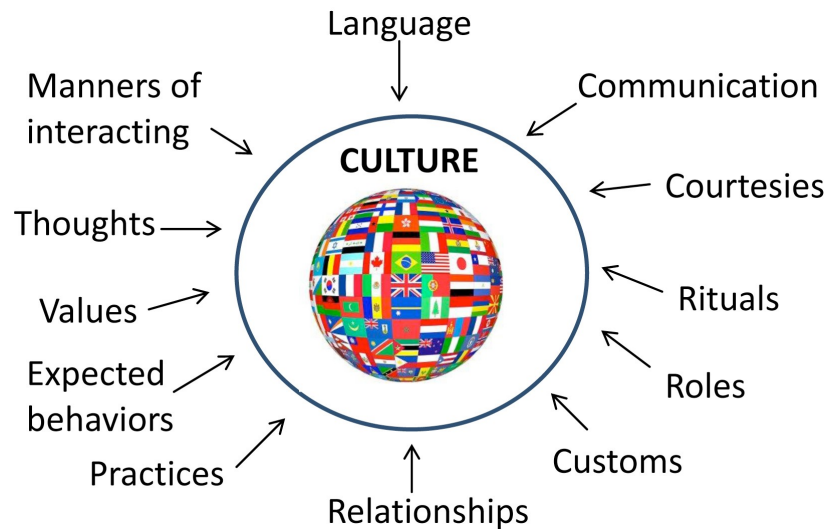


Essential understanding:

Language is reflective of culture. The manner we greet each other, the organization of our vocabulary and the written forms of communication are often a result of values, celebrations and the many ways in which we organize to meet our basic human needs.



“Preservation of one’s own culture does not require contempt or disrespect for other cultures.” — Cesar Chavez

Overview:

Learning a new language as a young adult can be challenging, but also exciting given the right environment. Throughout the following weeks, we will create our Spanish speaking community together. We will get to know each other and our classroom environment, while learning vocabulary of important factors for creating a sense of belonging in our community.

During this course, we will develop language proficiency in the basics of the language and prepare you to take higher-level Spanish courses. While developing different language skills, we will develop understanding and appreciation of the Hispanic culture, will gain vocabulary, and learn basic grammar structures through a variety of activities such as reading, listening, writing, and speaking which will capacitate you to communicate in Spanish in a more sophisticated way. **Spanish will be spoken in class 99.9% of the time.** (Our classroom has a designated area called English Village where one student at a time can come, seat, and ask questions in English. 5 mins only)

Guiding question: How are words, greetings, seasons and needs communicated in Spanish?

Lessons

___ 27/28: Saludos - ¿Cómo se saluda en Latinoamérica?

___ 30/31: Las nacionalidades - ¿De dónde somos?

___ 7/10: Las celebraciones

___ 11/13: El clima y las temporadas

Lessons: Bring your interactive notebook to all lessons

Sections 1-4

Lessons: Bring your interactive notebook to all lessons

Week 1 (País: Bolivia) – August 27th - 31st

___ Monday + Tuesday

- Introduction to the course / Greetings
- El alfabeto y los sonidos

___ Thursday + Friday

- Gender of nouns and articles
- Mini-lesson of pronouns and the verb “ser” with nationalities / How to organize and prepare a presentation

Week 2 (País: Chile) – September 3rd - 7th

___ Monday (3): Labor Day (*No class*)

___ Tuesday + Thursday

- Numbers and the verb “haber”
- More uses of the verb “ser”

___ Friday

- Meses del año y Días de la semana
- Celebraciones

Week 3 (País: Colombia)- September 10th - 14th

___ Monday

- Meses del año y Días de la semana
- Celebraciones

___ Tuesday + Thursday

- Seasons and weather
- Work on presentations

___ Friday

- Putting speech together (pronoun + noun + verb)
- Review of the unit

Week 4 (País: Cuba)- September 17th - 21st

___ Monday

- Putting speech together (pronoun + noun + verb)
- Review of the unit

___ Tuesday + Thursday

- Presentations
- Assessment

___ Friday (and Monday, September 24 class)

- How to ask questions
- Vocabulary: Las actividades

Group work: During group work you will have opportunities to practice and explore 5 skills that will help you achieve your goals to learn Spanish. These areas are in reading, writing, speaking, listening, and culture. You will be able to work in groups to complete your research on the weekly Spanish speaking country and other activities. (First date is the deadline for Sections 1 and 2; the second one is for sections 3 and 4.)

Week 1

❖ Monday/Tuesday

First hour

- Using the vocabulary of greetings and farewells: Pair up with a classmate or two to have a dialogue and present it to class or write together a fun comic strip or write a song using greetings, verbs, and vocabulary of the unit.

