

Calendario - Español 2

Links to workbooks: → [Unit 1-Part 1](#) [Unit 1-Part 2](#) [Unit 2-Part 1](#) [Unit 2-Part 2](#) [Unit 2-Part 3](#)

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BOTTOM of
this calendar
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previous
days

Clase amarilla

Day 5 → Lunch #1 (10:55-11:24)

Clase verde

Day 1 → Lunch #3 (11:53-12:22)
Days 4, 6, 7 → Lunch #1 (10:55-11:24)

Class marrón

Day 2 → Lunch #2 (11:24-11:53)
Day 3 → Lunch #3 (11:53-12:22)

martes, 11
de junio

Exámenes finales hoy:

7:30 - 8:30	Even Day Block A Final
8:35 - 10:35	Tan
10:40-11:20	Lunch (Day 2 Coverage)
11:25-1:30	Red

miércoles,
12 de junio

Exámenes finales hoy:

8:35 - 10:35	Purple
10:40-11:20	Lunch (Day 3 Coverage)
11:25-1:30	Blue

jueves, 13
de junio

Make Up Day

If you were absent excused for either of your final exams, your make up is today at 8:30am in room 241.
If you were absent unexcused for either of your final exams, you may not make up

These are the days starting from the beginning of the year (in case you were absent and looking for old assignments)

miércoles, 30 de agosto	<div>☰ WHS Opening Day Schedule 2023-24</div> There is no homework assigned for today		
jueves, 31 de agosto (Día 1)	Tarea para hoy (homework due for today) None ***** Today we will speak about how we will learn Spanish this year, how to learn a language and talk about proficiency. ***** Tarea No hay tarea para mañana.	<div>TAKE LUNCH #1 TODAY 11:03-11:30</div> Tarea para hoy (homework due for today) None ***** Today we will speak about how we will learn Spanish this year, how to learn a language and talk about proficiency. ***** Tarea No hay tarea para mañana.	Drop Day
viernes, 1º de septiembre (Día 2)	Tarea para hoy (homework due for today) None ***** ¿Cómo soy?	Drop Day	<div>Lunch #2 (11:24-11:53)</div> Tarea para hoy (homework due for today) None *****

	<p>1. You will listen to your teacher speaking about herself and identify some ways that she describes her life.</p> <p>2. You will write what you heard on THIS PADLET.</p> <p>3. You will describe yourself and your friends / family using the graphic organizers on pages 10-11.</p> <p>4. We will review adjectives (pages 12-14) and verbs (pages 15-16).</p> <p>*****</p> <p>Tarea</p> <p>Study the verbs and adjectives that we worked with today if you did not know them.</p>		<p>Today we will speak about how we will learn Spanish this year, how to learn a language and talk about proficiency.</p> <p>*****</p> <p>Tarea No hay tarea para mañana.</p>
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<p>martes, 5 de septiembre (Día 3)</p>	<p>Drop Day</p>	<p>Tarea para hoy (homework due for today)</p> <p>None</p> <p>*****</p> <p>¿Cómo soy?</p> <p>1. You will listen to your teacher speaking about herself and identify some ways that she describes her life.</p> <p>2. You will write what you heard on THIS PADLET.</p> <p>3. You will describe yourself and your friends / family using the graphic organizers on pages 10-11.</p> <p>4. We will review adjectives (pages 12-14) and verbs (pages 15-16).</p> <p>*****</p> <p>Tarea</p> <p>Study the verbs and adjectives that we worked with today if you did not know them.</p>	<p>Lunch #3 (11:53-12:22)</p> <p>Tarea para hoy (homework due for today)</p> <p>None</p> <p>*****</p> <p>¿Cómo soy?</p> <p>1. You will listen to your teacher speaking about herself and identify some ways that she describes her life.</p> <p>2. You will write what you heard on THIS PADLET.</p> <p>3. You will describe yourself and your friends / family using the graphic organizers on pages 10-11.</p> <p>4. We will review adjectives (pages 12-14) and verbs (pages 15-16).</p> <p>*****</p> <p>Tarea</p> <p>Study the verbs and adjectives that we worked</p>
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			with today if you did not know them.
miércoles, 6 de septiembre (Día 4)	<p>There was no homework due for today *****</p> <p>Today we will review how to use a verb in the present tense and begin the unit. (pages 17-23 in your workbook). *****</p> <p>Tarea Achievement Quiz #1 tomorrow 1. Be able to conjugate (change the endings of) a regular verb correctly (-AR, -ER, -IR) - Study page 3 in your workbook. 2. Know the verbs on page 22. 3. Know how to use an adjective (page13) and know what they mean.</p>	<p>Lunch #1 (Today lunch #1 is 11:03-11:30) There was no homework due for today *****</p> <p>Today we will review how to use a verb in the present tense and begin the unit. (pages 17-23 in your workbook). *****</p> <p>Tarea Achievement Quiz #1 on Friday 1. Be able to conjugate (change the endings of) a regular verb correctly (-AR, -ER, -IR) - Study page 3 in your workbook. 2. Know the verbs on page 22. 3. Know how to use an adjective (page13) and know what they mean.</p>	<p>Class begins at 8:30 today There was no homework due for today *****</p> <p>Today we will review how to use a verb in the present tense and begin the unit. (pages 17-23 in your workbook). *****</p> <p>Tarea Achievement Quiz #1 on Friday 1. Be able to conjugate (change the endings of) a regular verb correctly (-AR, -ER, -IR) - Study page 3 in your workbook. 2. Know the verbs on page 22. 3. Know how to use an adjective (page13) and know what they mean.</p>
jueves, 7 de septiembre (Día 5)	<p>Lunch #3 (11:53-12:22) Homework due for today: Achievement Quiz #1 (see top of this calendar for information on how to prepare) *****</p> <p>1. We will take Achievement Quiz #1. 2. We will begin Unit 1: <i>Learning Target 1: I can isolate elements of teenage pop culture from my culture.</i> (Activities on pages 27-38 of your workbook). *****</p> <p>Tarea: Achievement Quiz #2 Learn any TEN of the new vocabulary</p>	Drop Day	Drop Day

	words at the top of page 25 (the nouns). You will get the word in English and have to write it in Spanish (including the article: el/la or un/una)		
viernes, 8 de septiembre (Día 6)	Drop Day	<p>Lunch #1 (10:55-11:24)</p> <p>Homework due for today: Achievement Quiz #1 (see top of this calendar for information on how to prepare) *****</p> <p>1. We will take Achievement Quiz #1. 2. We will begin Unit 1: <i>Learning Target 1: I can isolate elements of teenage pop culture from my culture.</i> (Activities on pages 27-38 of your workbook). *****</p> <p>Tarea: Achievement Quiz #2 Learn any TEN of the new vocabulary words at the top of page 25 (the nouns). You will get the word in English and have to write it in Spanish (including the article: el/la or un/una)</p>	<p>Homework due for today: Homework due for today: Achievement Quiz #1 (see top of this calendar for information on how to prepare) *****</p> <p>1. We will take Achievement Quiz #1. 2. We will begin Unit 1: <i>Learning Target 1: I can isolate elements of teenage pop culture from my culture.</i> (Activities on pages 27-38 of your workbook). *****</p> <p>Tarea: Achievement Quiz #2 Learn any TEN of the new vocabulary words at the top of page 25 (the nouns). You will get the word in English and have to write it in Spanish (including the article: el/la or un/una)</p>
lunes, 11 de septiembre (Día 7)	<p>Homework due for today: Achievement Quiz #2 (see top of this calendar for information on how to prepare) *****</p> <p>Online Practice #1 Online Practice #2 Online Practice #3</p> <p>1. We will take Achievement Quiz #2. 2. <i>Learning Target 2: I can identify teenage pop culture trends and determine if they are current or not</i></p>	<p>Lunch #2 (11:24-11:53)</p> <p>Homework due for today: Achievement Quiz #2 (see top of this calendar for information on how to prepare) *****</p> <p>Online Practice #1 Online Practice #2 Online Practice #3</p> <p>1. We will take Achievement Quiz #2. 2. <i>Learning Target 2: I can identify teenage pop culture trends and determine if they are current or not</i> (Activities on pages 39-48 of</p>	<p>Homework due for today: Achievement Quiz #2 (see top of this calendar for information on how to prepare) *****</p> <p>Online Practice #1 Online Practice #2 Online Practice #3</p> <p>1. We will take Achievement Quiz #2. 2. <i>Learning Target 2: I can identify teenage pop culture trends and determine if they are current or not</i> (Activities on pages 39-48 of your workbook).</p>

	(Activities on pages 39-48 of your workbook). ***** Tarea: Complete the Canvas Quiz titled: Tarea #1: Práctica ocn el vocabulario	your workbook). ***** Tarea: Complete the Canvas Quiz titled: Tarea #1: Práctica con el vocabulario	***** Tarea: Complete the Canvas Quiz titled: Tarea #1: Práctica con el vocabulario
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martes, 12 de septiembre (Día 1)	Homework due for today: Complete the Canvas Quiz titled: Tarea #1: Práctica con el vocabulario ***** We will continue with <i>Learning Target 2: I can identify teenage pop culture trends and determine if they are current or not</i> (Activities on pages 39-48 of your workbook). ***** Tarea: Canvas Quiz: Tarea #2 - Practice Interpretive Listening - La Jerga	Lunch #1 (10:55-11:24) Homework due for today: Complete the Canvas Quiz titled: Tarea #1: Práctica con el vocabulario ***** We will continue with <i>Learning Target 2: I can identify teenage pop culture trends and determine if they are current or not</i> (Activities on pages 39-48 of your workbook). ***** Tarea: Canvas Quiz: Tarea #2 - Practice Interpretive Listening - La Jerga	Drop Day
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miércoles, 13 de septiembre (Día 2)	Homework due for today: Canvas Quiz: Tarea #2 - Practice Interpretive Listening - La Jerga ***** Wordwall - Adjectives <i>Learning Target 3: I can ask and answer questions about pop culture trends in my community.</i> (Activities on pages 49-51 of your workbook).	Drop Day	Lunch #2 (11:24-11:53) Homework due for today: Complete the Canvas Quiz titled: Tarea #1: Práctica con el vocabulario ***** We will continue with <i>Learning Target 2: I can identify teenage pop culture trends and determine if they are current or not</i> (Activities on pages 39-48 of your workbook). ***** Tarea: Canvas Quiz:
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	<p>*****</p> <p>Tarea:</p> <p>1. Study the vocabulary on pages 25-26 in your workbook (quiz soon on all words)</p> <p>2. Do the activity on page 51.</p>		Tarea #2 - Practice Interpretive Listening - La Jerga
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jueves, 14 de septiembre (Día 3)	Drop Day	<p>Homework due for today:</p> <p>Canvas Quiz:</p> <p>Tarea #2 - Practice Interpretive Listening - La Jerga</p> <p>*****</p> <p><u>Wordwall - Adjectives</u></p> <p><i>Learning Target 3: I can ask and answer questions about pop culture trends in my community.</i></p> <p>(Activities on pages 49-51 of your workbook).</p> <p>*****</p> <p>1. Study the vocabulary on pages 25-26 in your workbook (quiz soon on all words)</p> <p>2. Do the activity on page 51.</p>	<p>Lunch #3 (11:53-12:22)</p> <p>Homework due for today:</p> <p>Canvas Quiz:</p> <p>Tarea #2 - Practice Interpretive Listening - La Jerga</p> <p>*****</p> <p><u>Wordwall - Adjectives</u></p> <p><i>Learning Target 3: I can ask and answer questions about pop culture trends in my community.</i></p> <p>(Activities on pages 49-51 of your workbook).</p> <p>*****</p> <p>1. Study the vocabulary on pages 25-26 in your workbook (quiz soon on all words)</p> <p>2. Do the activity on page 51.</p>
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viernes, 15 de septiembre (Día 4)	<p>Homework due for today:</p> <p>1. Study the vocabulary on pages 25-26 in your workbook (quiz soon on all words)</p> <p>2. Do the activity on page 51.</p> <p>*****</p> <p>We will continue with <i>Learning Target 4: I can express my opinion about common</i></p>	<p>Lunch #1 (10:55-11:24)</p> <p>Homework due for today:</p> <p>1. Study the vocabulary on pages 25-26 in your workbook (quiz soon on all words)</p> <p>2. Do the activity on page 51.</p> <p>*****</p> <p>We will continue with <i>Learning Target 4: I can</i></p>	<p>Homework due for today:</p> <p>1. Study the vocabulary on pages 25-26 in your workbook (quiz soon on all words)</p> <p>2. Do the activity on page 51.</p> <p>*****</p> <p>We will continue with <i>Learning Target 4: I can express my opinion about common trends</i></p>

	<p><i>trends amongst WHS students.</i> We will practice writing a personal reaction using this video.</p> <p>*****</p> <p>Tarea: No homework - religious holiday - continue studying the vocabulary.</p>	<p><i>express my opinion about common trends amongst WHS students.</i> We will practice writing a personal reaction using this video.</p> <p>*****</p> <p>Tarea: No homework - religious holiday - continue studying the vocabulary.</p>	<p><i>amongst WHS students.</i> We will practice writing a personal reaction using this video.</p> <p>*****</p> <p>Tarea: No homework - religious holiday - continue studying the vocabulary.</p>
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<p>lunes, 18 de septiembre (Día 5)</p>	<p>Lunch #3 (11:53-12:22) Homework due for today: none *****</p> <p>We will continue with <i>Learning Target 5: I can identify different influences on teenagers in my culture.</i> 1. We will watch this video and do the activities on pages 55-58 of your workbook. *****</p> <p>Tarea: Achievement Quiz #3 (see top of calendar for information)</p>	<p>Drop Day</p>	<p>Drop Day</p>
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<p>martes, 19 de septiembre (Día 6)</p>	<p>Drop Day</p>	<p>Lunch #1 (10:55-11:24) Homework due for today: none *****</p> <p>We will continue with <i>Learning Target 5: I can identify different influences on teenagers in my culture.</i> 1. We will watch this video and do the activities on pages 55-58 of your workbook. *****</p>	<p>Homework due for today: none *****</p> <p>We will continue with <i>Learning Target 5: I can identify different influences on teenagers in my culture.</i> 1. We will watch this video and do the activities on pages 55-58 of your workbook. *****</p> <p>Tarea: Achievement Quiz #3 (see top of calendar for information)</p>
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		Tarea: Achievement Quiz #3 (see top of calendar for information)	calendar for information)
miércoles, 20 de septiembre (Día 7)	Homework due for today: Achievement Quiz #3 (see top of calendar for information) ***** 1. We will continue to prepare for our listening assessment tomorrow. 2. WORDWALL ***** Tarea: Interpretive Listening Performance Assessment NEXT CLASS. <i>Be sure that you have a charged computer and headphones that work with your computer for the assessment.</i>	Lunch #2 (11:24-11:53) Homework due for today: Achievement Quiz #3 (see top of calendar for information) ***** 1. We will continue to prepare for our listening assessment tomorrow. 2. WORDWALL ***** Tarea: Interpretive Listening Performance Assessment NEXT CLASS. <i>Be sure that you have a charged computer and headphones that work with your computer for the assessment.</i>	Homework due for today: Achievement Quiz #3 (see top of calendar for information) ***** 1. We will continue to prepare for our listening assessment tomorrow. 2. WORDWALL ***** Tarea: Interpretive Listening Performance Assessment NEXT CLASS. <i>Be sure that you have a charged computer and headphones that work with your computer for the assessment.</i>
jueves, 21 de septiembre (Día 1)	Interpretive Listening Performance Assessment No hay tarea.	Lunch #1 (10:55-11:24) Interpretive Listening Performance Assessment No hay tarea.	Drop Day

Interpretive Listening Performance Assessment - Date changed to Thursday 9/21 (Green, Yellow), Friday 9/21 (Tan)

Go to "How to Prepare for your Performance Assessments" on Canvas for detailed information on how to prepare and information about the format of the assessment.

[Here](#) is an additional video that you can practice with.

In English → identify the main idea, the target audience and three pieces of information from the video.

In Spanish → Choose a quote from the video (*El video dice, "...."*), state whether you agree or disagree with the quote and why (*Estoy/No estoy de acuerdo con la cita porque....*) and relate it to a specific, concrete, personal example from your life.

