> <p>WL.K12.NM.1.1 Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.</p> <p>WL.K12.NM.2.1 Demonstrate understanding of written familiar words, phrases, and</p>	<p>people, objects, and situations using a series of sequenced sentences.</p> <p>WL.K12.IL.5.1 Write on familiar topics and experiences using main ideas and supporting details.</p>	<p>• develop accuracy when speaking and writing in the target language.</p> <p>Objective B: Comprehending written and visual text</p> <p>• read for specific purposes and respond to show understanding</p> <p>• interpret visual text that is presented with written text</p> <p>• engage with the text by supporting opinion and personal response with evidence and examples from the text.</p> <p>Objective C: Communicating in response to spoken, written and visual text</p> <p>As appropriate to the phase, the student is expected to be able to:</p> <p>• interact and communicate in various situations</p> <p>• express thoughts, feelings, ideas, opinions and information in spoken and written form</p> <p>• speak and write for specific purposes.</p> <hr/> <p>Standards</p> <p>WL.K12.NM.1.1 Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings,</p>
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products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).

WL.K12.IL.8.2 Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.

WL.K12.IL.2.1 Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

WL.K12.IL.2.4 Demonstrate understanding of vocabulary used in context when following written directions.

WL.K12.IL.5.1 Write on familiar topics and experiences using main ideas and supporting details.

WL.K12.IL.6.1 Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.

WL.K12.IL.1.1 Use context clues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

WL.K12.IL.6.2 Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.

WL.K12.IL.6.4 Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).

WL.K12.IL.8.2 Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.

WL.K12.IL.2.1 Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

WL.K12.IL.2.4 Demonstrate understanding of vocabulary used in context when following written directions.

WL.K12.IL.5.1 Write on familiar topics and experiences using main ideas and supporting details.

WL.K12.IL.6.1 Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.

WL.K12.IL.1.1 Use context

simple sentences supported by visuals.

WL.K12.NM.6.1 Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)

WL.K12.NM.8.3 Identify celebrations typical of the target culture and one's own.

WL.K12.IL.1.1 Use context clues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.

WL.K12.IL.2.1 Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.

WL.K12.IL.2.4 Demonstrate understanding of vocabulary used in context when following written directions.

WL.K12.IL.5.1 Write on familiar topics and experiences using main ideas and supporting details.

WL.K12.IL.6.1 Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.

WL.K12.IL.6.2 Demonstrate

pictures, and actions.

WL.K12.NM.2.1 Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

WL.K12.IL.2.4 Demonstrate understanding of vocabulary used in context when following written directions.

WL.K12.IL.5.1 Write on familiar topics and experiences using main ideas and supporting details.

WL.K12.IL.6.1 Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.

WL.K12.IL.6.2 Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.

WL.K12.IL.6.4 Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).

WL.K12.IL.8.2 Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.



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Guzman- 7th (07098150) - Pd. 4,6	Guzman- 7th (07098150) - Pd. 4,6	Guzman- 7th (07098150) - Pd. 4,6	Guzman- 7th (07098150) - Pd. 4,6	Guzman- 7th (07098150) - Pd. 4,6
Storytelling "Las aventuras de Isabela" Capter 10	Storytelling "Las Aventuras de Isabela" Chapter 10	Chapter 1, 2, 3 & 4. Vocabulary review	Storytelling "Las aventuras de Isabela" Capter 10	"Las Aventuras de Isabela" Chapter 10
Bellwork Cultura Diaria - Hispanic Artists Video Discussion	Bellwork Cultura Diaria - Hispanic Artists Video Discussion	Bellwork Cultura Diaria + Video.	Bellwork Cultura Diaria - Hispanic Artists Video and Discussion	Bellwork Cultura Diaria - Hispanic Artists
UEQ/LEQ Novice Low Interpretive Listening; • I can recognize vocabulary related to body parts and personal hygiene. • I can identify parts of the body and hygiene habits using audio. • I can engage a simple conversation about body parts.	UEQ/LEQ I CAN STATEMENTS: • I can have a basic conversation in Spanish which includes asking someone for their name, age, birthday, where they are from, where they live and what they are like, as well as how they are. • I can re-tell a story in Spanish. • I can apply how to use	UEQ/LEQ How do I learn a new language? Why is it important to study Spanish? How can Spanish help me? How does being bilingual benefit me? How can recognizing cognates help me to understand Spanish, read Spanish, recognize words? How does the study of other cultures, languages enhance me as an individual? How do I greet others in Spanish?	UEQ/LEQ Novice Low Interpretive Listening; • I can recognize vocabulary related to body parts and personal hygiene. • I can identify parts of the body and hygiene habits using audio. • I can engage a simple conversation about body parts.	UEQ/LEQ I CAN STATEMENTS: • I can have a basic conversation in Spanish which includes asking someone for their name, age, birthday, where they are from, where they live and what they are like, as well as how they are. • I can re-tell a story in Spanish. • I can apply how to use tengo, estoy and soy and
Lesson Activity/Assignment Knowledge and acquisition: • Introduction to Vocabulary to			Lesson Activity/Assignment Knowledge and skill acquisition:	



