



Manhattan Center for Science and Math High School

LOTE -SPANISH

Content/Discipline Spanish 4

<http://mcsportal.net>

FEBRUARY

Topic and Essential Question; “EN LA CIUDAD Y EN LA CASA ”

Unit/Topics

How does one express preferences and opinions in detail in the target language?

How does one describe items in the target language?

How does one give and receive directions?

How does one behave in public places?

How do public places differ in different countries?

What is the difference between a public and a private place?

How do basic English and Spanish grammar structures compare?

SWBAT/Objectives

READING: Student will be able to obtain information from the materials provided by the teacher about private & public places and demonstrate comprehension. They may use accompanying illustrations, prior knowledge of cognates, to assist with comprehension.

WRITING: Student will be able to describe public and private places of their choice using the past participle used as adjectives.

LISTENING: Distinguish between private and public places by using relative pronouns (la casa que) and the present subjunctive (la que tenga dos cuartos).

The students will be able to appreciate the importance of understanding and learning about another culture.

SPEAKING: Student will be able to use the target (adjective clauses) language to discuss everyday activity. Hay banco que tenga.....

CULTURE:: Student will draw comparison between for example, the architectures of public and private places.

Students will compare Shopping n styles and purchasing habits between the us and the Spanish Speaking country.

Vocabulary/Key Terms

Around the city Vocabulary, House items vocabulary, Cognates, List of related Verbs, Cultural Differences, Grammatical Structures topic related.

Assessments:

Power Point Presentation, Photo Essay, Fill-in-the blanks, Conjugation Worksheet, Creation of sentences with new structure learned, Group Projects, Posters, Skits creation, Sentences and Paragraph Writing

Common Core Standards:

CCLS: CCS ELA RI 10.1

READING

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS ELA W 10

WRITING

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCS ELA 10.4

S & L

4. Present information, finding and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and the style appropriate to purpose, audience and task.

DIFFERENTIATED:

- Heterogeneous versus Homogeneous groupings
- Visuals Aids / Models
- Modified Instruction and Assessments
- Concept Maps
- Bodily Kinesthetic
- Gallery walks

Differentiated Instruction:

ELLs :

ELLs: See above-next to each topic. In addition, ELLs receive extended time and glossaries/dictionaries during assessments.

SWDs:

IEP Modifications, Vocabulary, Sentence Starters, Graphic Organizers, Pictures, Coloring, Multiple-Choice, Pull-out assessments, Summary, Individual Explanations, Tutoring,

High Achievers:

- Paragraph or Essay Writing.
- Extension Activities, Further Reading, and Extra Regents Questions
- Teachers can provide a list of more advance reading in our textbook.
- Teach the class, be a Buddy for a non-Spanish speaker.

Resources/Books

Descubre 1, 2, 3, and On line Resources.

Homework:

Lesson Driven and On-line assignments.



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MARCH

Topic and Essential Question; “EL BIENESTAR ”

Unit/Topics

When and How do people in different Hispanic cultures take their meals?

How is the food different in different countries in the Hispanic world?

How do American and Hispanic school lunches compare?

How does one describe meal needs in Spanish?

How does one express personal preferences of food?

How do basic English and Spanish grammar structures compare?

SWBAT/Objectives

READING: Student will be able to obtain information from recipes, advertisement and label products as well as from the text and other printed media about nutrition and meal taking and demonstrate comprehension of details. They may use partners, dictionary and available context clues to assist in understanding of information.

WRITING: Students will demonstrate their knowledge of the traditional dishes of the Spanish And other LA countries by engaging in different written projects.

LISTENING: Identify dietary habits of the target culture by discretely listen for participle and the present and past perfect.

The students will be able to appreciate the importance of understanding and learning about another culture.

SPEAKING Student will be able to describe to a host family a special meal that he/she would like for a birthday party.

CULTURE: Students will acquire knowledge of nutrition styles and relaxation activities of the target culture.

Discuss food preparation in Latin American countries.

Compare eating habits between the two cultures

Vocabulary/Key Terms

Meal Taking Vocabulary, Meal Timing, Cognates, List of related Verbs, Cultural Differences, Grammatical Structures topic related.

Assessments:

Power Point Presentation, Photo Essay, Fill-in-the blanks, Conjugation Worksheet, Creation of sentences with new structure learned, Group Projects, Posters, Skits creation, Sentences and Paragraph Writing

**Common Core
Standards:**

CCLS: CCS ELA RI 10.1

READING

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CCS ELA W 10

WRITING

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APRIL

Topic and Essential Question; “EL MUNDO DEL TRABAJO ”

Unit/Topics

- How a Spanish speaker discuss school activity?
- What are some profession requiring a foreign language?
- What are the skills needed for certain professions?
- How do basic English and Spanish grammar structures compare?