Wordwall vocabulary practices: [Adjectives](#) [Nouns](#) [Verbs](#) [Question Words](#)

viernes, 22 de septiembre (Día 2)	Homework due for today: none ***** ¿Qué sabes? We will do the exercises on pages 64-68 and learn about the two ways to say "I know" in Spanish. ***** Tarea: No hay tarea (religious holiday)	Drop Day	Lunch #2 (11:24-11:53) ** We will change our lunch today** Interpretive Listening Performance Assessment No hay tarea (religious holiday)
lunes, 25 de septiembre	Yom Kippur - No hay clases hoy		
martes, 26 de septiembre (Día 3)	Drop Day	Homework due for today: No homework due today (religious holiday) ***** ¿Qué sabes? We will do the exercises on pages 64-68 and learn about the two ways to say "I know" in Spanish. ***** Tarea: Canvas Quiz: Tarea #4 - saber y conocer	Lunch #3 (11:53-12:22) Homework due for today: No homework due today (religious holiday) ***** ¿Qué sabes? We will do the exercises on pages 64-68 and learn about the two ways to say "I know" in Spanish. ***** Tarea: Canvas Quiz: Tarea #4 - saber y conocer
miércoles, 27 de septiembre (Día 4)	Homework due for today: No homework due today (religious holiday) ***** <i>Learning Target 6: I can explain why different people and things influence teenagers in my culture.</i> We will do a formative writing assignment and get feedback (pages	Lunch #1 (10:55-11:24) Homework due for today: Canvas Quiz: Tarea #4 - saber y conocer ***** <i>Learning Target 6: I can explain why different people and things influence teenagers in my culture.</i> We will do a formative writing assignment	Homework due for today: Canvas Quiz: Tarea #4 - saber y conocer ***** <i>Learning Target 6: I can explain why different people and things influence teenagers in my culture.</i> We will do a formative writing assignment and get feedback (pages 69-70 in your workbook).

	69-70 in your workbook). ***** Tarea: Canvas Quiz: Tarea #4 - saber y conocer	and get feedback (pages 69-70 in your workbook). ***** Tarea: Write your rough draft of our upcoming assessment (prompt at the top of the class calendar). Bring it to your teacher before or after school or to the lab to get feedback BEFORE WEDNESDAY.	***** Tarea: Write your rough draft of our upcoming assessment (prompt at the top of the class calendar). Bring it to your teacher before or after school or to the lab to get feedback BEFORE WEDNESDAY.
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jueves, 28 de septiembre (Día 5)	Lunch #3 (11:53-12:22) Homework due for today: Canvas Quiz: Tarea #4 - saber y conocer ***** <i>Learning Target 7: I can explain to someone a teenage trend that they may not understand.</i> <u>Prueba de personalidad</u> We will play roles and practice explaining different trends to classmates (pages 71-75 in your workbook). ***** Tarea: Write your rough draft of our upcoming assessment (prompt at the top of the class calendar). Bring it to your teacher before or after school or to the lab to get feedback BEFORE TUESDAY.	Drop Day	Drop Day
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viernes, 29 de septiembre (Día 6)	Drop Day	Lunch #1 (10:55-11:24) Homework due for today: Write your rough draft of our upcoming assessment (prompt at the top of the class calendar).	Homework due for today: Write your rough draft of our upcoming assessment (prompt at the top of the class calendar). Bring it to your teacher before or after school or
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		<p>Bring it to your teacher before or after school or to the lab to get feedback BEFORE WEDNESDAY.</p> <p>*****</p> <p><i>Learning Target 7: I can explain to someone a teenage trend that they may not understand.</i></p> <p><u>Prueba de personalidad</u></p> <p>We will play roles and practice explaining different trends to classmates (pages 71-75 in your workbook).</p> <p>*****</p> <p>Tarea: Write your rough draft of our upcoming assessment (prompt at the top of the class calendar). Bring it to your teacher before or after school or to the lab to get feedback BEFORE WEDNESDAY.</p>	<p>to the lab to get feedback BEFORE WEDNESDAY.</p> <p>*****</p> <p><i>Learning Target 7: I can explain to someone a teenage trend that they may not understand.</i></p> <p><u>Prueba de personalidad</u></p> <p>We will play roles and practice explaining different trends to classmates (pages 71-75 in your workbook).</p> <p>*****</p> <p>Tarea: Write your rough draft of our upcoming assessment (prompt at the top of the class calendar). Bring it to your teacher before or after school or to the lab to get feedback BEFORE WEDNESDAY.</p>
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<p>lunes, 2 de octubre (Día 7) [Midterm-Q1]</p>	<p>Homework due for today: Write your rough draft of our upcoming assessment (prompt at the top of the class calendar). Bring it to your teacher before or after school or to the lab to get feedback BEFORE TUESDAY.</p> <p>*****</p> <p><i>Learning Target 8: I can listen to teens from a variety of places discussing poop culture and draw conclusions based on what I hear.</i></p> <p>We will finish learning target 8 today (pages 76-82 in your workbook).</p> <p>*****</p> <p>Tarea: BRING YOUR ROUGH DRAFT</p>	<p>Lunch #2 (11:24-11:53)</p> <p>Homework due for today: Write your rough draft of our upcoming assessment (prompt at the top of the class calendar). Bring it to your teacher before or after school or to the lab to get feedback BEFORE WEDNESDAY.</p> <p>*****</p> <p><i>Learning Target 8: I can listen to teens from a variety of places discussing poop culture and draw conclusions based on what I hear.</i></p> <p>We will finish learning target 8 today (pages 76-82 in your workbook).</p> <p>*****</p> <p>Tarea: BRING YOUR ROUGH DRAFT TO</p>	<p>Homework due for today: Write your rough draft of our upcoming assessment (prompt at the top of the class calendar). Bring it to your teacher before or after school or to the lab to get feedback BEFORE WEDNESDAY.</p> <p>*****</p> <p><i>Learning Target 8: I can listen to teens from a variety of places discussing poop culture and draw conclusions based on what I hear.</i></p> <p>We will finish learning target 8 today (pages 76-82 in your workbook).</p> <p>*****</p> <p>Tarea: tBRING YOUR ROUGH DRAFT TO CLASS. We will do peer review. It should be</p>
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	TO CLASS. We will do peer review. It should be written on paper (not on your computer)	CLASS. We will do peer review. It should be written on paper (not on your computer)	written on paper (not on your computer)
martes, 3 de octubre (Día 1)	Homework due for today: BRING YOUR ROUGH DRAFT TO CLASS. We will do peer review. It should be written on paper (not on your computer) ***** <i>Learning Target 8: I can listen to teens from a variety of places discussing poop culture and draw conclusions based on what I hear.</i> We will finish learning target 8 today (pages 76-82 in your workbook). ***** Tarea: <i>Presentational Writing Assessment next class. See top of calendar and Canvas for more information.</i>	Lunch #1 (10:55-11:24) Homework due for today: BRING YOUR ROUGH DRAFT TO CLASS. We will do peer review. It should be written on paper (not on your computer) ***** <i>Learning Target 8: I can listen to teens from a variety of places discussing poop culture and draw conclusions based on what I hear.</i> We will finish learning target 8 today (pages 76-82 in your workbook). ***** Tarea: <i>Presentational Writing Assessment next class. See top of calendar and Canvas for more information.</i>	Drop Day
miércoles, 4 de octubre (Día 2)	Presentational Writing Performance Assessment	Drop Day	Lunch #2 (11:24-11:53) Homework due for today: BRING YOUR ROUGH DRAFT TO CLASS. We will do peer review. It should be written on paper (not on your computer) ***** <i>Learning Target 8: I can listen to teens from a variety of places discussing poop culture and draw conclusions based on what I hear.</i> We will finish learning target 8 today (pages

			<p>76-82 in your workbook).</p> <p>*****</p> <p>Tarea:</p> <p><i>Presentational Writing Assessment next class. See top of calendar and Canvas for more information.</i></p>
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jueves, 5 de octubre (Día 3)	Drop Day	<p>Presentational Writing Performance Assessment</p>	<p>Presentational Writing Performance Assessment</p> <p>Lunch #3 (11:53-12:22)</p>
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viernes, 6 de octubre (Día 4)	<p>Homework due for today: there was no homework due for today.</p> <p>*****</p> <p><i>Learning Target 10: I can express my opinion on music trends in the target culture.</i></p> <p>We will listen to four songs in Spanish, talk about them and decide which we like the best. (pages 85-88 in your workbook).</p> <p>*****</p> <p>Tarea:</p> <p>Tarea N°5 Worksheet</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Homework due for today: there was no homework due for today.</p> <p>*****</p> <p><i>Learning Target 10: I can express my opinion on music trends in the target culture.</i></p> <p>We will listen to four songs in Spanish, talk about them and decide which we like the best. (pages 85-88 in your workbook).</p> <p>*****</p> <p>Tarea:</p> <p>Tarea N°5 Worksheet</p>	<p>Homework due for today: there was no homework due for today.</p> <p>*****</p> <p><i>Learning Target 10: I can express my opinion on music trends in the target culture.</i></p> <p>We will listen to four songs in Spanish, talk about them and decide which we like the best. (pages 85-88 in your workbook).</p> <p>*****</p> <p>Tarea:</p> <p>Tarea N°5 Worksheet</p>
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lunes, 9 de
octubre

No hay
clases hoy



Presentational Writing Performance Assessment - Wednesday October 4th (Yellow), Thursday October 5th (Green/Tan)

You have been chosen to be a mentor to a new student at WHS who comes to us from Argentina. You have been writing back and forth over the past few weeks and the latest question he asked you was “what’s it like to be a teenager in your community?”. Write a response to him in which you explain what teenage life is like in your community and mention what pop culture trends influence teenage life in your community. You may also want to provide a different perspective from a different community or geographic region.

Go to "How to Prepare for your Performance Assessments" on Canvas for detailed information on how to prepare and information about the format of the assessment.

martes, 10 de

Lunch #3 (11:53-12:22)

Drop Day

Drop Day

octubre (Día 5)	<p>Homework due for today: Tarea N°5 Worksheet *****</p> <p><i>Learning Target 12: I can describe which popular movie or shoe from the target culture I want to watch and why.</i></p> <ol style="list-style-type: none"> 1. We will review the homework. 2. We will practice for our next assessment - Interpersonal speaking - by talking in groups about what we would do in Wellesley with a visiting teenager. 3. We will read about and watch trailers of popular tv shows and movies from the Spanish speaking world and discuss them on Canvas. <p>*****</p> <p>Tarea: Record this FLIP video.</p>		
miércoles, 11 de octubre Día Corto	<p>Step Up Day Each class (freshmen, sophomores, juniors, seniors) will have alternate activities.</p>		

jueves, 12 de octubre (Día 6)	Drop Day	<p>Lunch #1 (10:55-11:24)</p> <p>Homework due for today: Tarea N°5 Worksheet *****</p> <p><i>Learning Target 12: I can choose which popular movie or shoe from the target culture I want to watch and why.</i></p> <ol style="list-style-type: none"> 1. We will review the homework. 2. We will practice for our next assessment - Interpersonal speaking - by talking in groups about what we would do in Wellesley with a visiting teenager. 3. We will read about and watch trailers of 	<p>Homework due for today: Tarea N°5 Worksheet *****</p> <p><i>Learning Target 12: I can choose which popular movie or shoe from the target culture I want to watch and why.</i></p> <ol style="list-style-type: none"> 1. We will review the homework. 2. We will practice for our next assessment - Interpersonal speaking - by talking in groups about what we would do in Wellesley with a visiting teenager. 3. We will read about and watch trailers of popular tv shows and movies from the Spanish
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		<p>popular tv shows and movies from the Spanish speaking world and discuss them on Canvas.</p> <p>*****</p> <p>Tarea: Record this FLIP video.</p>	<p>speaking world and discuss them on Canvas.</p> <p>*****</p> <p>Tarea: Record this FLIP video.</p>
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<p>viernes, 13 de octubre (Día 7)</p>	<p>Homework due for today: Record this FLIP video.</p> <p>*****</p> <p><i>Learning Target 14 - I can discuss teenage pop culture trends in my culture and compare them to those in the target culture.</i></p> <p>1. We will speak about teenage trends here and in other places (workbook pages 94-95). 2. We will practice again for our speaking assessment.</p> <p>PADLET</p> <p>*****</p> <p>Tarea: Prepare for your speaking assessment on TUESDAY by having a conversation with a friend/classmate answering the prompt.</p>	<p>Lunch #2 (11:24-11:53)</p> <p>Homework due for today: Record this FLIP video.</p> <p>*****</p> <p><i>Learning Target 14 - I can discuss teenage pop culture trends in my culture and compare them to those in the target culture.</i></p> <p>1. We will speak about teenage trends here and in other places (workbook pages 94-95). 2. We will practice again for our speaking assessment.</p> <p>PADLET</p> <p>*****</p> <p>Tarea: Prepare for your speaking assessment on WEDNESDAY by having a conversation with a friend/classmate answering the prompt.</p>	<p>Homework due for today: Record this FLIP video.</p> <p>*****</p> <p><i>Learning Target 14 - I can discuss teenage pop culture trends in my culture and compare them to those in the target culture.</i></p> <p>1. We will speak about teenage trends here and in other places (workbook pages 94-95). 2. We will practice again for our speaking assessment.</p> <p>PADLET</p> <p>*****</p> <p>Tarea: Prepare for your speaking assessment on WEDNESDAY by having a conversation with a friend/classmate answering the prompt.</p>
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<p>lunes, 16 de octubre (Día 1)</p>	<p>Homework due for today: You should have practiced for your interpersonal speaking assessment outside of class with a classmate or friend.</p> <p>*****</p> <p>We will do stations today to continue to prepare for the speaking assessment next class.</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Homework due for today: You should have practiced for your interpersonal speaking assessment outside of class with a classmate or friend.</p> <p>*****</p> <p>We will do stations today to continue to prepare for the speaking assessment next</p>	<p>Drop Day</p>
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	<p>*****</p> <p>Tarea: Review the tips on Canvas on how to prepare for tomorrow's Interpersonal Speaking Assessment (<i>How to prepare for your performance assessment?</i>)</p>	<p>class. *****</p> <p>Tarea: Review the tips on Canvas on how to prepare for tomorrow's Interpersonal Speaking Assessment (<i>How to prepare for your performance assessment?</i>)</p>	
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<p>martes, 17 de octubre (Día 2)</p>	<p>Interpersonal Speaking Assessment</p> <p>Please be sure to have your computer and phone in class today for us to do the recording.</p> <p>No hay tarea.</p>	<p>Drop Day</p>	<p>Lunch #2 (11:24-11:53)</p> <p>Homework due for today: You should have practiced for your interpersonal speaking assessment outside of class with a classmate or friend. *****</p> <p>We will do stations today to continue to prepare for the speaking assessment next class. *****</p> <p>Tarea: Review the tips on Canvas on how to prepare for tomorrow's Interpersonal Speaking Assessment (<i>How to prepare for your performance assessment?</i>)</p>
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<p>miércoles 18 de octubre (Día 3)</p>	<p>Drop Day</p>	<p>Interpersonal Speaking Assessment</p> <p>Please be sure to have your computer and phone in class today for us to do the recording.</p> <p>No hay tarea.</p>	<p>Lunch #3 (11:53-12:22)</p> <p>Interpersonal Speaking Assessment</p> <p>Please be sure to have your computer and phone in class today for us to do the recording.</p> <p>No hay tarea.</p>
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Interpersonal Speaking Performance Assessment - Tuesday, October 17th (yellow), Wednesday October

18th (green+tan)

This is the last Performance Assessment for Quarter 1

See pages 95-96 in your workbook for the rubrics and more details.

See Canvas: *How to prepare for your performance assessment?* for tips on how to prepare.

Situación: One of the teenagers we heard from in this unit has decided to come to Wellesley for a few months as part of an exchange program. Obviously, the teenager wants to spend time with other teenagers from this community and you want them to have the best time. You are in charge of planning a day with 3-4 different activities based directly on what influences the teenager's life.

First- watch their video introducing themselves and talking about what interests or influences their life.

Second- in a small group you will:

- Discuss teenage trends and activities that are popular in your culture and at Wellesley High School
 - Express your opinion on the trends that your group talks about
- Compare and contrast the trends/activities to what you know about the teenager coming to Wellesley
 - Plan 3-4 different activities based directly on what interests/influences the teenager's life.