<p>use in Chapter 10.</p> <ul style="list-style-type: none"> Students continue reading Las Aventuras de Isabela Ch 10. Review and Practice on family, colors, numbers and body parts. Review and practice on new vocabulary from chapter 10. Video about Pablo Picasso. Q&A Sheet. 	<p>tengo, estoy and soy and how to determine which to use.</p> <ul style="list-style-type: none"> I can apply how to use tiene, esta and es and determine which to use. I can understand how a masculine and a feminine adjective work. I can introduce someone in Spanish. I can describe myself and others in Spanish. I can understand and apply subject pronouns in Spanish. I understand and can use the verb SER correctly by conjugating correctly and applying it in context (speaking, reading, listening and writing). 	<p>How do I ask basic questions in Spanish? How do I say goodbye in Spanish?</p>	<p>Tablets use:</p> <ul style="list-style-type: none"> Nearpad presentation on "Las aventuras de Isabela" Chapter-10. Senor Wolly stories. Quizlet practice on vocabulary and book comprehension. Quizlet live group activities and games. Kahoot individual/groups activities and games. 	<p>how to determine which to use.</p> <ul style="list-style-type: none"> I can apply how to use tiene, esta and es and determine which to use. I can understand how a masculine and a feminine adjective work. I can introduce someone in Spanish. I can describe myself and others in Spanish. I can understand and apply subject pronouns in Spanish. I understand and can use the verb SER correctly by conjugating correctly and applying it in context (speaking, reading, listening and writing).
<p>HOT Question</p> <p>What story can I tell or write with the target chapter vocabulary? How do I write and speak the language? Can I describe people and things to utilize adjectives? Can I describe places? Can I name body parts?</p>		<p>Lesson Activity/Assignment</p> <p>Knowledge and acquisition:</p> <ul style="list-style-type: none"> Students continue reading Las Aventuras de Isabela Ch 10. Volleyball reading, and discussion on the chapter. Hand out completion on comprehension and vocabulary knowledge. 	<p>HOT Question</p> <p>What story can I tell or write with the target chapter vocabulary? How do I write and speak the language? Can I describe people and things to utilize adjectives? Can I describe places? Can I name body parts?</p>	
<p>MYP Objectives</p> <p>Objective A: Comprehending spoken and visual text</p> <ul style="list-style-type: none"> listen for specific purposes and respond to show understanding interpret visual text that is presented with spoken text engage with the text by supporting opinion and personal response with evidence and examples from the text. <p>Objective B: Comprehending</p>	<p>Lesson Activity/Assignment</p> <p>Knowledge and acquisition:</p> <ul style="list-style-type: none"> Introduction to Vocabulary to use in Chapter 10. Students continue reading Las Aventuras de Isabela Ch 10. Teacher will use CI and TPR to help on comprehension. Students will do Volleyball reading and exchange understating of the story. Students will translate Chapter and have discussion on understanding of the story. 	<p>HOT Question</p> <ol style="list-style-type: none"> What story can I tell or write with the target chapter vocabulary? How do I write and speak the language? Can I describe people and things to utilize adjectives? How do I use polite terms and basic questions to communicate in class in Spanish? How do I utilize what I have learned and apply that to have a basic conversation in Spanish? 	<p>MYP Objectives</p> <p>Objective A: Comprehending spoken and visual text</p> <ul style="list-style-type: none"> listen for specific purposes and respond to show understanding interpret visual text that is presented with spoken text engage with the text by supporting opinion and personal response with evidence and examples from the text. 	<p>Lesson Activity/Assignment</p> <p>Knowledge and acquisition:</p> <ul style="list-style-type: none"> Students will be tested on Las Aventuras de Isabela Chpter 10 and Cultura Diaria. Students will learn about Cubism and surrealism. Video's on Surrealism and Cubism art. Students will create their own portrait of paint using cubism or surrealism techniques. <p>HOT Question</p>