SWBAT/Objectives

- READING:**
Student will be able to obtain information from newspapers and the text about the world of work and education countries where the target language is spoken. They may use recognition of cognates, visual cues, and partners to scaffold their understanding,
- WRITING:** Students will use descriptive verbs and profession vocabulary to describe their choice of future occupation.
Students will be able to compare the ability to pursue an education in U.S. vs Spanish Speaking countries
- LISTENING:** Comprehend benefits of different types of careers and respond correctly by using the future and future perfect (by 2020 me habre graduado).
The students will be able to appreciate the importance of understanding and learning about another culture.
- SPEAKING:** Student will be able to use the target language in the future to discuss the world of work.
- CULTURE:** Students will compare and contrast the economics of education and work life of the target culture with their own culture.
Student will be able to identify and describe multiple ways of making a living in for example Peru.

Vocabulary/Key Terms

Professions and work related Vocabulary, Cognates, List of related Verbs, Cultural Differences, Grammatical Structures topic related.

Assessments:

Power Point Presentation, Photo Essay, Fill-in-the blanks, Conjugation Worksheet, Creation of sentences with new structure learned, Group Projects, Posters, Skits creation, Sentences and Paragraph Writing

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Standards:**

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READING

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WRITING

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MAY

Topic and Essential Question; “UN FESTIVAL DE ARTE ”

Unit/Topics

- How can we describe the seasonal activity Spanish speakers participate?
- How does Spanish speaker describe leisure activities?
- How do the leisure time and activities compare between U.S, and the Spanish-speaking countries?
- How does Spanish speaker describe the color of items?
- How is the bargaining process different or similar in the two cultures?
- How do basic English and Spanish grammar structures compare

SWBAT/Objectives

- READING: Student will read Internet sites, magazines and the text to be current with the world of art and leisure of the target culture. They will use illustrations available, knowledge of cognate, partners and dictionaries to assist with their understanding.
- WRITING: Student will take notes from different sources about different artist and their crafts.
- WRITING: Students will be able to translate sentences and phrases from the TL to English
- LISTENING: Interpret detail facts from read- alouds about different artists and leisure activities.
- The students will be able to appreciate the importance of understanding and learning about another culture.
- SPEAKING Student will be able to express their opinion about recreational activities.
- CULTURE: Students will examine museums and artist and they will show understanding of cultural differences when it comes to arts and leisure.
- Students will apply technology skill to the study of the target language.

Vocabulary/Key Terms

Leisure Vocabulary, Cognates, List of related Verbs, Cultural Differences, Grammatical Structures topic related.

Assessments:

Power Point Presentation, Photo Essay, Fill-in-the blanks, Conjugation Worksheet, Creation of sentences with new structure learned, Group Projects, Posters, Skits creation, Sentences and Paragraph Writing

Common Core Standards:

CCLS: CCS ELA RI 10.1

READING

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCS ELA W 10

WRITING

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCS ELA 10.4

S & L

4. Present information, findings and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and the style appropriate to purpose, audience and task.

DIFFERENTIATED:

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JUNE

Topic and Essential Question; “VIAJAR Y LAS ACTUALIDADES ”

Unit/Topics

- What language skills does a student need to discuss current events?
- What kind of advice and recommendation does one provide to someone traveling to a Spanish speaking country?
- What are the main exports and imports of the Hispanic World?
- How does the present economy of various Hispanic countries compare to US?
- How do English and Spanish grammar structures compare?

SWBAT/Objectives

- READING: Student will read brochures and newspaper and the sample schedules provided in the text to generate ideas for their own schedule. They will use cognate, partners and dictionaries to assist with their understanding.
- WRITING: Differentiate the different types of government in Latin America in a short compositions
- LISTENING: Listen to Internet current events reports and comprehend vocabulary specific to the topics discussed.
- SPEAKING: utilize non-verbal cues in order to make their speech comprehensible to the native speaker and to compensate for errors in pronunciation and structure.
- CULTURE: Students will recognize that there are many opportunities to expand their knowledge of their new culture by traveling. They will also understand the pressing current economic and political issues affecting the target culture

Vocabulary/Key Terms

Traveling and Current Events Vocabulary, Cognates, List of related Verbs, Cultural Differences, Grammatical Structures topic related

Assessments:

Power Point Presentation, Photo Essay, Fill-in-the blanks, Conjugation Worksheet, Creation of sentences with new structure learned, Group Projects, Posters, Skits creation, Sentences and Paragraph Writing

Common Core Standards:

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CCS ELA W 10 WRITING

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CCS ELA 10.4 S & L

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