Third- you don't want to forget what your group discussed so you write out a short description of the itinerary for the day.
Write out what activities you should/recommend doing with your teenager.


jueves, 19 de octubre (Día 4)	<p>We will begin Unit 1 - Part 2 <i>I can compare/contrast teenage life now and 30 years ago</i></p> <p>1. You will receive your new workbooks. 2. We will use Google Earth/Google Maps and the photos on Canvas to look at what the cities of Cali, Colombia, San José Costa Rica and Barcelona Spain are like, as well as what some people's lives looked like 30 years ago. (pages 11-19 in your new workbook).</p> <p>Tarea: <i>Without looking at any resources or your workbook, fill out all the verbs that you already know on the worksheet you receive</i></p>	<p>Lunch #1 (10:55-11:24)</p> <p>We will begin Unit 1 - Part 2 <i>I can compare/contrast teenage life now and 30 years ago</i></p> <p>1. You will receive your new workbooks. 2. We will use Google Earth/Google Maps and the photos on Canvas to look at what the cities of Cali, Colombia, San José Costa Rica and Barcelona Spain are like, as well as what some people's lives looked like 30 years ago. (pages 11-19 in your new workbook).</p> <p>Tarea: <i>Without looking at any resources or your workbook, fill out all the verbs that you already know on the worksheet you receive</i></p>	<p>We will begin Unit 1 - Part 2 <i>I can compare/contrast teenage life now and 30 years ago</i></p> <p>1. You will receive your new workbooks. 2. We will use Google Earth/Google Maps and the photos on Canvas to look at what the cities of Cali, Colombia, San José Costa Rica and Barcelona Spain are like, as well as what some people's lives looked like 30 years ago. (pages 11-19 in your new workbook).</p> <p>Tarea: <i>Without looking at any resources or your workbook, fill out all the verbs that you already know on the worksheet you receive in class. You don't yet need to look up the ones you don't</i></p>
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	in class. You don't yet need to look up the ones you don't know.	in class. You don't yet need to look up the ones you don't know.	know.
viernes, 20 de octubre (Día 5)	<p>Lunch #3 (11:53-12:22)</p> <p>Homework due for today: <i>Without looking at any resources or your workbook, fill out all the verbs that you already know on the worksheet you receive in class. You don't yet need to look up the ones you don't know.</i> *****</p> <p><i>Learning Target 2: I can identify biographical information about a person.</i> 1. We will speak about how to study and learn vocabulary. We will schedule our first quiz on vocabulary. 2. We will listen to and read about Mayra, Alex, Maria and Mariona to learn what their life was like 30 years ago (pages 21-26 in your workbook). *****</p> <p>Tarea: Look at the vocabulary hand out and <i>make flashcards for the verbs that you do not yet know</i>. All verbs are on pages 5-6 of your workbook. Your quiz on <i>all</i> these words is on Thursday Oct 26th.</p>	Drop Day	Drop Day
lunes, 23 de octubre (Día 6)	Drop Day	<p>Lunch #1 (10:55-11:24)</p> <p>Homework due for today: <i>Without looking at any resources or your workbook, fill out all the verbs that you already know on the worksheet you receive in class. You don't yet need to look up the ones you don't know.</i></p>	<p>Homework due for today: <i>Without looking at any resources or your workbook, fill out all the verbs that you already know on the worksheet you receive in class. You don't yet need to look up the ones you don't know.</i> *****</p>

		<p>*****</p> <p><i>Learning Target 2: I can identify biographical information about a person.</i></p> <p>1. We will speak about how to study and learn vocabulary. We will schedule our first quiz on vocabulary.</p> <p>2. We will listen to and read about Mayra, Alex, Maria and Mariona to learn what their life was like 30 years ago (pages 21-26 in your workbook).</p> <p>*****</p> <p>Tarea:</p> <p>Look at the vocabulary hand out and <i>make flashcards for the verbs that you do not yet know</i>. All verbs are on pages 5-6 of your workbook Your quiz on <i>all</i> these words is on Friday Oct 27th.</p>	<p><i>Learning Target 2: I can identify biographical information about a person.</i></p> <p>1. We will speak about how to study and learn vocabulary. We will schedule our first quiz on vocabulary.</p> <p>2. We will listen to and read about Mayra, Alex, Maria and Mariona to learn what their life was like 30 years ago (pages 21-26 in your workbook).</p> <p>*****</p> <p>Tarea:</p> <p>Look at the vocabulary hand out and <i>make flashcards for the verbs that you do not yet know</i>. All verbs are on pages 5-6 of your workbook Your quiz on <i>all</i> these words is on Friday Oct 27th.</p>
<p>martes, 24 de octubre (Día 7)</p>	<p>Homework due for today:</p> <p>Look at the vocabulary hand out and <i>make flashcards for the verbs that you do not yet know</i>. All verbs are on pages 5-6 of your workbook. Your quiz on <i>all</i> these words is on Thursday Oct 26th.</p> <p>*****</p> <p><i>We will continue with Learning Target 2: I can identify biographical information about a person.</i></p> <p>1. We will listen to and read about Alex (from Cali) and Mariona (from Barcelona) to learn what their life was like 30 years ago (pages 21-26 in your workbook).</p> <p>*****</p>	<p>Lunch #2 (11:24-11:53)</p> <p>Homework due for today:</p> <p>Look at the vocabulary hand out and <i>make flashcards for the verbs that you do not yet know</i>. All verbs are on pages 5-6 of your workbook. Your quiz on <i>all</i> these words is on Thursday Oct 26th.</p> <p>*****</p> <p><i>We will continue with Learning Target 2: I can identify biographical information about a person.</i></p> <p>1. We will listen to and read about Alex (from Cali) and Mariona (from Barcelona) to learn what their life was like 30 years ago (pages 21-26 in your workbook).</p> <p>*****</p>	<p>Homework due for today:</p> <p>Look at the vocabulary hand out and <i>make flashcards for the verbs that you do not yet know</i>. All verbs are on pages 5-6 of your workbook. Your quiz on <i>all</i> these words is on Thursday Oct 26th.</p> <p>*****</p> <p><i>We will continue with Learning Target 2: I can identify biographical information about a person.</i></p> <p>1. We will listen to and read about Alex (from Cali) and Mariona (from Barcelona) to learn what their life was like 30 years ago (pages 21-26 in your workbook).</p> <p>*****</p> <p>Tarea:</p> <p>Worksheet - Tarea #6</p>

	Tarea: Worksheet - Tarea #6	Tarea: Worksheet - Tarea #6	
miércoles 25 de octubre (Día 1)	Homework due for today: Worksheet - Tarea #6 ***** <i>Learning Target 3: I can identify biographical information about a person.</i> 1. We will do all the activities on pages 27-30 in your workbook, using this handout. 2. You will turn in a writing sample describing what your life was like as a pre-teen using the new verb forms that we learned in class today. <i>If you are not in class, be sure to go to the lab or see your teacher as soon as you return to understand this.</i> ***** Tarea: Achievement Quiz #4 - learn all the verbs on pages 5-6 in your workbook. (format: matching)	Lunch #1 (10:55-11:24) Homework due for today: Worksheet - Tarea #6 ***** <i>Learning Target 3: I can identify biographical information about a person.</i> 1. We will do all the activities on pages 27-30 in your workbook, using this handout. 2. You will turn in a writing sample describing what your life was like as a pre-teen using the new verb forms that we learned in class today. <i>If you are not in class, be sure to go to the lab or see your teacher as soon as you return to understand this.</i> ***** Tarea: Achievement Quiz #4 - learn all the verbs on pages 5-6 in your workbook. (format: matching)	Drop Day
jueves, 26 de octubre (Día 2)	Homework due for today: Achievement Quiz #4 - learn all the verbs on pages 5-6 in your workbook. (format: matching) ***** <i>Learning Target 4: I can compare and contrast someone's activities to what I do now and what I used to do as a preteen.</i> 1. We will have Achievement Quiz #4/ 2. We will do all the activities on pages	Drop Day	Lunch #2 (11:24-11:53) Homework due for today: Worksheet - Tarea #6 ***** <i>Learning Target 3: I can identify biographical information about a person.</i> 1. We will do all the activities on pages 27-30 in your workbook, using this handout. 2. You will turn in a writing sample describing what your life was like as a pre-teen using the

	<p>31-35. *****</p> <p>Tarea: pages 79-80. <i>Forma en el imperfecto</i> = Imperfect Form. <i>Traducción</i> = Translation (what does this mean in English).</p>		<p>new verb forms that we learned in class today. <i>If you are not in class, be sure to go to the lab or see your teacher as soon as you return to understand this.</i> *****</p> <p>Tarea: Achievement Quiz #4 - learn all the verbs on pages 5-6 in your workbook. (format: matching)</p>
<p>viernes, 27 de octubre (Día 3)</p>	<p>Drop Day</p>	<p>Homework due for today: Achievement Quiz #4 - learn all the verbs on pages 5-6 in your workbook. (format: matching) *****</p> <p><i>Learning Target 4: I can compare and contrast someone's activities to what I do now and what I used to do as a preteen.</i> 1. We will have Achievement Quiz #4/ 2. We will do all the activities on pages 31-35. *****</p> <p>Tarea: pages 79-80. <i>Forma en el imperfecto</i> = Imperfect Form. <i>Traducción</i> = Translation (what does this mean in English).</p>	<p>Homework due for today: Achievement Quiz #4 - learn all the verbs on pages 5-6 in your workbook. (format: matching) *****</p> <p><i>Learning Target 4: I can compare and contrast someone's activities to what I do now and what I used to do as a preteen.</i> 1. We will have Achievement Quiz #4/ 2. We will do all the activities on pages 31-35. *****</p> <p>Tarea: pages 79-80. <i>Forma en el imperfecto</i> = Imperfect Form. <i>Traducción</i> = Translation (what does this mean in English).</p>
<p>lunes, 30 de octubre (Día 4)</p>	<p>Homework due for today: Pages 79-80. <i>Forma en el imperfecto</i> = Imperfect Form. <i>Traducción</i> = Translation (what does this mean in English). *****</p> <p><i>Learning Target 5: I can isolate characteristics about teenagers in the past and teenagers now.</i> 1. We will read an article about comparing teens now and teens in the past. (Pages</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Homework due for today: Pages 79-80. <i>Forma en el imperfecto</i> = Imperfect Form. <i>Traducción</i> = Translation (what does this mean in English). *****</p> <p><i>Learning Target 5: I can isolate characteristics about teenagers in the past and teenagers now.</i> 1. We will read an article about comparing teens now and teens in the past. (Pages 36-41 en tu cuaderno).</p>	<p>Homework due for today: Pages 79-80. <i>Forma en el imperfecto</i> = Imperfect Form. <i>Traducción</i> = Translation (what does this mean in English). *****</p> <p><i>Learning Target 5: I can isolate characteristics about teenagers in the past and teenagers now.</i> 1. We will read an article about comparing teens now and teens in the past. (Pages 36-41 en tu cuaderno). *****</p>

	<p>36-41 en tu cuaderno).</p> <p>*****</p> <p>Tarea: We read an article in class (p.38-40). The homework is to finish the formative writing for the personal reaction.</p> <p>Write a few sentences:</p> <p><i>El artículo dice... (insert the quote you chose here)</i></p> <p>Choose one of these quotes from the article:</p> <ol style="list-style-type: none">1. "La nueva generación es más política y madura y puede ser más responsable."2. "La nueva generación es más solitaria porque son adictos a las pantallas y son insatisfechos con muchos aspectos de su vida." <p><i>Yo estoy/no estoy de acuerdo porque....</i></p> <p>Then describe a personal experience related to this quote. You may want to use the imperfect if you're talking about when you were younger.</p>	<p>*****</p> <p>Tarea: p.81</p> <p>Also, study the vocabulary (verbs p. 5-6), nouns p7, adjectives p.8 - reading assessment coming up on Monday.</p>	<p>Tarea: We read an article in class (p.38-40). The homework is to finish the formative writing for the personal reaction.</p> <p>Write a few sentences:</p> <p><i>El artículo dice... (insert the quote you chose here)</i></p> <p>Choose one of these quotes from the article:</p> <ol style="list-style-type: none">1. "La nueva generación es más política y madura y puede ser más responsable."2. "La nueva generación es más solitaria porque son adictos a las pantallas y son insatisfechos con muchos aspectos de su vida." <p><i>Yo estoy/no estoy de acuerdo porque....</i></p> <p>Then describe a personal experience related to this quote. You may want to use the imperfect if you're talking about when you were younger.</p>
<p>martes, 31 de octubre (Día 5)</p> 	<p>Lunch #3 (11:53-12:22)</p> <p>Homework due for today:</p> <p>We read an article in class (p.38-40). The homework is to finish the formative writing for the personal reaction.</p> <p>Write a few sentences:</p> <p><i>El artículo dice... (insert the quote you chose here)</i></p> <p>Choose one of these quotes from the article:</p> <ol style="list-style-type: none">1. "La nueva generación es más política y madura y puede ser más responsable."2. "La nueva generación es más solitaria porque son adictos a las pantallas y son insatisfechos con muchos aspectos de su vida." <p><i>Yo estoy/no estoy de acuerdo porque....</i></p> <p>Then describe a personal experience related to this quote. You may want to use the imperfect if you're talking about when you were younger.</p> <p>*****</p> <p><i>Learning Target 6: I can isolate characteristics about teenagers and agree or disagree with the statements.</i></p>	<p>Drop Day</p>	<p>Drop Day</p>

	<div>1. We will read an article about teens now and teens in the past and how they differ (pages 36-41).</div> <div>2. GOOGLE SLIDES</div> <div>*****</div> <div>Tarea: página 82</div> <div>Reading assessment on Monday.</div>		
<div>jueves, 2 de noviembre (Día 6)</div>	<div>Drop Day</div>	<div>Lunch #1 (10:55-11:24)</div> <div>Homework due for today:</div> <div>p.81</div> <div>*****</div> <div>Learning Target 6: I can isolate characteristics about teenagers and agree or disagree with the statements.</div> <div>1. We will read an article about teens now and teens in the past and how they differ (pages 36-41).</div> <div>2. GOOGLE SLIDES</div> <div>*****</div> <div>Tarea: página 82</div> <div>Reading assessment on Monday.</div>	<div>Homework due for today:</div> <div>We read an article in class (p.38-40). The homework is to finish the formative writing for the personal reaction.</div> <div>Write a few sentences:</div> <div>El artículo dice... (insert the quote you chose here)</div> <div>Choose one of these quotes from the article:</div> <div>1. "La nueva generación es más política y madura y puede ser más responsable."</div> <div>2. "La nueva generación es más solitaria porque son adictos a las pantallas y son insatisfechos con muchos aspectos de su vida."</div> <div>Yo estoy/no estoy de acuerdo porque....</div> <div>Then describe a personal experience related to this quote. You may want to use the imperfect if you're talking about when you were younger.</div> <div>*****</div> <div>Learning Target 6: I can isolate characteristics about teenagers and agree or disagree with the statements.</div> <div>1. We will read an article about teens now and teens in the past and how they differ (pages 36-41).</div> <div>2. GOOGLE SLIDES</div> <div>*****</div>

Tarea: página 82
Reading assessment on Tuesday.

Achievement Quiz N°1 - Thursday 9/7 (yellow), Friday 9/8 (green/tan) (23 points)

1. Be able to conjugate (change the endings of) a regular verb correctly (-AR, -ER, -IR) - Study page 3 in your workbook 2. Know the verbs on page 22 in your workbook. You will see the verb in English and have to write the infinitive in Spanish. 3. Know how to use an adjective (page13) and know what they mean.

Achievement Quiz N°2 - Monday 9/11 (10 points)

Learn any ten of the new vocabulary words at the top of page 25 (choose any 10). You will see them in English and be asked to write them in Spanish, including the article (el/la/los/las)

Achievement Quiz N°3 - (25 points)

Wednesday September 20th - Learn all of the vocabulary words on pages 25-26 in your workbook. Format - matching Spanish word to English word.

