



Manhattan Center for Science and Math High School

LOTE -SPANISH

Content/Discipline Spanish 5

<http://mcsportal.net>

Marking Period 1 : September

Topic and Essential Question: COMMUNICATION: “¿Quiénes somos?”

Unit/Topics

- How do I describe myself and others?
- How do I describe people and things with nouns, articles, adjectives and ser and estar?
- How do I talk about my daily activities?

SWBAT/Objectives

- Use verb forms in the present tense
- Accurately choose and use ser/estar
- Use nouns to show singular/plural
- Formulate questions that ask for personal data
- Respond to questions
- Talk about their daily activities

Vocabulary/Key Terms

Daily activities, Descriptions, Characteristics, Locations, Occupations, Relationships, and Origins.

Assessments:

Students will complete a multiple choice quiz on the rules and objectives of course.
Student will create a three column chart to compare and contrast their findings in groups of three.
Student will create a bilingual poster from a given quote and will use their research to back up that quote.
Student will practice with a pair their use of the target language in their presentation.
Students will write a summary of the article using as much target language as possible.
Student will complete a true and false questionnaire on classrooms rules and expectations

Common Core Standards:

CCSS.ELA-LITERACY.W.9-10.3.

- B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CCSS.ELA-LITERACY.SL.9-10.4

- 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 style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5

- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-LITERACY.SL.9-10.6

- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

Differentiated Instruction:

DIFFERENTIATED:

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

ELLs:

ELLs: Mastery in their native language through 4 modalities: Speaking, Listening, Reading and Writing

SWDs:

SWDs: IEP Modifications, Vocabulary, Diagrams, Sentence Starters, Graphic Organizers, Pictures, Coloring, Multiple-Choice reduced assessments, and Pull-out assessments. In addition, ELLs receive extended time and glossaries/dictionaries during assessments.

High-Achievers:

High Achievers:

- Extension Activities, Further Reading, and Extra Regents Questions
- Working in pair with and helping SWDs.

Resources/Books

Homework: Per Teacher



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Marking Period 1 : October

Topic and Essential Question: Cual es tu rutina diaria?

- How to define one's identity and nationality?
- How to describe activities in the present?
- How to describe ongoing situations?
- How to describe ongoing actions?

Unit/Topics

- Unit 2 Vocabulary: Countries and nationalities
- Making introductions
- Reflexive verbs: formation and use Radical changing verbs formation and
- Usage of Present progressive formation
- Using Verbs followed by infinitives Verbs that require prepositions

SWBAT/Objectives

- Students will learn to: Memorize vocabulary
- Make oral introduction of a person
- Describe one's daily routine
- Produce a dialog for presentation to class
- Compare regular to radical changing verbs
- Conjugate radical changing verbs
- Distinguish between the use of present and present progressive tense

Vocabulary/Key Terms

- Countries and nationalities, greetings, family, household and household chores.

Assessments:

- Daily class work
- Homework
- Quizzes and tests
- Oral presentation
- Composition
- Dialogues and conversations

Common Core Standards:

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experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.C

- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

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- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.E

- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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CCSS.ELA-LITERACY.SL.9-10.5

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ELLs: ELLs: Mastery in their native language through 4 modalities: Speaking, Listening, Reading and Writing

SWDs: SWD They will be working in pair with high performance students.

High-Achievers: High Performing They will be working in pair with and helping SWDs.

Resources/Books

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Marking Period 1: November

Topic and Essential Question: Que hiciste ayer en la escuela?

- How does one narrate past events?
- How does one describe actions that have been going on for a while?
- How do you invite somebody to go out?
- How does one express negative concepts?

Unit/Topics

- Regular and irregular preterite tense
- Negation
- Vocabulary for social and cultural activities
- Vocabulary for invitations

SWBAT/Objectives

- Students will learn to: Memorize vocabulary
- Use vocabulary to discuss places to go and things to do there
- Write compositions using verbs in the preterite.
- Do oral presentations of an invitation
- Apply rules to make sentences negative
- Answer question of comprehension
- Accept or decline an invitation

Vocabulary/Key Terms

- Vocabulary for social and cultural activities
- Vocabulary for invitations
- Regular and irregular verbs in the preterite

Assessments:

Daily class work Homework assignments Quizzes/test Compositions Dialogues and conversations

Common Core Standards:

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Marking Period 1 : December

Topic and Essential Question: Como eras tu cuando eras un nino?

- How does one describe habitual past actions?
- How does one describe situations or conditions existing in the past?

Unit/Topics

- Imperfect tense formation ar
- Imperfect tense formation, verbs er-ir
- Imperfect tense formation, verbs ar
- The imperfect and the preterite
- Prepositions

SWBAT/Objectives

- Students will learn to:
- Describe habitual actions in the pas.
- Conjugate any verb in the imperfect tense
- Memorize vocabulary
- Talk about their family
- Describe activities in any city
- Use vocabulary in a restaurant to order
- food, beverages and pay the bill

Vocabulary/Key Terms

- Vocabulary – family, city life, in a restaurant

Assessments:

Daily class work Homework assignments Compositions Oral presentation Quizzes/Tests Dialogues and conversations

Common Core Standards:

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Marking Period 1: January

Topic and Essential Question: **Que haces en una fiesta?**

- How does one narrate sequence of events in the past?
- What clothes do you wear for different occasions?
- How do you talk about party, birthday celebration?

Unit/Topics

- The use of the preterite and the imperfect

SWBAT/Objectives

Students will learn to: Use the preterite and imperfect to narrate events which took place in the past
Talk about social events
Talk about clothes, shopping

Vocabulary/Key Terms

Vocabulary - social, cultural activities and sports, clothes, shopping

Assessments:

Daily class work Homework assignments Compositions Oral presentation Quizzes/Tests Dialogues and conversations

Common Core Standards:

CCSS.ELA-LITERACY.W.9-10.3.B

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