Second hour

- Pair up with a classmate or two to (choose 1):
 - Create an illustrated Spanish alphabet to put on our classroom wall. Be creative! (Each group will have a selection of letters to work with.)
 - Search for and learn an alphabet song of your group choice in Spanish and sing for the class!

❖ Thursday/Friday

First hour

- Pair up with a classmate or two to (choose 1):
 - Play “Veo, veo” to identify items of the classroom and practice nouns + articles

(Ask for handout if your group picks this activity)

- Read together a brief reading. After reading, underline the articles of the nouns and circle the nouns. After identifying the nouns and their articles, classify them by gender. (Document in your interactive notebook.) (Ask for reading if your group picks this activity)

Second hour

- Pair up with a classmate or two to (choose 1):
 - The Latin American Map: draw and color a map of *Latinoamérica* and label the countries and their capital cities
 - Create a memory game with the countries and capitals on Latin America

Week 2

Monday, September 3rd – No class

Tuesday/Thursday

First hour

- Pair up with a classmate or two to (choose 1):
 - Play a number game and document in your interactive notebook what numbers you used to play it
 - Find a song from one of the countries of this unit (Bolivia, Chile, Colombia, Cuba), and learn to sing it (document in your interactive notebook)

Second hour

- Create questions individually using the verb “ser” and pair with a classmate to interview each other or create a chart together to identify and categorize the uses of the verb “ser” and write sentences to give examples.
- Complete Bolivia passport

Friday

First hour

- Pair up with a classmate or two to (choose 1):
 - Find the etymology of the days of the week (document in your interactive notebook)
 - Write down each month of the year in Spanish and note down some of the celebrations that happens in USA each month. Talk about what people do for that celebration that you like. (Document in your interactive notebook)

Second hour

- Pair up with a classmate or two to (choose 1):
 - Select at least 3 different celebrations (see Reading list) and look for YouTube videos about these celebrations. (Document findings in your interactive notebook)

- Create a calendar of this week with some celebrations happening in either country of this unit. Mention the celebrations, when, and what activities they do?

Week 3

Monday

First hour

- Pair up with a classmate or two to (choose 1):
 - Find the etymology of the days of the week (document in your interactive notebook)
 - Write down each month of the year in Spanish and note down some of the celebrations that happens in USA each month. Talk about what people do for that celebration that you like. (Document in your interactive notebook)

Second hour

- Pair up with a classmate or two to (choose 1):
 - Select at least 3 different celebrations (see Reading list) and look for YouTube videos about these celebrations. (Document findings in your interactive notebook)
 - Create a calendar of this week with some celebrations happening in either country of this unit. Mention the celebrations, when, and what activities they do?

Tuesday/Thursday

First hour

- Pair up with a classmate or two to (choose 1):
 - Search about the current weather in Chile and create a report about the weather forecast. The report should be about the next 7 days.
 - Write at least 5 questions individually, and then pair up to interview each other. (Document in your interactive notebook)
- Resume your group work for the presentation (due on Tuesday, September 19/Thursday, September 20)

Second hour

- Continue preparing for and working on your group presentation
- Complete Chile passport (Due today)

Friday

First hour

- Pair up with a classmate or two (choose 1):
 - Ask teacher for the activity kit to reorganize sentences together.
 - Each student in the group write a short paragraph leaving a space between lines. Exchange paragraphs and correct each other work.

- Complete Cuba passport (Due today)

Second hour

- Pair up with a classmate or two (choose 1):
 - Create a review together, organizing the material by subjects and writing down examples of the material (document in your interactive notebook)
 - Think about some of the questions you have about the material, write these questions down and create a study plan to clarify these questions.
- Write a short dialogue together that uses the material from the unit (greetings, farewells, nouns and articles, verb “ser” with nationalities and other uses, numbers, months and day, seasons and weather)

Week 4

Monday

First hour

- Pair up with a classmate or two (choose 1):
 - Ask teacher for the activity kit to reorganize sentences together.
 - Each student in the group write a short paragraph leaving a space between lines. Exchange paragraphs and correct each other work.
- Complete Cuba passport (Due today)

Second hour

- Pair up with a classmate or two (choose 1):
 - Create a review together, organizing the material by subjects and writing down examples of the material (document in your interactive notebook)
 - Think about some of the questions you have about the material, write these questions down and create a study plan to clarify these questions.
- Write a short dialogue together that uses the material from the unit (greetings, farewells, nouns and articles, verb “ser” with nationalities and other uses, numbers, months and day, seasons and weather)

Tuesday/Thursday

First hour

- Presentations

Second hour

- Assessment

Individual work (Use the readings for your individual work; see Reading list below)

Week 1 (País: Bolivia) - August 27th - 31st

___ Due Monday/Tuesday: Place your lesson information in your interactive notebook and choose a way to demonstrate how you will learn and study the lesson (Example:

Create flashcards, record practicing the pronunciations learned, write a short commercial using the greetings and pronouns learned. Be creative!)