Achievement Quiz N°4 - (30 points)

jueves, 26 octubre y viernes 27 septiembre - Learn all of the verbs on pages 5-6 in your [workbook](#). Format is matching.

viernes, 3 de noviembre (Día 7) Last Day Quarter 1	<p>Homework due for today: página 82 Reading assessment next class. *****</p> <p>We will continue preparing for our reading assessment. WORDWALL *****</p> <p>Tarea: Interpretive Reading Assessment next class.</p>	<p>Lunch #2 (11:24-11:53)</p> <p>Homework due for today: página 82 Reading assessment next class. *****</p> <p>We will continue preparing for our reading assessment. WORDWALL *****</p> <p>Tarea: Interpretive Reading Assessment next class.</p>	<p>Homework due for today: página 82 Reading assessment next class. *****</p> <p>We will continue preparing for our reading assessment. WORDWALL *****</p> <p>Tarea: Interpretive Reading Assessment next class.</p>
lunes, 6 de noviembre (Día 1)	Interpretive Reading Assessment	Interpretive Reading Assessment	Drop Day
martes, 7 de noviembre (Día 2)	<p>Homework due for today: No homework due for today. *****</p> <p>Learning Target 7: I can respond to questions about El Día de las Velitas.</p>	Drop Day	Interpretive Reading Assessment

	WORDWALL 1. We will do the activities on pages 49-51 in your workbook and learn about <i>El Día de las Velitas</i> . NEARPOD ***** Tarea: Achievement Quiz #5		
miércoles, 8 de noviembre (Día 3)	Drop Day	Homework due for today: No homework due for today. ***** <i>Learning Target 7: I can respond to questions about El Día de las Velitas.</i> WORDWALL 1. We will do the activities on pages 49-51 in your workbook and learn about <i>El Día de las Velitas</i> . NEARPOD ***** Tarea: Achievement Quiz #5	<div>Lunch #3 (11:53-12:22)</div> Homework due for today: No homework due for today. ***** <i>Learning Target 7: I can respond to questions about El Día de las Velitas.</i> WORDWALL 1. We will do the activities on pages 49-51 in your workbook and learn about <i>El Día de las Velitas</i> . NEARPOD ***** Tarea: Achievement Quiz #5
jueves, 9 de noviembre (Día 4)	Homework due for today: Achievement Quiz #5 ***** <i>Learning Target 8: I can ask and answer questions about what I used to do as a pre-teen.</i> 1. We will speak with classmates about our pre-teen years (pages 52-54) and do a short writing about what we learned from the person we spoke with. WORDWALL 2. We will go to the lab and do additional speaking.	<div>Lunch #1 (10:55-11:24)</div> Homework due for today: Achievement Quiz #5 ***** <i>Learning Target 8: I can ask and answer questions about what I used to do as a pre-teen.</i> 1. We will speak with classmates about our pre-teen years (pages 52-54) and do a short writing about what we learned from the person we spoke with. WORDWALL 2. We will go to the lab and do additional speaking.	Homework due for today: Achievement Quiz #5 ***** <i>Learning Target 8: I can ask and answer questions about what I used to do as a pre-teen.</i> 1. We will speak with classmates about our pre-teen years (pages 52-54) and do a short writing about what we learned from the person we spoke with. WORDWALL 2. We will go to the lab and do additional speaking. *****

	<p>Write 5 sentences in Spanish about what they used to do when they were younger.</p> <p>Write 1 sentence in Spanish about how your life is similar or different to theirs.</p> <p><i>Email your teacher tonight <u>before 8pm</u> if you can't find an adult and she will send you a recording of her life when she was young that you can use.</i></p>		
<p>martes, 14 de noviembre (Día 6)</p>	<p>Drop Day</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Homework due for today:</p> <p>Fill out a page on THIS slideshow with photos/images. Very important. This is what you will use for your Presentational Performance Speaking Assessment on Thursday.</p> <p>*****</p> <p><i>Learning Target 9: I can investigate and present information about an element of someone's teenage life.</i></p> <p>1. We will prepare for our Speaking Presentations and then practice them</p> <p>WORDWALL</p> <p>2. We will begin Learning Target 9 (p.55-59).</p> <p>JAMBOARD</p> <p>*****</p> <p>Tarea: Speak with an adult in your house. Ask them about what their life was like when they were younger. Write 5 sentences in Spanish about what they used to do when they were younger.</p> <p>Write 1 sentence in Spanish about how your life is similar or different to theirs.</p> <p><i>Email your teacher tonight <u>before 8pm</u> if you can't find an adult and she will send you a recording of her life when she was young that you can use.</i></p>	<p>Homework due for today:</p> <p>Fill out a page on THIS slideshow with photos/images. Very important. This is what you will use for your Presentational Performance Speaking Assessment on Thursday.</p> <p>*****</p> <p><i>Learning Target 9: I can investigate and present information about an element of someone's teenage life.</i></p> <p>1. We will prepare for our Speaking Presentations and then practice them.</p> <p>WORDWALL</p> <p>2. We will begin Learning Target 9 (p.55-59).</p> <p>JAMBOARD</p> <p>*****</p> <p>Tarea: Speak with an adult in your house. Ask them about what their life was like when they were younger. Write 5 sentences in Spanish about what they used to do when they were younger.</p> <p>Write 1 sentence in Spanish about how your life is similar or different to theirs.</p> <p><i>Email your teacher tonight <u>before 8pm</u> if you can't find an adult and she will send you a recording of her</i></p>

			life when she was young that you can use.
miércoles, 15 de noviembre (Día 7)	<p>Homework due for today: Speak with an adult in your house. Ask them about what their life was like when they were younger. Write 5 sentences in Spanish about what they used to do when they were younger. Write 1 sentence in Spanish about how your life is similar or different to theirs.</p> <p>*****</p> <p><i>Learning Target 9: I can</i> 1. We will continue preparing for our Speaking Presentations. 2. We will finish Learning Target 9 (p.55-59).</p> <p>*****</p> <p>Tarea: Presentational Speaking Assessment next class.</p>	<p>Lunch #2 (11:24-11:53) Homework due for today: Speak with an adult in your house. Ask them about what their life was like when they were younger. Write 5 sentences in Spanish about what they used to do when they were younger. Write 1 sentence in Spanish about how your life is similar or different to theirs.</p> <p>*****</p> <p><i>Learning Target 9: I can</i> 1. We will continue preparing for our Speaking Presentations. 2. We will finish Learning Target 9 (p.55-59).</p> <p>*****</p> <p>Tarea: Presentational Speaking Assessment next class.</p>	<p>Homework due for today: Speak with an adult in your house. Ask them about what their life was like when they were younger. Write 5 sentences in Spanish about what they used to do when they were younger. Write 1 sentence in Spanish about how your life is similar or different to theirs.</p> <p>*****</p> <p><i>Learning Target 9: I can</i> 1. We will continue preparing for our Speaking Presentations. 2. We will finish Learning Target 9 (p.55-59).</p> <p>*****</p> <p>Tarea: Presentational Speaking Assessment next class.</p>
jueves, 16 de noviembre (Día 1)	Presentational Speaking Assessment	<p>Lunch #1 (10:55-11:24) Presentational Speaking Assessment</p>	Drop Day
viernes, 17 de noviembre (Día 2)	<p>Homework due for today: No homework was due for today. <i>We will finish a few Presentational Speaking Assessments at the beginning of class.</i> Practice with these links while your teacher is finishing the assessments: WORDWALL Little words</p>	Drop Day	Presentational Speaking Assessment

	<p>Present and Past words</p> <p>*****</p> <p><i>Learning Target 10: I can find information about unique teenage trends in Spain.</i></p> <p>1. We will read the article on pages 62-66 in our workbooks.</p> <p>Video #1 Video #2</p> <p>*****</p> <p>Tarea: Achievement Quiz #6</p> <p><i>You will get these words in English and have to write the words in Spanish.</i></p> <p>Little words Present and Past words</p>		
<p>lunes, 20 de noviembre (Día 3)</p>	<p>Drop Day</p>	<p>Homework due for today:</p> <p>No homework was due for today.</p> <p><i>We will finish a few Presentational Speaking Assessments at the beginning of class.</i></p> <p>WORDWALL</p> <p>Little words</p> <p>Present and Past words</p> <p>*****</p> <p><i>Learning Target 10: I can find information about unique teenage trends in Spain.</i></p> <p>1. We will read the article on pages 62-66 in our workbooks.</p> <p>Video #1 Video #2</p> <p>*****</p> <p>Tarea: Achievement Quiz #6</p> <p><i>You will get these words in English and have to write the words in Spanish.</i></p> <p>Little words Present and Past words</p>	<p>Lunch #3 (11:53-12:22)</p> <p>Homework due for today:</p> <p>No homework was due for today.</p> <p>*****</p> <p>WORDWALL</p> <p>Little words</p> <p>Present and Past words</p> <p><i>Learning Target 10: I can find information about unique teenage trends in Spain.</i></p> <p>1. We will read the article on pages 62-66 in our workbooks.</p> <p>Video #1 Video #2</p> <p>*****</p> <p>Tarea: Achievement Quiz #6</p> <p><i>You will get these words in English and have to write the words in Spanish.</i></p> <p>Little words Present and Past words</p>
<p>martes, 21 de noviembre</p>	<p>Homework due for today:</p> <p>Achievement Quiz #6</p> <p><i>You will get these words in English and</i></p>	<p>Lunch #1 (10:55-11:24)</p> <p>Homework due for today:</p> <p>Achievement Quiz #6</p>	<p>Homework due for today:</p> <p>Achievement Quiz #6</p> <p><i>You will get these words in English and have to</i></p>

(Día 4)	<p>have to write the words in Spanish. Little words Present and Past words *****</p> <p><i>Learning Target 11: I can isolate characteristics of teenage life in my culture.</i> 1. We will read the article on pages 67-72 in our workbooks. ***** ¡No hay tarea! ¡Felices vacaciones!</p>	<p>You will get these words in English and have to write the words in Spanish. Little words Present and Past words *****</p> <p><i>Learning Target 11: I can isolate characteristics of teenage life in my culture.</i> 1. We will read the article on pages 67-72 in our workbooks. ***** ¡No hay tarea! ¡Felices vacaciones!</p>	<p>write the words in Spanish. Little words Present and Past words *****</p> <p><i>Learning Target 11: I can isolate characteristics of teenage life in my culture.</i> 1. We will read the article on pages 67-72 in our workbooks. ***** ¡No hay tarea! ¡Felices vacaciones!</p>
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miércoles, 22 de noviembre	Class breakfasts, Advisory and Pep Rally!		
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<p>martes, 28 de noviembre (Día 5)</p>	<p><i>Learning Target 12: I can explain how and why someone's teenage years were similar or different to mine.</i> 1. We will do a tiered formative writing practice. WORDWALL WORDWALL ***** Tarea: Work on your rough draft to prepare for Friday's writing assessment.</p>	Drop Day	Drop Day
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miércoles, 29 de noviembre (Día 6)	Drop Day	<p><i>Learning Target 12: I can explain how and why someone's teenage years were similar or different to mine.</i></p> <p>1. We will do a tiered formative writing practice. WORDWALL WORDWALL</p> <p>*****</p> <p>Tarea: Work on your rough draft to prepare for Friday's writing assessment.</p>	<p><i>Learning Target 12: I can explain how and why someone's teenage years were similar or different to mine.</i></p> <p>1. We will do a tiered formative writing practice. WORDWALL WORDWALL</p> <p>*****</p> <p>Tarea: Work on your rough draft to prepare for Monday's writing assessment.</p>
jueves, 30 de noviembre (Día 7)	<p>Homework due for today: Work on your rough draft to prepare for Friday's writing assessment.</p> <p>*****</p> <p><i>Learning Target 13: I can evaluate and judge my preconceptions of the teenage life of someone.</i></p> <p>1. We will edit and rewrite our tiered writing practices based on feedback from our teacher.</p> <p>*****</p> <p>Tarea: Presentational Writing Assessment next class</p>	<p>Homework due for today: Work on your rough draft to prepare for Friday's writing assessment.</p> <p>*****</p> <p><i>Learning Target 13: I can evaluate and judge my preconceptions of the teenage life of someone.</i></p> <p>1. We will edit and rewrite our tiered writing practices based on feedback from our teacher.</p> <p>*****</p> <p>Tarea: Presentational Writing Assessment next class</p>	<p>Homework due for today: Work on your rough draft to prepare for Friday's writing assessment.</p> <p>*****</p> <p><i>Learning Target 13: I can evaluate and judge my preconceptions of the teenage life of someone.</i></p> <p>1. We will edit and rewrite our tiered writing practices based on feedback from our teacher.</p> <p>*****</p> <p>Tarea: Presentational Writing Assessment next class</p>
viernes, 1° de diciembre (Día 1)	Presentational Writing Assessment	Presentational Writing Assessment	Drop Day

Performance Assessment - Presentational Writing - viernes 1 diciembre (amarilla/verde), lunes 4 diciembre (marrón)

You recently read somewhere that someone was talking about pre-teen and teenage life in Massachusetts and talked about how drastically different it was in the Spanish speaking world (Spain/Colombia/Costa Rica). In the post, the person stereotyped Spanish speaking people's teenage years and said that basically nothing was the same and it is impossible to compare teenagers in the two countries. After reading this, you decide not to just continue scrolling but instead to post something to tell this person that they are wrong. Based on what you've learned about María and Mariona from Barcelona (Spain), Mayra and Alex from Cali (Colombia) and Seemore from San José (Costa Rica), you feel that you are equipped to help this person see what's wrong in their thinking. In a polite reply to the person you: Introduce yourself and describe what you were

like as a pre-teen, Talk about what you used to do as a pre-teen (when you were 10, 11, 12 years old), Compare and contrast what you used to do to what María / Mariona / Mayra / Alex / Seemore* used to do when they were teenagers, Explain to this person why their thinking is flawed and culturally insensitive You should also compare your pre-teen years to what you are like now as a teen Discuss a different teen or classmate and talk about what they used to do when they were younger and compare yourself to them. *All the videos/audios are posted on Canvas.

lunes, 4 de diciembre (Día 2)	<p>We will begin Unit 1 - Part 1</p> <p>How do I connect with others - I can justify whether technology and social media bring people together or not.</p> <ol style="list-style-type: none"> 1. We will talk about whether or not we are addicted to our phones. 2. We will take THIS QUIZ on ¿Eres adicto al móvil? 3. We will complete this SURVEY. 4. We will read the article about a town in Massachusetts that makes students put their phones in sealed pouches all day and discuss the pros and cons. YONDR pouches <p>*****</p> <p>Tarea: If you have <i>any</i> achievement quizzes or homework for Term 2 that you want to make up or retake, you <u>must</u> retake them / make them up before or during Intervention Time (Wednesday 12/6 at 8:30am). No other homework :)</p>	Drop Day	<div>Presentational Writing Assessment</div>
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Achievement Quiz #5 - Students will be given one of these reflexive verbs to conjugate in the present and imperfect tenses: *reunirse, preocuparse, sentirse*