<p>written and visual text</p> <ul style="list-style-type: none"> • read for specific purposes and respond to show understanding • interpret visual text that is presented with written text • engage with the text by supporting opinion and personal response with evidence and examples from the text. 	<ul style="list-style-type: none"> • Written Activity: Student will translate chapter in groups. • Video on Salvador Dali. Q&A Sheet. <p>HOT Question</p> <ol style="list-style-type: none"> 1. How can you communicate without using words? Using non-verbal gestures. 2. How do I use polite terms and basic questions to communicate in class in Spanish? 3. How do I utilize what I have learned and apply that to have a basic conversation in Spanish? 4. What strategies do I use while watching a film or someone in person to understand what they are saying in a language other than my own? 5. How do I understand commands my teacher gives me? 6. How do I understand the complexity of time in Spanish and how is it different than English? 7. What are subject pronouns? What are the differences between Spanish/English? How do I use subject pronouns in Spanish? 8. What are the verbs SER, ESTAR, TENER and QUERER? How do I use these verbs in context? 9. How do I re-tell a story? 10. How do I use cognates and 	<p>spoken and visual text</p> <ul style="list-style-type: none"> • listen for specific purposes and respond to show understanding • interpret visual text that is presented with spoken text • engage with the text by supporting opinion and personal response with evidence and examples from the text. 	<p>Objective B: Comprehending written and visual text</p> <ul style="list-style-type: none"> • read for specific purposes and respond to show understanding • interpret visual text that is presented with written text • engage with the text by supporting opinion and personal response with evidence and examples from the text. 	<ol style="list-style-type: none"> 1. How can you communicate without using words? Using non-verbal gestures. 2. How do I use polite terms and basic questions to communicate in class in Spanish? 3. How do I utilize what I have learned and apply that to have a basic conversation in Spanish? 4. What strategies do I use while watching a film or someone in person to understand what they are saying in a language other than my own? 5. How do I understand commands my teacher gives me? 6. How do I understand the complexity of time in Spanish and how is it different than English? 7. What are subject pronouns? What are the differences between Spanish/English? How do I use subject pronouns in Spanish? 8. What are the verbs SER, ESTAR, TENER and QUERER? How do I use these verbs in context? 9. How do I re-tell a story? 10. How do I use cognates and context clues to understand and interpret a reading passage in Spanish? 11. What are some ways I can understand what someone is saying in Spanish? (non-verbal gestures, cognates)
<p>Standards</p> <p>WL.K12.IL.5.4 Compare and contrast information, concepts, and ideas.</p> <p>WL.K12.IL.1.5 Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.</p> <p>WL.K12.IL.2.1 Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.</p> <p>WL.K12.IL.2.4 Demonstrate understanding of vocabulary used in context when following written directions.</p> <p>WL.K12.IL.4.2 Describe people, objects, and situations using a series of sequenced sentences.</p> <p>WL.K12.IL.5.1 Write on familiar topics and experiences using main ideas and</p>	<p>Standards</p> <p>WL.K12.NM.1.1 Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.</p> <p>WL.K12.NM.1.2 Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.</p> <p>WL.K12.NM.2.1 Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.</p> <p>WL.K12.NM.3.1 Introduce self and others using basic, culturally-appropriate greetings.</p> <p>WL.K12.NM.3.2 Participate in basic conversations using words, phrases, and memorized expressions.</p>	<p>Standards</p> <p>WL.K12.IL.5.4 Compare and contrast information, concepts, and ideas.</p> <p>WL.K12.IL.1.5 Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.</p> <p>WL.K12.IL.2.1 Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.</p> <p>WL.K12.IL.2.4 Demonstrate understanding of vocabulary used in context when following written directions.</p> <p>WL.K12.IL.4.2 Describe people, objects, and situations using a series of sequenced sentences.</p> <p>WL.K12.IL.5.1 Write on familiar topics and experiences</p>	<p>Standards</p> <p>WL.K12.IL.5.4 Compare and contrast information, concepts, and ideas.</p> <p>WL.K12.IL.1.5 Demonstrate understanding of the main idea and essential details from oral narration and stories on familiar topics.</p> <p>WL.K12.IL.2.1 Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.</p> <p>WL.K12.IL.2.4 Demonstrate understanding of vocabulary used in context when following written directions.</p> <p>WL.K12.IL.4.2 Describe people, objects, and situations using a series of sequenced sentences.</p> <p>WL.K12.IL.5.1 Write on familiar topics and experiences</p>	<ol style="list-style-type: none"> 11. What are some ways I can understand what someone is saying in Spanish? (non-verbal gestures, cognates)



