



Manhattan Center for Science and Math High School

LOTE -SPANISH

Content/Discipline Spanish 6

<http://mcsportal.net>

Marking Period 1: February

Topic and Essential Question: Iras a la universidad?

- How do you describe plans for the future?
- How do you describe an act that will happen in the future?
- How do you talk about your friends?
- How do you your life in school?

Unit/Topics

- The future tense: forms and use
- Using para
- Using comparative of adjectives
- Irregular future forms
- Using the future tense to express
- probability
- Using por

SWBAT/Objectives

- Students will learn to:
- Describe plans for the future
- Talk about their future
- Talk about their friends
- Talk about life in school

Vocabulary/Key Terms

Vocabulary – friends, life in school

Assessments:

Daily classwork Homework Quizzes/test Compositions Dialogues and conversations

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.

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

Differentiated Instruction:

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

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

- 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.

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.)\

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

Homework: Per Teacher



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Marking Period 1: March

Topic and Essential Question: **Vives en una casa en un apartamento?**

- How do you describe an act that might happen in the future?
- How do you describe the parts of your house?

Unit/Topics

- The conditional: forms and uses
- The construction preposition plus infinitive

SWBAT/Objectives

- Students will learn to:
- Describe certain situations in the future.
- Explain the purpose of an action
- Express the cause of an action
- Describe the place where they live
- Talk about things to do in vacation

Vocabulary/Key Terms

- Vocabulary - parts of the house, vacation, and fun activities

Assessments:

Daily classwork Homework Quizzes/test Compositions Dialogues and conversations

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.

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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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:

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

Homework: Per Teacher



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Marking Period 1: April

Topic and Essential Question: Sabes dar buenos consejos?

- How do you tell a friend what to do?
- How do you give directions?
- How do you describe the timing of an action?
- How do you make suggestions?
- How do you express a desire?

Unit/Topics

- Giving an order or advice: affirmative tu commands
- The construction preposition of time plus infinitive Giving an order or advice: negative tu commands,
- Regular and irregular forms Ud, ustedes commands
- The construction verb plus preposition plus infinitive Giving an order or advice: nosotros commands,
- position of object pronouns

SWBAT/Objectives

- Students will learn to: Tell a friend what to do or not to do Give directions Describe the timing of an action Persuade others Make suggestions Express wishes Give advice Make requests

Vocabulary/Key Terms

Vocabulary City traffic and highway Camping equipment

Assessments:

Daily classwork Homework /assignment Quizzes/test Compositions Dialogues and conversations

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.

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.

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

- 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.

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.

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Resources/Books

Homework: Per Teacher



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Marking Period 1: May

Topic and Essential Question: Quieres comer conmigo?

- Essential Questions:
- How do you tell a friend what to do?
- How do you give directions?
- How do you describe the timing of an action?
- How do you make suggestions?
- How do you express a desire?

Unit/Topics

- Giving an order or advice: affirmative tu commands
- The construction preposition of time plus infinitive
- Giving an order or advice: negative tu commands,
- Regular and irregular forms Ud, ustedes commands
- The construction verb plus preposition plus infinitive
- Giving an order or advice: nosotros commands, position of object pronouns
-

SWBAT/Objectives

- Students will learn to: Tell a friend what to do or not to do
- Give directions
- Describe the timing of an action
- Persuade others
- Make suggestions
- Express wishes
- Give advice
- Make requests

Vocabulary/Key Terms

- Vocabulary City traffic and highway Camping equipment

Assessments: Daily classwork Homework /assignment Quizzes/test Compositions Dialogues and conversations

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

Standards:	<ul style="list-style-type: none"> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. <p>CCSS.ELA-LITERACY.W.9-10.3.C</p>
Differentiated Instruction:	<ul style="list-style-type: none"> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. <p>CCSS.ELA-LITERACY.W.9-10.3.D</p> <ul style="list-style-type: none"> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. <p>CCSS.ELA-LITERACY.W.9-10.3.E</p> <ul style="list-style-type: none"> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>CCSS.ELA-LITERACY.SL.9-10.4</p> <ul style="list-style-type: none"> 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. <p>CCSS.ELA-LITERACY.SL.9-10.5</p> <ul style="list-style-type: none"> 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. <p>CCSS.ELA-LITERACY.SL.9-10.6</p>
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Marking Period 1 : June

Topic and Essential Question: Que oficios haces en tu casa?

- How to express wishes and desires?
- How to make impersonal statements of necessity and opinion?
- How to ask for, accept, and thank others for assistance?
- What vocabulary and verbs would be required in Spanish to express household chores you have to do?
- How is mood expressed in Spanish?
- What must be learned to correctly use the subjunctive mood in Spanish?

Unit/Topics

- Vocabulary for household chores
- Express doubt and obligation
- Formation of subjunctive
- Using the subjunctive to express emotion
- Using the subjunctive after impersonal expressions
- The subjunctive of stem-changing verbs in ar, er ir
- Using the subjunctive to express doubt and uncertainty

SWBAT/Objectives

- Students will learn to: Distinguish between present indicative and present subjunctive
- Discuss chores that student's are required to do.
- Convey obligation with different verbs in Spanish
- Conjugate any verb in the subjunctive
- Construct sentences using subjunctive

Vocabulary/Key Terms

- Verbs and expressions to express feelings and emotions
- Impersonal expressions followed by the subjunctive
- Verbs and expressions expressing doubt and uncertainty
- Review of Regent test

Assessments:

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