Achievement Quiz #6 - You will get these words in English and have to write the words in Spanish. [Little words](#) [Present and Past words](#) Be careful with the adjectives (todo/toda/todos/todas → todas las semanas, todos los años)

martes, 5 de diciembre (Día 3)	Drop Day	<p>We will begin Unit 1 - Part 1</p> <p>How do I connect with others - I can justify whether technology and social media bring people together or not.</p> <ol style="list-style-type: none"> 1. We will talk about whether or not we are 	<div>Lunch #3 (11:53-12:22)</div> <p>We will begin Unit 1 - Part 1</p> <p>How do I connect with others - I can justify whether technology and social media bring people together or not.</p>
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		<p>addicted to our phones.</p> <p>2. We will take THIS QUIZ on <i>¿Eres adicto al móvil?</i></p> <p>3. We will complete this SURVEY.</p> <p>4. We will read the article about a town in Massachusetts that makes students put their phones in sealed pouches all day and discuss the pros and cons.</p> <p>YONDR pouches</p> <p>*****</p> <p>Tarea: If you have <i>any</i> achievement quizzes or homework for Term 2 that you want to make up or retake, you <u>must</u> retake them / make them up before or during Intervention Time (Wednesday 12/6 at 8:30am)</p>	<p>1. We will talk about whether or not we are addicted to our phones.</p> <p>2. We will take THIS QUIZ on <i>¿Eres adicto al móvil?</i></p> <p>3. We will complete this SURVEY.</p> <p>4. We will read the article about a town in Massachusetts that makes students put their phones in sealed pouches all day and discuss the pros and cons.</p> <p>YONDR pouches</p> <p>*****</p> <p>Tarea: If you have <i>any</i> achievement quizzes or homework for Term 2 that you want to make up or retake, you <u>must</u> retake them / make them up before or during Intervention Time (Wednesday 12/6 at 8:30am)</p>
<p>miércoles 6 de diciembre Día Corto</p>	<p>Día Corto</p> <p>7:30 - 8:30 - Block A</p> <p>8:35 - 9:50 - Intervention</p> <p>9:55-10:55 Purple Class</p> <p>11:00 - 11:30 - Advisory</p> <p>If you have <i>any</i> achievement quizzes or homework for Term 2 that you want to make up or retake, you <u>must</u> retake them / make them up before or during Intervention Time (Wednesday 12/6 at 8:30am)</p>		
<p>jueves, 7 de diciembre (Día 4)</p>	<p>Homework due for today:</p> <p>Students were asked to complete all retakes and make up all homework by yesterday.</p> <p>*****</p> <p><i>Learning Target 1 (continued): I can describe and debate the pros and cons of new technology.</i></p> <p>1. We will read an article about new technology and discuss their merits.</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Homework due for today:</p> <p>Students were asked to complete all retakes and make up all homework by yesterday.</p> <p>*****</p> <p><i>Learning Target 1 (continued): I can describe and debate the pros and cons of new technology.</i></p> <p>1. We will read an article about new technology and discuss their merits. (Pages 18-22 in workbook).</p>	<p>Homework due for today:</p> <p>Students were asked to complete all retakes and make up all homework by yesterday.</p> <p>*****</p> <p><i>Learning Target 1 (continued): I can describe and debate the pros and cons of new technology.</i></p> <p>1. We will read an article about new technology and discuss their merits. (Pages 18-22 in workbook).</p>

	<p>(Pages 18-22 in workbook).</p> <p>*****</p> <p>Tarea: Study some of the new words that we learned today from the reading so that you can use them to level up on your next assessment.</p>	<p>*****</p> <p>Tarea: Study some of the new words that we learned today from the reading so that you can use them to level up on your next assessment.</p>	<p>*****</p> <p>Tarea: Study some of the new words that we learned today from the reading so that you can use them to level up on your next assessment.</p>
<p>viernes, 8 de diciembre (Día 5)</p>	<p>Homework due for today: To be announced</p> <p>*****</p> <p><i>Learning Target 2: I can indicate which technologies a person uses in their daily life.</i></p> <p>1. We will watch videos on Canvas and complete the activities on pages 23-26 in your workbook.</p> <p>*****</p> <p>Tarea: Flip video (¿Qué aps usas?)</p>	<p>Drop Day</p>	<p>Drop Day</p>
<p>lunes, 11 de diciembr e (Día 6)</p>	<p>Drop Day</p>	<p>Homework due for today: Study some of the new words that we learned today from the reading so that you can use them to level up on your next assessment.</p> <p>*****</p> <p><i>Learning Target 2: I can indicate which technologies a person uses in their daily life.</i></p> <p>1. We will watch videos on Canvas and complete the activities on pages 23-26 in your workbook.</p> <p>*****</p> <p>Tarea: Flip video (¿Qué aps usas?)</p>	<p>Homework due for today: Study some of the new words that we learned today from the reading so that you can use them to level up on your next assessment.</p> <p>*****</p> <p><i>Learning Target 2: I can indicate which technologies a person uses in their daily life.</i></p> <p>1. We will watch videos on Canvas and complete the activities on pages 23-26 in your workbook.</p> <p>*****</p> <p>Tarea: Flip video (¿Qué aps usas?)</p>
<p>martes.</p>	<p>Homework due for today:</p>	<p>Lunch #2 (11:24-11:53)</p>	<p>Homework due for today:</p>

12 de diciembre (Día 7) Midterm Quarter 2	<p>Flip video (¿Qué aps usas?) *****</p> <p><i>Learning Target 3: I can describe which technologies I used yesterday and why I needed them.</i></p> <p>Wordwall</p> <p>1. We will learn how to describe the technology we used yesterday and last night (pages 27-32 in your workbook). *****</p> <p>Tarea: no hay tarea</p>	<p>Homework due for today: Flip video (¿Qué aps usas?) *****</p> <p><i>Learning Target 3: I can describe which technologies I used yesterday and why I needed them.</i></p> <p>Wordwall</p> <p>1. We will learn how to describe the technology we used yesterday and last night (pages 27-32 in your workbook). *****</p> <p>Tarea: no hay tarea</p>	<p>Flip video (¿Qué aps usas?) *****</p> <p><i>Learning Target 3: I can describe which technologies I used yesterday and why I needed them.</i></p> <p>Wordwall</p> <p>1. We will learn how to describe the technology we used yesterday and last night (pages 27-32 in your workbook). *****</p> <p>Tarea: no hay tarea</p>
miércoles 13 de diciembre (Día 1)	<p>Homework due for today: No había tarea *****</p> <p><i>Learning Target 4: I can argue which technologies are most important in my life and explain why.</i></p> <p>1. Canvas quiz in class: Present-Imperfect-Preterite</p> <p>2. We will develop a list of the most essential technologies in our lives, discuss and eliminate bracket style. PADLET *****</p> <p>Tarea: Tarea - worksheet</p>	<p>Lunch #1 (10:55-11:24) Homework due for today: No había tarea *****</p> <p><i>Learning Target 4: I can argue which technologies are most important in my life and explain why.</i></p> <p>1. Canvas quiz in class: Present-Imperfect-Preterite</p> <p>2. We will develop a list of the most essential technologies in our lives, discuss and eliminate bracket style. PADLET *****</p> <p>Tarea: Tarea - worksheet</p>	Drop Day
jueves, 14 de diciembre (Día 2)	<p>Homework due for today: Tarea - worksheet *****</p> <p><i>Learning Target 5: I can determine if my classmate is addicted to social media.</i></p> <p>1. We will do the activities on pages 35-37</p>	Drop Day	<p>Lunch #2 (11:24-11:53) Homework due for today: No había tarea *****</p> <p><i>Learning Target 4: I can argue which technologies are most important in my life and</i></p>

	<p>in our workbooks. *****</p> <p>Tarea: Do the Canvas Quiz → Subject pronouns + verb tenses</p>		<p><i>explain why.</i> 1. Canvas quiz in class: Present-Imperfect-Preterite 2. We will develop a list of the most essential technologies in our lives, discuss and eliminate bracket style. PADLET *****</p> <p>Tarea: Tarea - worksheet</p>
<p>viernes, 15 de diciembre (Día 3)</p>	<p>Drop Day</p>	<p>Homework due for today: Tarea - worksheet → Make sure that you turn this in with your name on it for credit. *****</p> <p><i>Learning Target 6: I can sort social media platforms.</i> 1. You will get a worksheet from the substitute. Do the entire sheet and turn it in when you finish.</p> <p>If you have completed all the class work, there is no homework.</p>	<p>Lunch #3 (11:53-12:22)</p> <p>Homework due for today: Tarea - worksheet → Make sure that you turn this in with your name on it for credit. *****</p> <p><i>Learning Target 6: I can sort social media platforms.</i> 1. You will get a worksheet from the substitute. Do the entire sheet and turn it in when you finish.</p> <p>If you have completed all the class work, there is no homework.</p>
<p>lunes, 18 de diciembre (Día 4)</p>	<p>Homework due for today: Complete the Canvas Quiz → Subject pronouns + verb tenses *****</p> <p><i>Learning Target 6: I can sort social media platforms.</i> 1. We will read about common and international apps and identify them. (pages 38-40 in your workbook) *****</p> <p>Tarea: Achievement Quiz #7 - see details</p>	<p>Lunch #1 (10:55-11:24)</p> <p><i>Learning Target 5: I can determine if my classmate is addicted to social media.</i> 1. We will do the activities on pages 35-37 in our workbooks. *****</p> <p>Tarea: Achievement Quiz #7 - see details at the top of this class calendar.</p>	<p><i>Learning Target 5: I can determine if my classmate is addicted to social media.</i> 1. We will do the activities on pages 35-37 in our workbooks. *****</p> <p>Tarea: Achievement Quiz #7 - see details at the top of this class calendar.</p>

	at the top of this class calendar.		
martes, 19 de diciembr e (Día 5)	Homework due for today: Achievement Quiz #7 - see details at the top of this class calendar. ***** <i>Learning Target 7: I can identify ways in which social media use may physiologically change teenage brains.</i> 1. We will read an article about teen use of social media and how it changes teen brains. (pages 41-46 in your workbook). ***** Tarea: To be announced.	Drop Day	Drop Day
miércoles, 20 de diciembr e (Día 6)	Drop Day	Homework due for today: Achievement Quiz #7 - see details at the top of this class calendar ***** <i>Learning Target 7: I can identify ways in which social media use may physiologically change teenage brains.</i> 1. We will read an article about teen use of social media and how it changes teen brains. (pages 41-46 in your workbook). ***** Tarea: To be announced	Homework due for today: Achievement Quiz #7 - see details at the top of this class calendar ***** <i>Learning Target 7: I can identify ways in which social media use may physiologically change teenage brains.</i> 1. We will read an article about teen use of social media and how it changes teen brains. (pages 41-46 in your workbook). ***** Tarea: Interpretive Reading Assessment next class
jueves, 21 de diciembre (Día 7)	Interpretive Reading Assessment	Homework due for today: To be announced ***** <i>Learning Target 8: I can find trends in social media usage in the target language.</i> 1. We will have a quiz on the words that we pulled	Interpretive Reading Assessment

		<p>out of the article yesterday and put on the whiteboard.</p> <p>2. We will read the rest of the article in LT7.</p> <p>3. We will practice writing a personal reaction using THIS SLIDESHOW.</p> <p>*****</p> <p>Tarea: Interpretive Reading Assessment next class</p>	
viernes, 22 de diciembre (Día 1)		Interpretive Reading Assessment	Drop Day
			
martes, 2 de enero (Día 2)	<p><i>Learning Target 9: I can ask and answer questions about percent social media usage.</i></p> <p>1. We will take Canvas Quiz → Learning Target 9.</p> <p>2. We will ask and answer questions about technology usage (pages 58-59 in your workbook).</p> <p>*****</p> <p>Tarea: Work on your rough draft for Tuesday's Writing Assessment (prompt at the top of this page) and figure out when</p>	Drop Day	<p><i>Learning Target 9: I can ask and answer questions about percent social media usage.</i></p> <p>1. We will take Canvas Quiz → Learning Target 9.</p> <p>2. We will ask and answer questions about technology usage (pages 58-59 in your workbook).</p> <p>*****</p> <p>Tarea: Work on your rough draft for Tuesday's Writing Assessment (prompt at the top of this page) and figure out when you will bring it to your teacher or the lab for feedback.</p>

	you will bring it to your teacher or the lab for feedback.		
miércoles, 3 de enero (Día 3)	Drop Day	<p><i>Learning Target 9: I can ask and answer questions about percent social media usage.</i></p> <p>1. We will take Canvas Quiz → Learning Target 9.</p> <p>2. We will ask and answer questions about technology usage (pages 58-59 in your workbook).</p> <p>*****</p> <p>Tarea: Work on your rough draft for Tuesday's Writing Assessment (prompt at the top of this page) and figure out when you will bring it to your teacher or the lab for feedback.</p>	<p>Lunch #3 (11:53-12:22)</p> <p>Homework due for today:</p> <p>Work on your rough draft for Tuesday's Writing Assessment (prompt at the top of this page) and figure out when you will bring it to your teacher or the lab for feedback.</p> <p>*****</p> <p><i>Learning Target 10: I can explain what social media I used today and explain how I used it.</i></p> <p>1. We will take Quiz → Learning Target 10.</p> <p>2. We will take on a role and write about our days in the role we chose (page 60 in your workbook).</p> <p>*****</p> <p>Tarea: Work on your rough draft for Tuesday's Writing Assessment (prompt at the top of this page) and figure out when you will bring it to your teacher or the lab for feedback.</p>
jueves, 4 de enero (Día 4)	<p>Homework due for today:</p> <p>Work on your rough draft for Tuesday's Writing Assessment (prompt at the top of this page) and figure out when you will bring it to your teacher or the lab for feedback.</p> <p>*****</p> <p><i>Learning Target 10: I can explain what social media I used today and explain how I used it.</i></p> <p>1. We will take Quiz → Learning Target 10.</p> <p>2. We will take on a role and write about</p>	<p>Homework due for today:</p> <p>Work on your rough draft for Tuesday's Writing Assessment (prompt at the top of this page) and figure out when you will bring it to your teacher or the lab for feedback.</p> <p>*****</p> <p><i>Learning Target 10: I can explain what social media I used today and explain how I used it.</i></p> <p>1. We will take Quiz → Learning Target 10.</p> <p>2. We will take on a role and write about our days in the role we chose (page 60 in your workbook).</p> <p>*****</p>	<p>Homework due for today:</p> <p>Work on your rough draft for Tuesday's Writing Assessment (prompt at the top of this page) and figure out when you will bring it to your teacher or the lab for feedback.</p> <p>*****</p> <p><i>Learning Target 11: I can compare and contrast the use of social media amongst my peers to the use in a target culture.</i></p> <p>1. We will read two articles about how Mexicans use social media and compare it to WHS social media use based on a survey by Spanish 2 students (pages 61-66 in your workbook).</p>

	<p>our days in the role we chose (page 60 in your workbook).</p> <p>*****</p> <p>Tarea: Work on your rough draft for Tuesday's Writing Assessment (prompt at the top of this page) and figure out when you will bring it to your teacher or the lab for feedback.</p>	<p>Tarea: Work on your rough draft for Tuesday's Writing Assessment (prompt at the top of this page) and figure out when you will bring it to your teacher or the lab for feedback.</p>	<p>⇒ La Encuesta</p> <p>*****</p> <p>Tarea: Next class we will have a workshop format to work on your rough draft and get feedback during class.</p>
<p>viernes, 5 de enero (Día 5)</p>	<p>Homework due for today:</p> <p>Work on your rough draft for Tuesday's Writing Assessment (prompt at the top of this page) and figure out when you will bring it to your teacher or the lab for feedback.</p> <p>*****</p> <p><i>Learning Target 11: I can compare and contrast the use of social media amongst my peers to the use in a target culture.</i></p> <p>1. We will read two articles about how Mexicans use social media and compare it to WHS social media use based on a survey by Spanish 2 students (pages 61-66 in your workbook).</p> <p>⇒ La Encuesta</p> <p>*****</p> <p>Tarea: Presentational Writing Assessment next class</p>	<p>Drop Day</p>	<p>Drop Day</p>
<p>All make up work and achievement quiz retakes must be completed before January Intervention Day.</p> <p>Your teacher is available for make ups and retakes on these days:</p> <ul style="list-style-type: none">Monday 1/8/24 at 2:30			

- Wednesday 1/20/24 (Intervention Day) 8:35-9:45 in room 241

Performance Assessment - **Presentational Writing** - martes, 9 de enero

While scrolling through social media you come across a post from someone who wrote in Spanish about teenagers being addicted to technology and posted a short graphic about it as well. You read this and you want to reach out to the person. In a short, polite message you: State whether you agree or disagree with their post about being addicted to technology, explain how you did or didn't use technology yesterday, compare your technology usage to how people in the target culture use technology, reference the graphic in your post to provide evidence or counterevidence.