___ Due Monday/Tuesday: Sequence the alphabet in your notebook, use highlighters to mark the “double letters that make one sound”

___ Due Thursday/Friday: Write a 5 sentences paragraph about yourself (turn in)

___ Due Thursday/Friday: Make a list of nouns with their articles

___ Due Thursday/Friday: Interactive notebook check (cover, lesson information, alphabet, and passport)

Week 2 (País: Chile) – September 3rd – 7th (No class on Monday, September 3rd)

___ Due Tuesday/Thursday: Place your lesson information in your interactive notebook and choose a way to demonstrate how you will learn and study the lesson (Example: Create flashcards, record practicing the pronunciations learned, write a short commercial using the numbers, etc.)

___ Due Friday: Create your flashcards with the vocabulary introduced or write a song/poem using at least 8 words

Week 3 (País: Colombia)- September 10th - 14th

___ Due Monday: Create your flashcards with the vocabulary introduced or write a song/poem using at least 8 words

___ Due Tuesday/Thursday: Place your lesson information in your interactive notebook and choose a way to demonstrate how you will learn and study the lesson (Example: Create flashcards, record practicing the pronunciations learned, write a short commercial using the parts of the body, etc.) or create a practice game (tangible or online) for memorization of the vocabulary

___ Due Tuesday/Thursday: Create a “follow- up” for your interactive notebook using weather vocabulary

___ Due Friday: Write a short paragraph and using colored pencils or fined markers underline pronouns, nouns and verbs using a different color.

___ Due Friday: Create a study sheet on your interactive notebook

___ Duolingo activities every day

Week 4 (País: Cuba)- September 17th - 21st

___ Due Monday: Write a short paragraph and using colored pencils or fined markers underline pronouns, nouns and verbs using a different color.

___ Due Monday: Create a study sheet on your interactive notebook

___ Due Tuesday/Thursday: Presentations and assessment

___ Due Friday (and for Monday, September 24): Write down 5 questions you would like to ask a famous person. Then, pretend you are that person, and answer them.

___ Due Friday (and for Monday, September 24): Review vocabulary and write down a list of 5 favorite activities. Then, create a drawing to associate with each activity (you can make this a memory game!)

Readings

Week 1

___ Monday/Tuesday: Avancemos 1, by McDougal Littell, pages 2-9 also refer to top of page 25 for greeting vocabulary

___ Monday/Tuesday: Avancemos 1, by McDougal Littell, pages 10-11

___ Thursday/Friday: See PowerPoint Presentation on Nouns in our Google Classroom

___ Thursday, August 30, Avancemos 1, by McDougal Little, pages 12-15

Week 2

___ Tuesday/Thursday: Avancemos 1, by McDougal Littell, pages 16-17

___ Tuesday/Thursday: Avancemos 1, by McDougal Little, pages 37-39

___ Friday: Avancemos 1, by McDougal Little, pages C2-C25 (Select some of the celebrations for your reading)

___ Friday: Avancemos 1, by McDougal Little, pages 18-19

Week 3

___ Monday: Avancemos 1, by McDougal Little, pages C2-C25 (Select some of the celebrations for your reading)

___ Monday: Avancemos 1, by McDougal Little, pages 18-19

___ Tuesday/Thursday, September 6, Avancemos 1, by McDougal Little, pages 20-21

___ Friday, September 14, Reading handout

___ Friday, September 7, Avancemos 1, by McDougal Little, pages 22-27

Week 4

___ Monday: September 14, Reading handout

___ Monday: Avancemos 1, by McDougal Little, pages 22-27

___ Friday: PowerPoint Presentation on asking questions (Google Classroom)

___ Friday (and Monday, September 24): Avancemos 1, by McDougal Little, pages 32-2

Assessment

Week 1

____ Thursday/Friday: Interactive Notebook check in (Please make sure your week's lessons are all included in the notebook)

Week 2

____ Friday: Reading comprehension

Week 3

____ Monday: Reading comprehension

____ Thursday/Friday: Interactive Notebook check in (Please make sure your week's lessons are all included in the notebook)

Week 4

____ Thursday/Friday: Presentations

____ Thursday/Friday: Unit test

Additional resources (Challenges and Extension)

- Weekly handout activities posted on Google Classroom (Drive)
- Weekly DuLingo activities
- PowerPoint Presentations available in Google Classroom (Drive)

Links

- DuLingo Classroom: <https://www.duolingo.com/o/rrdxtu>
- Fan of flashcards? TinyCards by DuLingo: <https://tinycards.duolingo.com>
- Grammar resources: <http://www.bowdoin.edu/hispanic-studies/tools/newgr/ats/index.html>
- Google Classroom code: kuqbsr

-Your notes-