<p>supporting details.</p>	<p>context clues to understand and interpret a reading passage in Spanish?</p> <p>11. What are some ways I can understand what someone is saying in Spanish? (non-verbal gestures, cognates)</p> <p>12. How do I talk about my family and ask questions about other people's families?</p> <hr/> <p>MYP Objectives</p> <p>Objective D: Using language in spoken and written form</p> <ul style="list-style-type: none"> • organize thoughts, feelings, ideas, opinions and information in spoken and written form • develop accuracy when speaking and writing in the target language. <p>Objective B: Comprehending written and visual text</p> <ul style="list-style-type: none"> • read for specific purposes and respond to show understanding • interpret visual text that is presented with written text • engage with the text by supporting opinion and personal response with evidence and examples from the text. <p>Objective C: Communicating in response to spoken, written and visual text</p>	<p>WL.K12.NM.3.3 Ask simple questions and provide simple responses related to personal preferences.</p> <p>WL.K12.NM.1.4 Demonstrate understanding of simple information supported by visuals through a variety of media.</p> <p>WL.K12.NM.6.1 Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings, holiday celebrations, etc.)</p> <p>WL.K12.NM.8.2 Recognize true and false cognates in the target language and compare them to own language.</p>	<p>using main ideas and supporting details.</p>	<p>12. How do I talk about my family and ask questions about other people's families?</p> <hr/> <p>MYP Objectives</p> <p>Objective D: Using language in spoken and written form</p> <ul style="list-style-type: none"> • organize thoughts, feelings, ideas, opinions and information in spoken and written form • develop accuracy when speaking and writing in the target language. <p>Objective B: Comprehending written and visual text</p> <ul style="list-style-type: none"> • read for specific purposes and respond to show understanding • interpret visual text that is presented with written text • engage with the text by supporting opinion and personal response with evidence and examples from the text. <p>Objective C: Communicating in response to spoken, written and visual text</p> <p>As appropriate to the phase, the student is expected to be able to:</p> <ul style="list-style-type: none"> • interact and communicate in various situations
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	<p>As appropriate to the phase, the student is expected to be able to:</p> <ul style="list-style-type: none"> • interact and communicate in various situations • express thoughts, feelings, ideas, opinions and information in spoken and written form • speak and write for specific purposes. <hr/> <p>Standards</p> <p>WL.K12.IL.6.2 Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.</p> <p>WL.K12.IL.6.4 Identify products of culture (e.g., food, shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).</p> <p>WL.K12.IL.8.2 Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.</p> <p>WL.K12.IL.2.1 Use context clues and background knowledge to demonstrate understanding of the main idea and essential details in texts that contain familiar themes.</p> <p>WL.K12.IL.2.4 Demonstrate understanding of vocabulary used in context when following</p>			<ul style="list-style-type: none"> • express thoughts, feelings, ideas, opinions and information in spoken and written form • speak and write for specific purposes. <hr/> <p>Standards</p> <p>WL.K12.NM.1.1 Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.</p> <p>WL.K12.NM.2.1 Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.</p> <p>WL.K12.IL.2.4 Demonstrate understanding of vocabulary used in context when following written directions.</p> <p>WL.K12.IL.5.1 Write on familiar topics and experiences using main ideas and supporting details.</p> <p>WL.K12.IL.6.1 Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</p> <p>WL.K12.IL.6.2 Demonstrate awareness and appreciation of cultural practices and expressions in daily activities.</p> <p>WL.K12.IL.6.4 Identify products of culture (e.g., food,</p>
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	<p>written directions.</p> <p>WL.K12.IL.5.1 Write on familiar topics and experiences using main ideas and supporting details.</p> <p>WL.K12.IL.6.1 Recognize similarities and differences in practices and perspectives used across cultures (e.g., holidays, family life) to understand one's own and others' ways of thinking.</p> <p>WL.K12.IL.1.1 Use context cues to identify the main idea and essential details on familiar topics expressed in short conversations, presentations, and messages.</p>			<p>shelter, clothing, transportation, toys, music, art, sports and recreation, language, customs, traditions).</p> <p>WL.K12.IL.8.2 Give examples of cognates, false cognates, idiomatic expressions, and sentence structure to show understanding of how languages are alike and different.</p>
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