You may want to compare how people used to use technology years ago or when they were young to how you use it today

Achievement Quiz #7 → amarilla-martes, 19 diciembre marrón + verde - miér, 20 diciembre

Students will get a fill in the blank exercise and will have to determine whether the verbs go in the present tense, preterite tense, or imperfect tense based on context clues. Students will then put the verbs in those forms. Yo and Tú forms only. You will need to fill in the blanks with the yo forms and write questions to your teacher about what she did yesterday with the tú forms. Students must know vocabulary such as *ayer* (yesterday), *anoche* (last night), *hoy* (today), *ahora* (now), *cuando era joven* (when I was young), etc. Refer to your workbook for verb forms and come for help if necessary. Study the forms on page 4 in your workbook.

lunes, 8 de enero (Día 6)	Drop Day	Homework due for today: Complete the Canvas Quiz → Learning Target 10 - Tarea ***** <i>Learning Target 11: I can compare and contrast the use of social media amongst my peers to the use in a target culture.</i> 1. We will read two articles about how Mexicans use social media and compare it to WHS social media use based on a survey by Spanish 2 students (pages 61-66 in your workbook). → La Encuesta ***** Tarea: Presentational Writing Assessment tomorrow	Today in class we will have a workshop format to work on your rough draft and get feedback during class. ***** Tarea: Presentational Writing Assessment tomorrow
martes, 9 de enero (Día 7)	Presentational Writing Assessment	Presentational Writing Assessment	Presentational Writing Assessment

miércoles 10 de enero Día Corto	7:30 - 8:30 - Block A 8:35 - 9:50 - Intervention → stop by room 241 to get help, retake quizzes or make up homework. 9:55-10:55 Blue Class 11:00 - 11:30 - Advisory																																												
jueves, 11 de enero (Día 1)	<p><i>Learning Target 12: I can identify arguments in favor of activities that involve getting together without the use of social media.</i></p> <p>1. We will read three articles about what some people do when they get together that doesn't involve social media or technology (pages 69-75 in your workbook).</p> <p>*****</p> <p>Tarea: Make a plan for how you're going to prepare for your interpersonal speaking assessment and decide whether you need support from the lab. If so, decide what day you will go to get support (sooner is better than later)</p> <div><p>World Language Extra Help Schedule</p><p>Drop In - Room 155</p><table><tr><th>Day 1 - Block A</th><th>Day 2 - Block A</th><th>Day 3 - Block A</th><th>Day 4 - Block A</th><th>Day 5 - Block A</th><th>Day 6 - Block A</th><th>Day 7 - Block A</th></tr><tr><td>Spanish</td><td>Spanish + French</td><td>German + French</td><td>Spanish</td><td>Spanish + French</td><td>Spanish</td><td>No help available in lab</td></tr><tr><td>Ms. DiPietro</td><td>Mr. Travers</td><td>Ms. Ellis</td><td>Ms. Barrientos</td><td>Ms. Laborde-Casterot</td><td>Ms. Kaufman</td><td></td></tr></table></div>	Day 1 - Block A	Day 2 - Block A	Day 3 - Block A	Day 4 - Block A	Day 5 - Block A	Day 6 - Block A	Day 7 - Block A	Spanish	Spanish + French	German + French	Spanish	Spanish + French	Spanish	No help available in lab	Ms. DiPietro	Mr. Travers	Ms. Ellis	Ms. Barrientos	Ms. Laborde-Casterot	Ms. Kaufman		<p><i>Learning Target 12: I can identify arguments in favor of activities that involve getting together without the use of social media.</i></p> <p>1. We will read three articles about what some people do when they get together that doesn't involve social media or technology (pages 69-75 in your workbook).</p> <p>*****</p> <p>Tarea: Make a plan for how you're going to prepare for your interpersonal speaking assessment and decide whether you need support from the lab. If so, decide what day you will go to get support (sooner is better than later)</p> <div><p>World Language Extra Help Schedule</p><p>Drop In - Room 155</p><table><tr><th>Day 1 - Block A</th><th>Day 2 - Block A</th><th>Day 3 - Block A</th><th>Day 4 - Block A</th><th>Day 5 - Block A</th><th>Day 6 - Block A</th><th>Day 7 - Block A</th></tr><tr><td>Spanish</td><td>Spanish + French</td><td>German + French</td><td>Spanish</td><td>Spanish + French</td><td>Spanish</td><td>No help available in lab</td></tr><tr><td>Ms. DiPietro</td><td>Mr. Travers</td><td>Ms. Ellis</td><td>Ms. Barrientos</td><td>Ms. Laborde-Casterot</td><td>Ms. Kaufman</td><td></td></tr></table></div>	Day 1 - Block A	Day 2 - Block A	Day 3 - Block A	Day 4 - Block A	Day 5 - Block A	Day 6 - Block A	Day 7 - Block A	Spanish	Spanish + French	German + French	Spanish	Spanish + French	Spanish	No help available in lab	Ms. DiPietro	Mr. Travers	Ms. Ellis	Ms. Barrientos	Ms. Laborde-Casterot	Ms. Kaufman		Drop Day
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viernes, 12 de enero (Día 2)	<p><i>Learning Target 13: I can have a conversation about the role of social media and technology in daily life.</i></p> <p>1. We will have conversations with our classmates about technology to prepare for our Interpersonal Speaking</p>	Drop Day	<p><i>Learning Target 12: I can identify arguments in favor of activities that involve getting together without the use of social media.</i></p> <p>1. We will read three articles about what some people do when they get together that doesn't involve social media or technology (pages 69-75</p>																																										

Assessment (pages 76-77 in your workbook).

Tarea: You should be practicing *out loud* for your interpersonal speaking assessment with a classmate. You should have made a plan to get to the lab (or already gone).

World Language Extra Help Schedule						
Drop In - Room 155						
Day 1 - Block A	Day 2 - Block A	Day 3 - Block A	Day 4 - Block A	Day 5 - Block A	Day 6 - Block A	Day 7 - Block A
Spanish	Spanish + French	German + French	Spanish	Spanish + French	Spanish	No help available in lab
Ms. DiPietro	Mr. Travers	Ms. Ellis	Ms. Barrientos	Ms. Laborde-Casterot	Ms. Kaufman	

in your workbook).

Tarea: Make a plan for how you're going to prepare for your interpersonal speaking assessment and decide whether you need support from the lab. If so, decide what day you will go to get support (sooner is better than later)

World Language Extra Help Schedule						
Drop In - Room 155						
Day 1 - Block A	Day 2 - Block A	Day 3 - Block A	Day 4 - Block A	Day 5 - Block A	Day 6 - Block A	Day 7 - Block A
Spanish	Spanish + French	German + French	Spanish	Spanish + French	Spanish	No help available in lab
Ms. DiPietro	Mr. Travers	Ms. Ellis	Ms. Barrientos	Ms. Laborde-Casterot	Ms. Kaufman	

lunes, 15 de enero



martes, 16 de enero (Día 3)

Drop Day

Tarea: Make a plan for how you're going to prepare for your interpersonal speaking assessment and decide whether you need support from the lab. If so, decide what day you will go to get support (sooner is better than later)

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<div>miércoles, 17 de enero (Día 4)</div>	<div><div>Learning Target 14: I can justify whether technology and social media bring people together or not.</div><div>1. We will continue practicing for our Interpersonal Speaking Assessment (pages 78-80 in your workbook).</div><div>*****</div></div>	<div><div>Learning Target 14: I can justify whether technology and social media bring people together or not.</div><div>1. We will continue practicing for our Interpersonal Speaking Assessment (pages 78-80 in your workbook).</div><div>*****</div></div>	<div><div>Learning Target 14: I can justify whether technology and social media bring people together or not.</div><div>1. We will continue practicing for our Interpersonal Speaking Assessment (pages 78-80 in your workbook).</div><div>*****</div></div>																																																																																				

	<p>Tarea: Interpersonal Speaking Assessment on Tuesday</p> <p>Prepare by making a list:</p> <ul style="list-style-type: none">- why does social media / technology separate people (give examples)- why does it unite people (give examples)- tell me about how it separated/united you from people when you were young- tell me about something that recently happened when technology / social media separated or united you from your family or friends.	<p>Tarea: Interpersonal Speaking Assessment on Tuesday</p> <p>Prepare by making a list:</p> <ul style="list-style-type: none">- why does social media / technology separate people (give examples)- why does it unite people (give examples)- tell me about how it separated/united you from people when you were young- tell me about something that recently happened when technology / social media separated or united you from your family or friends.	<p>Tarea: Interpersonal Speaking Assessment on Tuesday</p> <p>Prepare by making a list:</p> <ul style="list-style-type: none">- why does social media / technology separate people (give examples)- why does it unite people (give examples)- tell me about how it separated/united you from people when you were young- tell me about something that recently happened when technology / social media separated or united you from your family or friends.
jueves, 18 de enero (Día 5)	<p>1. Take this Canvas Quiz ⇒ Vocabulario para la evaluación de hablar</p> <p>You will have time in class to practice your conversations and get feedback.</p> <p>Tarea: Interpersonal Speaking Assessment <i>next class</i></p> <p>Your teacher is available between 8am-11am on Monday if you want to come in for help or to practice your conversation.</p>	Drop Day	Drop Day
viernes, 19 de enero (Día 6)	Drop Day	<p>1. Take this Canvas Quiz at the beginning of class ⇒ Vocabulario para la evaluación de hablar</p> <p>Your teacher will not be in school today. You may spend this block practicing for your Interpersonal Speaking Assessment (details at the top of this calendar and in the back of your workbook.)</p>	<p>1. Take this Canvas Quiz at the beginning of class ⇒ Vocabulario para la evaluación de hablar</p> <p>Your teacher will not be in school today. You may spend this block practicing for your Interpersonal Speaking Assessment (details at</p>

		<p>Email your teacher with any questions.</p> <p>Tarea: Interpersonal Speaking Assessment <i>next class</i></p> <p>Your teacher is available between 8am-11am on Monday if you want to come in for help or to practice your conversation.</p>	<p>the top of this calendar and in the back of your workbook.)</p> <p>Email your teacher with any questions.</p> <p>Tarea: Interpersonal Speaking Assessment <i>next class</i></p> <p>Your teacher is available between 8am-11am on Monday if you want to come in for help or to practice your conversation.</p>
lunes, 22 de enero	<p>Make Up Day - Last day of Quarter 2 - Last day of Semester 1</p> <p>Your teacher is available between 8am-11am today if you want to come in for help or to practice and prepare for anything. (no classes today)</p>		
martes, 23 de enero (Día 7)	<p>Interpersonal Speaking Assessment</p> <p><i>Quarter 3 grade</i></p>	<p>Lunch #1 (10:55-11:24)</p> <p>Interpersonal Speaking Assessment</p> <p><i>Quarter 3 grade</i></p>	<p>Interpersonal Speaking Assessment</p> <p><i>Quarter 3 grade</i></p>
miércoles, 24 de enero (Día 1)	<p>We need to finish a few Speaking Assessments today. After that we will begin to watch the movie <i>Eva</i>. Trailer Packet / Questions / Activities</p> <p>Tarea: Answer the questions on the second page of the movie packet.</p>	<p>Lunch #3 (11:53-12:22)</p> <p>We need to finish a few Speaking Assessments today. After that we will begin to watch the movie <i>Eva</i>. Trailer Packet / Questions / Activities</p> <p>Tarea: Answer the questions on the second page of the movie packet.</p>	Drop Day
jueves, 25 de	<p>Tarea para hoy: Answer the questions on the second page of the movie packet.</p>	Drop Day	<p>Lunch #2 (11:24-11:53)</p> <p>We will begin to watch the movie <i>Eva</i>.</p>

enero (Día 2)	<p>Day 2 of seeing the film <i>Eva</i>.</p> <p>Tarea: Interpersonal Speaking assessment next class after the film.</p>		<p>Trailer Packet / Questions / Activities</p> <p>Tarea: Answer the questions on the second page of the movie packet.</p>
viernes, 26 de enero (Día 3)	<p>Drop Day</p>	<p>Tarea para hoy: Answer the questions on the second page of the movie packet.</p> <p>Day 2 of seeing the film <i>Eva</i>. Tarea para mañana: Interpersonal Speaking assessment next class after the film.</p>	<p>Lunch #3 (11:53-12:22) Tarea para hoy: Answer the questions on the second page of the movie packet.</p> <p>Day 2 of seeing the film <i>Eva</i>. Tarea para mañana: Interpersonal Speaking assessment next class after the film.</p>
lunes, 29 de enero (Día 4)	<p>Final day of seeing the film <i>Eva</i>. Interpersonal Performance Assessment See details at the top of your class calendar.</p> <p>Tarea para mañana: We will work on our Mid-Year Reflections next class. You need to bring your performance assessments from the whole year to class on Tuesday (tomorrow) in order to work on this.</p>	<p>Lunch #1 (10:55-11:24) Final day of seeing the film <i>Eva</i>. Interpersonal Performance Assessment See details at the top of your class calendar.</p> <p>Tarea para el miércoles: We will work on our Mid-Year Reflections next class. You need to bring your performance assessments from the whole year to class on Wednesday in order to work on this.</p>	<p>Final day of seeing the film <i>Eva</i>. Interpersonal Performance Assessment See details at the top of your class calendar.</p> <p>Tarea para miércoles: We will work on our Mid-Year Reflections next class. You need to bring your performance assessments from the whole year to class on Wednesday in order to work on this.</p>
martes, 30 de enero (Día 5)	<p>Day 5 → Lunch #1 (10:55-11:24) Tarea para hoy: We will work on our Mid-Year Reflections today. You need to bring your performance assessments from the whole year to class today. *****</p> <p>1. Your teacher will explain the sign up process for Spanish class next year.</p>	Drop Day	Drop Day

	<p>2. You have all block to complete your written Mid Year Reflection and to prepare for your oral interview with your teacher.</p> <p>3. If students finish, your teacher will collect their written answers, have the interviews and have them sign up for classes.</p> <p>*****</p> <p>Tarea para mañana: If you have not already, tomorrow you will sign up for your Spanish class for next year, turn in your written reflections and have your interview with your teacher.</p>		
miércoles, 31 de enero (Día 6)	Drop Day	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy: We will work on our Mid-Year Reflections today.</p> <p><u>You need to bring your performance assessments from the whole year to class today.</u></p> <p>*****</p> <p>1. Your teacher will explain the sign up process for Spanish class next year.</p> <p>2. You have all block to complete your written Mid Year Reflection and to prepare for your oral interview with your teacher.</p> <p>3. If students finish, your teacher will collect their written answers, have the interviews and have them sign up for classes.</p> <p>*****</p> <p>Tarea: If you have not already, tomorrow you will sign up for your Spanish class for next year, turn in your written reflections and have your interview with your teacher.</p>	<p>Tarea para hoy: We will work on our Mid-Year Reflections today.</p> <p><u>You need to bring your performance assessments from the whole year to class today.</u></p> <p>*****</p> <p>1. Your teacher will explain the sign up process for Spanish class next year.</p> <p>2. You have all block to complete your written Mid Year Reflection and to prepare for your oral interview with your teacher.</p> <p>*****</p> <p>Tarea para mañana: Tomorrow you will sign up for your Spanish class for next year, turn in your written reflections and have your interview with your teacher</p>

<p>jueves, 1 de febrero (Día 7)</p>	<p>Tarea para hoy: Bring in your written answers to the Mid Year reflection (you will hand them in to your teacher) and be prepared to have your interview with your teacher. Be prepared to decide on what course you will take for Spanish next year (3H or 3ACP). ***** *****</p> <p>Tarea para mañana: No hay tarea. Empezando mañana, vas a recibir una nota cada semana de tu uso en español en clase usando este rubric.</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy: Bring in your written answers to the Mid Year reflection (you will hand them in to your teacher) and be prepared to have your interview with your teacher. Be prepared to decide on what course you will take for Spanish next year (3H or 3ACP). *****</p> <p>Tarea para mañana: No hay tarea. Empezando mañana, vas a recibir una nota cada semana de tu uso en español en clase usando este rubric.</p>	<p>Tarea para hoy: Bring in your written answers to the Mid Year reflection (you will hand them in to your teacher) and be prepared to have your interview with your teacher. Be prepared to decide on what course you will take for Spanish next year (3H or 3ACP). *****</p> <p>Tarea para lunes: Empezando el lunes, vas a recibir una nota cada semana de tu uso en español en clase usando este rubric. No hay otra tarea.</p>
<p>viernes, 2 de febrero (Día 1)</p>	<p>Sra. Kaufman will finish Mid Year Reflection Interviews with: Maisie, Danny B, Olivia, Julia, Caroline, Maria, Sadie, Leila *****</p> <p>We will learn about our new policy: HABLAMOS solamente en español. *****</p> <p>We will receive our new workbooks and begin Unit 2 - Part 2 (La Comida) <i>Learning Target 1 - I can categorize food into groups.</i> 1. We will identify and begin to use the new food vocabulary and watch Tik Toks about people saying what food they eat on a typical day. *****</p> <p>Tarea para mañana: 1. Do all the activities on page 19 in your new workbook. 2. Begin studying the new food</p>	<p>Lunch #3 (11:53-12:22)</p> <p>Sra. Kaufman will finish Mid Year Reflection Interviews with: Angel, Caileigh, Brian, Ava, Kevin, Max M, Manny *****</p> <p>We will learn about our new policy: HABLAMOS solamente en español. *****</p> <p>We will receive our new workbooks and begin Unit 2 - Part 2 (La Comida) <i>Learning Target 1 - I can categorize food into groups.</i> 1. We will identify and begin to use the new food vocabulary and watch Tik Toks about people saying what food they eat on a typical day. *****</p> <p>Tarea para miércoles: 1. Do all the activities on page 19 in your new workbook. 2. Begin studying the new food vocabulary.</p>	<p>Drop Day</p>

	vocabulary. bebidas frutas pescado+carne vegetales otras comidas Quizlet all food Quizlet-Verbs related to food	bebidas frutas pescado+carne vegetales otras comidas Quizlet all food Quizlet-Verbs related to food	
lunes, 5 de febrero (Día 2)	HABLAMOS solamente en español. Tarea para hoy: 1. Do all the activities on page 19 in your new workbook. 2. You should have begun studying the new food vocabulary. Práctica con el vocabulario: bebidas frutas pescado+carne vegetales otras comidas Quizlet all food Quizlet-Verbs related to food ***** 1. Terminamos con Learning Target 1 ***** Tarea para jueves: 1. Record this flip video . 2. Achievement quiz #8 - Matching (palabra en inglés a palabra en español) → Comida: frutas, carne, pescado, bebidas Practice links: bebidas frutas pescado+carne	Drop Day	Day 2 → Lunch #2 (11:24-11:53) Sra. Kaufman will finish Mid Year Reflection Interviews with: Jack, Lucy, Caitlin ***** We will learn about our new policy: HABLAMOS solamente en español. ***** We will receive our new workbooks and begin Unit 2 - Part 2 (La Comida) <i>Learning Target 1 - I can categorize food into groups.</i> 1. We will identify and begin to use the new food vocabulary and watch Tik Toks about people saying what food they eat on a typical day. ***** Tarea para mañana: 1. Begin studying the new food vocabulary. Práctica con el vocabulario: bebidas frutas pescado+carne vegetales otras comidas Quizlet all food Quizlet-Verbs related to food
martes, 6 de febrero (Día 3)	Drop Day	HABLAMOS solamente en español. Tarea para hoy: 1. Do all the activities on page 19 in your new workbook.	HABLAMOS solamente en español. Lunch #3 (11:53-12:22) Tarea para hoy: Práctica con el vocabulario:

		<p>2. You should have begun studying the new food vocabulary. Práctica con el vocabulario: bebidas frutas pescado+carne vegetales otras comidas Quizlet all food Quizlet-Verbs related to food *****</p> <p>1. Terminamos con Learning Target 1 *****</p> <p>Tarea para miércoles: 1. Record this flip video. 2. Study for Achievement quiz #8 - Matching (palabra en inglés a palabra en español) → Comida: frutas, carne, pescado, bebidas, vegetales bebidas frutas pescado+carne vegetales</p>	<p>bebidas frutas pescado+carne vegetales otras comidas Quizlet all food Quizlet-Verbs related to food *****</p> <p>1. Terminamos con Learning Target 1 *****</p> <p>Tarea para miércoles: 1. Record this flip video. 2. Study for Achievement quiz #8 - Matching (palabra en inglés a palabra en español) → Comida: frutas, carne, pescado, bebidas, vegetales bebidas frutas pescado+carne vegetales</p>
miércoles, 7 de febrero Día Corto	<p>Drop Day</p> <p>INTERVENTION: Drop in help + make ups/retakes → 8:30am - 9:45am ***All make ups / retakes from the beginning of Q3 to now must be made up by today***</p>	<p>INTERVENTION: Drop in help + make ups/retakes → 8:30am - 9:45am ***All make ups / retakes from the beginning of Q3 to now must be made up by today***</p> <p>Tarea para hoy: 1. Record this flip video. 2. Study for Achievement quiz #8 - Matching (palabra en inglés a palabra en español) → Comida: frutas, carne, pescado, bebidas, vegetales bebidas frutas pescado+carne vegetales *****</p> <p>1. Empezamos con Learning Target 2: <i>I can select food from a menu for different people.</i> We will begin to look at the menus on pages 25-31 in our workbook and answer questions based on these menus. We may not finish looking at them all in class today.</p>	<p>Drop Day</p> <p>INTERVENTION: Drop in help + make ups/retakes → 8:30am - 9:45am ***All make ups / retakes from the beginning of Q3 to now must be made up by today***</p>

		***** Tarea para mañana: Activity 7 - pages 23-24	
jueves, 8 de febrero (Día 4)	Tarea para hoy: 1. Record this flip video . 2. Study for Achievement quiz #8 - Matching (palabra en inglés a palabra en español) → Comida: frutas, carne, pescado, bebidas, vegetales bebidas frutas pescado+carne vegetales ***** Terminamos con Learning Target 1. ***** Tarea para mañana: Canvas Quiz: Learning Target 1 - Práctica con los verbos	Lunch #1 (10:55-11:24) Tarea para hoy: Activity 7 - pages 23-24 ***** Terminamos con Learning Target 1. ***** Tarea para mañana: No hay tarea (Lunar New Year)	Tarea para hoy: 1. Record this flip video . 2. Study for Achievement quiz #8 - Matching (palabra en inglés a palabra en español) → Comida: frutas, carne, pescado, bebidas, vegetales bebidas frutas pescado+carne vegetales ***** Terminamos con Learning Target 1. ***** Tarea para mañana: No hay tarea (Lunar New Year)
viernes, 9 de febrero (Día 5)	Day 5 → Lunch #1 (10:55-11:24) Tarea para hoy: Canvas Quiz: Learning Target 1 - Práctica con los verbos ***** 1. Vamos a hablar sobre el proyecto de la comida peruana y ver unos ejemplos de otros años. 2. Empezamos con Learning Target 2: <i>I can select food from a menu for different people.</i> We will begin to look at the menus on pages 25-31 in our workbook and answer questions based on these menus. We may not finish looking at	Drop Day	Drop Day

them all in class today.

[Rincón Limeño](#)

INKAS (no link)

[Tanta](#)

[Papachos](#)

Tarea para mañana:

No hay tarea (Lunar New Year)

** Finish the Canvas Quiz if you did not do it for today. You have until Tuesday (before class) to complete → *Canvas Quiz: Learning Target 1 - Práctica con los verbos*

Achievement Quiz #8 - Vocabulario de la comida → miércoles 7 de febrero (verde), jueves 8 de febrero (amarilla, marrón)

Matching quiz (English word to Spanish word) for all vocabulary words in your [workbook](#) having to do with drinks, fruits, vegetables, meat and fish.

Enlaces para practicar ⇨ [bebidas](#) [frutas](#) [pescado+carne](#) [vegetales](#)

lunes,
12 de febr.
(Día 6)

Drop Day

Lunch #1 (10:55-11:24)

Tarea para hoy:

No homework was due for today (Lunar New Year)

1. Vamos a hablar sobre el proyecto de la comida peruana y ver unos ejemplos de otros años.
2. Empezamos con Learning Target 2: *I can select food from a menu for different people.*
We will begin to look at the menus on pages 25-31 in our workbook and answer questions based on these menus. We may not finish looking at them all in class today.

[Rincón Limeño](#)

INKAS (no link)

[Tanta](#)

[Papachos](#)

Tarea para hoy:

No homework was due for today (Lunar New Year)

1. Vamos a hablar sobre el proyecto de la comida peruana y ver unos ejemplos de otros años.
2. Empezamos con Learning Target 2: *I can select food from a menu for different people.*
We will begin to look at the menus on pages 25-31 in our workbook and answer questions based on these menus. We may not finish looking at them all in class today.

[Rincón Limeño](#)

INKAS (no link)

[Tanta](#)

[Papachos](#)

		Tarea para mañana: Canvas Quiz: Learning Target 1 - Práctica con los verbos	Tarea para mañana: Canvas Quiz: Learning Target 1 - Práctica con los verbos
martes, 13 de febrero (Día 7)	snow day!	Lunch #1 (10:55-11:24) snow day!	snow day!
miércoles, 14 de febr. (Día 1)	Tarea para hoy: No había tarea para hoy (Lunar New Year) ***** <u>Wordwall</u> 1. Vamos a terminar Learning Target 2 (página 31). <ul style="list-style-type: none"> • Cómo pedir comida en México • Cómo pedir comida en Colombia • Cómo pedir comida en España ***** Tarea para mañana: Workbook: páginas 102-103	Lunch #3 (11:53-12:22) Tarea para hoy: Canvas Quiz: Learning Target 1 - Práctica con los verbos ***** <u>Wordwall</u> 1. Vamos a terminar Learning Target 2 (página 31). <ul style="list-style-type: none"> • Cómo pedir comida en México • Cómo pedir comida en Colombia • Cómo pedir comida en España ***** Tarea para mañana: Workbook: páginas 102-103	Drop Day
jueves, 15 de febr. (Día 2)	Tarea para hoy: Workbook: páginas 102-103 ***** 1. <i>Learning Target 3: I can determine someone's opinion about something they recently ate.</i> We will read reviews about restaurants to determine if the people liked them or not (pages 33-37 in your workbook). ***** No hay tarea → ¡Felices vacaciones!	Drop Day	Lunch #2 (11:24-11:53) Tarea para hoy: Canvas Quiz: Learning Target 1 - Práctica con los verbos ***** <u>Wordwall</u> 1. Vamos a terminar Learning Target 2 (página 31). <ul style="list-style-type: none"> • Cómo pedir comida en México • Cómo pedir comida en Colombia

			<ul style="list-style-type: none"> • Cómo pedir comida en España <p>*****</p> <p>Tarea para mañana: Workbook: páginas 102-103</p>
viernes, 16 de febrero (Día 3)	Drop Day	<p>Tarea para hoy: Workbook: páginas 102-103 *****</p> <p>1. Students will fill out a contract describing what they want to do for their Peruvian Food Project. 2. <i>Learning Target 3: I can determine someone's opinion about something they recently ate.</i> We will read reviews about restaurants to determine if the people liked them or not. *****</p> <p>No hay tarea → ¡Felices vacaciones!</p>	<p>Lunch #3 (11:53-12:22)</p> <p>Tarea para hoy: Workbook: páginas 102-103 *****</p> <p>1. Students will fill out a contract describing what they want to do for their Peruvian Food Project. 2. <i>Learning Target 3: I can determine someone's opinion about something they recently ate.</i> We will read reviews about restaurants to determine if the people liked them or not. *****</p> <p>No hay tarea → ¡Felices vacaciones!</p>

Felices vacaciones

lunes, 26 de febrero (Día 4)	<p>There was no homework due for today. *****</p> <p>1. We will do Canvas Quiz→ Learning Target 3 - Vocabulario 2. We will finish Learning Target 3. *****</p> <p>Tarea para hoy → 1. Páginas 104 en tu cuaderno. 2. Finish the audio recordings (p.40-41 in your workbook if you didn't finish in class).</p>	<p>Lunch #1 (10:55-11:24)</p> <p>There was no homework due for today. *****</p> <p>1. We will do Canvas Quiz→ Learning Target 3 - Vocabulario 2. We will finish Learning Target 3. *****</p> <p>Tarea para hoy → 1. Páginas 104 en tu cuaderno. 2. Finish the audio recordings (p.40-41 in your</p>	<p>There was no homework due for today. *****</p> <p>1. We will do Canvas Quiz→ Learning Target 3 - Vocabulario 2. We will finish Learning Target 3. *****</p> <p>Tarea para hoy → 1. Páginas 104 en tu cuaderno. 2. Finish the audio recordings (p.40-41 in your workbook if you didn't finish in class).</p>
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	<p>3. You will be asked to give your teacher the rest of the information on your food project:</p> <ol style="list-style-type: none">1. What will you do?2. Who will you do it with?3. On what exact date will you do it?4. What will your product be? <p><i>Be sure you speak with anyone you're working with (or your family if necessary) and pick a date.</i></p>	<p>workbook if you didn't finish in class).</p> <p>3. You will be asked to give your teacher the rest of the information on your food project:</p> <ol style="list-style-type: none">5. What will you do?6. Who will you do it with?7. On what exact date will you do it?8. What will your product be? <p><i>Be sure you speak with anyone you're working with (or your family if necessary) and pick a date.</i></p>	<p>3. You will be asked to give your teacher the rest of the information on your food project:</p> <ol style="list-style-type: none">9. What will you do?10. Who will you do it with?11. On what exact date will you do it?12. What will your product be? <p><i>Be sure you speak with anyone you're working with (or your family if necessary) and pick a date.</i></p>
<p>martes, 27 de febrero (Día 5)</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy →</p> <ol style="list-style-type: none">1. Páginas 104 en tu cuaderno.2. Finish the audio recordings (p.40-41 in your workbook if you didn't finish in class).3. You will be asked to give your teacher the rest of the information on your food project: <ol style="list-style-type: none">1. What will you do?2. Who will you do it with?3. On what exact date will you do it?4. What will your product be? <p><i>Be sure you speak with anyone you're working with (or your family if necessary) and pick a date.</i></p> <p>*****</p> <p><i>Learning Target 5 - I can identify information about a family event that someone attended.</i></p> <ol style="list-style-type: none">1. We will read a story about a family event and speak about what happened to determine the use of the two past tenses.	<p>Drop Day</p>	<p>Drop Day</p>

	<p><u>What do you notice?</u> *****</p> <p>Tarea para hoy → Página 108 en tu cuaderno.</p>		
<p>miércoles, 28 de febrero (Día 6)</p> <p>Midterm Quarter 3</p>	<p>Drop Day</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy →</p> <ol style="list-style-type: none">1. Páginas 104 en tu cuaderno.2. Finish the audio recordings (p.40-41 in your workbook if you didn't finish in class).3. You will be asked to give your teacher the rest of the information on your food project:<ol style="list-style-type: none">1. What will you do?2. Who will you do it with?3. On what exact date will you do it?4. What will your product be? <p><i>Be sure you speak with anyone you're working with (or your family if necessary) and pick a date.</i> *****</p> <p><i>Learning Target 5 - I can identify information about a family event that someone attended.</i></p> <ol style="list-style-type: none">1. We will read a story about a family event and speak about what happened to determine the use of the two past tenses. <p><u>What do you notice?</u> *****</p> <p>Tarea para hoy → Página 108 en tu cuaderno.</p>	<p>Tarea para hoy →</p> <ol style="list-style-type: none">1. Páginas 104 en tu cuaderno.2. Finish the audio recordings (p.40-41 in your workbook if you didn't finish in class).3. You will be asked to give your teacher the rest of the information on your food project:<ol style="list-style-type: none">1. What will you do?2. Who will you do it with?3. On what exact date will you do it?4. What will your product be? <p><i>Be sure you speak with anyone you're working with (or your family if necessary) and pick a date</i> *****</p> <p><i>Learning Target 5 - I can identify information about a family event that someone attended.</i></p> <ol style="list-style-type: none">1. We will read a story about a family event and speak about what happened to determine the use of the two past tenses. <p><u>What do you notice?</u> *****</p> <p>Tarea para hoy → Página 108 en tu cuaderno.</p>
<p>jueves, 29 de febrero (Día 7)</p>	<p>Tarea para hoy: Página 108 en tu cuaderno. *****</p> <p><i>Learning Target 6 - I can explain what I ate</i></p>	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy: Página 108 en tu cuaderno. *****</p> <p><i>Learning Target 6 - I can explain what I ate recently</i></p>	<p>Tarea para hoy: Página 108 en tu cuaderno. *****</p> <p><i>Learning Target 6 - I can explain what I ate</i></p>

	<p><i>recently and describe the food.</i></p> <p>1. We read about and write about food that we ate to practice with the two past tenses.</p> <p>*****</p> <p>Tarea: Páginas 109-110 en tu cuaderno.</p> <p>Many people are well into their Peruvian Food Projects. Before you produce your product (the video, Google slide, etc), be sure to look over the rubric for the project.</p>	<p><i>and describe the food.</i></p> <p>1. We read about and write about food that we ate to practice with the two past tenses.</p> <p>*****</p> <p>Tarea: Páginas 109-110 en tu cuaderno.</p> <p>Many people are well into their Peruvian Food Projects. Before you produce your product (the video, Google slide, etc), be sure to look over the rubric for the project</p>	<p><i>recently and describe the food.</i></p> <p>1. We read about and write about food that we ate to practice with the two past tenses.</p> <p>*****</p> <p>Tarea: Páginas 109-110 en tu cuaderno.</p> <p>Many people are well into their Peruvian Food Projects. Before you produce your product (the video, Google slide, etc), be sure to look over the rubric for the project</p>
<p>viernes, 1 de marzo (Día 1)</p>	<p>Tarea para hoy: Páginas 109-110 en tu cuaderno.</p> <p>*****</p> <p><i>Learning Target #4: I can express my opinion about different foods.</i></p> <p>1. We will converse with classmates about our food preferences.</p> <p>2. We will review the differences between <i>ser</i> and <i>estar</i> when describing food.</p> <p>*****</p> <p>Tarea:</p> <p>Prepare for your speaking assessment tomorrow by writing down some questions that you can use in a conversation.</p> <p>Explanation + rubric</p> <p>Many people are well into their Peruvian Food Projects. Before you produce your product (the video, Google slide, etc), be sure to look over the rubric for the project</p>	<p>Lunch #3 (11:53-12:22)</p> <p>Tarea para hoy: Páginas 109-110 en tu cuaderno.</p> <p>*****</p> <p><i>Learning Target #4: I can express my opinion about different foods.</i></p> <p>1. We will converse with classmates about our food preferences.</p> <p>2. We will review the differences between <i>ser</i> and <i>estar</i> when describing food.</p> <p>*****</p> <p>Tarea:</p> <p>Prepare for your speaking assessment tomorrow by writing down some questions that you can use in a conversation. Explanation + rubric</p> <p>Many people are well into their Peruvian Food Projects. Before you produce your product (the video, Google slide, etc), be sure to look over the rubric for the project</p>	<p>Drop Day</p>

lunes, 4 de marzo (Día 2)	<p>Interpersonal Speaking Assessment</p> <p>(20 points)</p> <p>In groups of 4-5, you will have a conversation for an hour in Spanish. Your conversation can revolve around food.</p> <p>Explanation + rubric</p> <p>*****</p> <p>Tarea: Páginas 106 + 107 en tu cuaderno.</p> <p>Many people are well into their Peruvian Food Projects. Before you produce your product (the video, Google slide, etc), be sure to look over the rubric for the project</p>	Drop Day	<p>Lunch #2 (11:24-11:53)</p> <p>Tarea para hoy: Páginas 109-110 en tu cuaderno.</p> <p>*****</p> <p><i>Learning Target #4: I can express my opinion about different foods.</i></p> <ol style="list-style-type: none"> 1. We will converse with classmates about our food preferences. 2. We will review the differences between <i>ser</i> and <i>estar</i> when describing food. <p>*****</p> <p>Tarea:</p> <p>Prepare for your speaking assessment tomorrow by writing down some questions that you can use in a conversation.</p> <p>Explanation + rubric</p> <p>Many people are well into their Peruvian Food Projects. Before you produce your product (the video, Google slide, etc), be sure to look over the rubric for the project</p>
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Performance Assessment - Interpersonal Speaking (20 points - Quarter 3 Grade)

lunes, 4 de marzo (amarilla), martes 5 de marzo (verde y marrón)

In groups of 4-5, you will have a conversation for an hour in Spanish. Your conversation will revolve around food. [Explanation + rubric](#)

martes, 5 de marzo (Día 3)	Drop Day	<p>Interpersonal Speaking Assessment</p> <p>(20 points)</p>	<p>Lunch #3 (11:53-12:22)</p> <p>Interpersonal Speaking Assessment</p>
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		<p>In groups of 4-5, you will have a conversation for an hour in Spanish. Your conversation should revolve around food. Explanation + rubric *****</p> <p>Tarea: Páginas 106 + 107 en tu cuaderno.</p> <p>Many people are well into their Peruvian Food Projects. Before you produce your product (the video, Google slide, etc), be sure to look over the rubric for the project</p>	<p>(20 points) In groups of 4-5, you will have a conversation for an hour in Spanish. Your conversation should revolve around food. Explanation + rubric *****</p> <p>Tarea: Páginas 106 + 107 en tu cuaderno.</p> <p>Many people are well into their Peruvian Food Projects. Before you produce your product (the video, Google slide, etc), be sure to look over the rubric for the project</p>
miércoles, 6 de marzo - Día Corto	Seminar Day		

jueves, 7 de marzo (Día 4)	<p>Tarea para hoy: Páginas 106 + 107 en tu cuaderno. *****</p> <p><i>Learning Target 7 - I can provide information about my last meal or restaurant experience.</i> 1. We will write a Yelp review about our last restaurant experience (or another meal). *****</p> <p>Tarea: Study vocabulary. Study verbs. Go back and listen to videos. You have your Interpretive Listening Assessment next class. • Be sure to bring headphones/airpods</p>	<p>Lunch #1 (10:55-11:24) Tarea para hoy: Páginas 106 + 107 en tu cuaderno. *****</p> <p><i>Learning Target 7 - I can provide information about my last meal or restaurant experience.</i> 1. We will write a Yelp review about our last restaurant experience (or another meal). *****</p> <p>Tarea: Study vocabulary. Study verbs. Go back and listen to videos. You have your Interpretive Listening Assessment next class. • Be sure to bring headphones/airpods • Be sure to have a charged computer More information on how to prepare is on Canvas</p>	<p>Tarea para hoy: TPáginas 106 + 107 en tu cuaderno. *****</p> <p><i>Learning Target 7 - I can provide information about my last meal or restaurant experience.</i> 1. We will write a Yelp review about our last restaurant experience (or another meal). *****</p> <p>Tarea: Study vocabulary. Study verbs. Go back and listen to videos. You have your Interpretive Listening Assessment next class. • Be sure to bring headphones/airpods</p>
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	<ul style="list-style-type: none"> • Be sure to have a charged computer More information on how to prepare is on Canvas under How to Prepare for Your Performance Assessments.	under How to Prepare for Your Performance Assessments	<ul style="list-style-type: none"> • Be sure to have a charged computer More information on how to prepare is on Canvas under How to Prepare for Your Performance Assessments
viernes, 8 de marzo (Día 5)	Lunch #1 (10:55-11:24) Interpretive Listening Assessment No hay tarea.	Drop Day	Drop Day
lunes, 11 de marzo (Día 6)	Drop Day	Lunch #1 (10:55-11:24) Interpretive Listening Assessment No hay tarea.	Interpretive Listening Assessment No hay tarea.

Performance Assessment - **Interpretive Listening** (55 points - Quarter 3 Grade)

lunes 11 de marzo (verde y marrón)

Students will listen to an audio or video of someone talking about food and answer interpretive questions.

martes, 12 de marzo (Día 7)	<p>Tarea para hoy: No había tarea para hoy. *****</p> <p><i>Learning Target 8 - I can isolate ingredients from different dishes and recipes.</i></p> <p>1. We will read recipes and identify ingredients (pages 57-65). 2. We will practice having a conversation with classmates about a restaurant menu.</p> <p>NORKY'S *****</p> <p>Tarea: Read and answer the questions on on p.63 → Learning Target 8 - Activity 2. Here is the video you will need. You will</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy: No había tarea para hoy *****</p> <p><i>Learning Target 8 - I can isolate ingredients from different dishes and recipes.</i></p> <p>1. We will read recipes and identify ingredients (pages 57-65). 2. We will practice having a conversation with classmates about a restaurant menu.</p> <p>NORKY'S *****</p> <p>Tarea: Read and answer the questions on on p.63 → Learning Target 8 - Activity 2. Here is the video you will need. You will need to watch the video</p>	<p>Tarea para hoy: No había tarea para hoy *****</p> <p><i>Learning Target 8 - I can isolate ingredients from different dishes and recipes.</i></p> <p>1. We will read recipes and identify ingredients (pages 57-65). 2. We will practice having a conversation with classmates about a restaurant menu.</p> <p>NORKY'S *****</p> <p>Tarea: Read and answer the questions on on p.63 → Learning Target 8 - Activity 2. Here is the video you will need. You will</p>
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	need to watch the video <i>several times</i> to complete part 2 (putting the actions in order).	<i>several times</i> to complete part 2 (putting the actions in order).	need to watch the video <i>several times</i> to complete part 2 (putting the actions in order).
miércoles, 13 de marzo (Día 1)	<p>Tarea para hoy: Do p.63 → Learning Target 8 - Activity 2. Here is the video you will need.</p> <p>*****</p> <p><i>Learning Target 10 - I can present information about some of my favorite dishes and discuss why they are important to me.</i></p> <p>1. We will each choose one of our favorite foods and practice writing about this (pages 68-71).</p> <p>PISCOMAR</p> <p>*****</p> <p>Tarea: Página 71</p>	<p>Lunch #3 (11:53-12:22)</p> <p>Tarea para hoy: Do p.63 → Learning Target 8 - Activity 2. Here is the video you will need.</p> <p>*****</p> <p><i>Learning Target 10 - I can present information about some of my favorite dishes and discuss why they are important to me.</i></p> <p>1. We will each choose one of our favorite foods and practice writing about this (pages 68-71).</p> <p>PISCOMAR</p> <p>*****</p> <p>Tarea: Página 71</p>	Drop Day
jueves, 14 de marzo (Día 2)	<p>Tarea para hoy: página 71</p> <p>*****</p> <p><i>Learning Target 11 - I can read a restaurant menu and discuss with classmates whether we want to eat at this restaurant.</i></p> <p>1. We will practice speaking with classmates based off a menu (pages 72-76).</p> <p>2. We will do page 114.</p> <p>*****</p> <p>Tarea: Prepare for your interpersonal speaking assessment on Thursday by writing a list of questions you can ask someone about a menu and/or their dining preferences and by writing a list of</p>	Drop Day	<p>Lunch #2 (11:24-11:53)</p> <p>Tarea para hoy: Do p.63 → Learning Target 8 - Activity 2. Here is the video you will need.</p> <p>*****</p> <p><i>Learning Target 10 - I can present information about some of my favorite dishes and discuss why they are important to me.</i></p> <p>1. We will each choose one of our favorite foods and practice writing about this (pages 68-71).</p> <p>PISCOMAR</p> <p>*****</p> <p>Tarea: Página 71</p>

	vocabulary (nouns, adjectives, verbs) that you can use to describe the type of food that you prefer.		
viernes, 15 de marzo (Día 3)	Drop Day	<p>Tarea para hoy: Página 71 *****</p> <p><i>Learning Target 11 - I can read a restaurant menu and discuss with classmates whether we want to eat at this restaurant.</i></p> <p>1. We will practice speaking with classmates based off a menu (pages 72-76). 2. We will do page 114. *****</p> <p>Tarea: Prepare for your interpersonal speaking assessment on Thursday by writing a list of questions you can ask someone about a menu and/or their dining preferences and by writing a list of vocabulary (nouns, adjectives, verbs) that you can use to describe the type of food that you prefer.</p>	<p>Lunch #3 (11:53-12:22) Tarea para hoy: Página 71 *****</p> <p><i>Learning Target 11 - I can read a restaurant menu and discuss with classmates whether we want to eat at this restaurant.</i></p> <p>1. We will practice speaking with classmates based off a menu (pages 72-76). 2. We will do page 114. *****</p> <p>Tarea: Prepare for your interpersonal speaking assessment on Thursday by writing a list of questions you can ask someone about a menu and/or their dining preferences and by writing a list of vocabulary (nouns, adjectives, verbs) that you can use to describe the type of food that you prefer.</p>
lunes, 18 de marzo (Día 4)	<p>Tarea para hoy: Prepare for your interpersonal speaking assessment on Thursday by writing a list of questions you can ask someone about a menu and/or their dining preferences and by writing a list of vocabulary (nouns, adjectives, verbs) that you can use to describe the type of food that you prefer. *****</p> <p>Your teacher will not be in class today.</p>	<p>Lunch #1 (10:55-11:24) Tarea para hoy: Prepare for your interpersonal speaking assessment on Thursday by writing a list of questions you can ask someone about a menu and/or their dining preferences and by writing a list of vocabulary (nouns, adjectives, verbs) that you can use to describe the type of food that you prefer. *****</p> <p>Your teacher will not be in class today.</p>	<p>Tarea para hoy: Prepare for your interpersonal speaking assessment on Thursday by writing a list of questions you can ask someone about a menu and/or their dining preferences and by writing a list of vocabulary (nouns, adjectives, verbs) that you can use to describe the type of food that you prefer. *****</p> <p>Your teacher will not be in class today.</p>

	<p>Here is your assignment. <i>Learning Target 9 - I can indicate the origin of different ingredients.</i></p> <ol style="list-style-type: none"> 1. Turn to page 66 in your workbook. Click on this website tasteatlas to research food all over the world and answer the questions on page 66 in your workbook. 2. Circle Peru on the maps on page 67. <i>(We will go over pages 66 + 67 next class)</i> 3. Watch this video and write on a piece of paper <i>ten facts that you learned</i> from the video. You may write these facts in English or Spanish. Turn in the paper to the substitute with your name on it. <p>*****</p> <p>Tarea: Canvas Quiz → Learning Target 9 - Past Tense Practice</p>	<p>Here is your assignment. <i>Learning Target 9 - I can indicate the origin of different ingredients.</i></p> <ol style="list-style-type: none"> 1. Turn to page 66 in your workbook. Click on this website tasteatlas to research food all over the world and answer the questions on page 66 in your workbook. 2. Circle Peru on the maps on page 67. <i>(We will go over pages 66 + 67 next class)</i> 3. Watch this video and write on a piece of paper <i>ten facts that you learned</i> from the video. You may write these facts in English or Spanish. Turn in the paper to the substitute with your name on it. <p>*****</p> <p>Tarea: Canvas Quiz → Learning Target 9 - Past Tense Practice</p>	<p>Here is your assignment. <i>Learning Target 9 - I can indicate the origin of different ingredients.</i></p> <ol style="list-style-type: none"> 1. Turn to page 66 in your workbook. Click on this website tasteatlas to research food all over the world and answer the questions on page 66 in your workbook. 2. Circle Peru on the maps on page 67. <i>(We will go over pages 66 + 67 next class)</i> 3. Watch this video and write on a piece of paper <i>ten facts that you learned</i> from the video. You may write these facts in English or Spanish. Turn in the paper to the substitute with your name on it. <p>*****</p> <p>Tarea: Canvas Quiz → Learning Target 9 - Past Tense Practice</p>
<p>martes, 19 de marzo (Día 5)</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy: Canvas Quiz → Learning Target 9 - Past Tense Practice</p> <p>*****</p> <p>We will have stations → different activities to practice the skills that we need for our interpersonal performance assessment next class.</p> <p>*****</p> <p>Tarea: Prepare for your Interpretive Listening Assessment next class.</p> <p>Read the information in Canvas: How to Prepare for your performance assessment.</p>	<p>Drop Day</p>	<p>Drop Day</p>

Performance Assessment - Interpersonal Speaking - jueves, 21 de marzo (60 points - Quarter 3 Grade)


You and your friends are getting ready to go out to dinner at a new Peruvian restaurant but want to take a look at the menu beforehand to make sure that everyone will find something they can eat. In a conversation with some of your friends you review the menu and discuss what you think

of the food on the menu, talk about different potential options that you or each other might eat, discuss prices of the different food items, determine what you each plan to eat and explain why. After your assessment: You each went to the restaurant and ordered what you discussed in your conversations. Write a very short Yelp review talking about what you and at least one other person ordered, how it was, what ingredients it had and what they thought about it. [Here](#) are some examples of the kind of follow up questions that we're looking for.

miércoles, 20 de marzo (Día 6)	Drop Day	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy: Canvas Quiz → Learning Target 9 - Past Tense Practice</p> <p>*****</p> <p>We will have stations → different activities to practice the skills that we need for our interpersonal performance assessment next class.</p> <p>*****</p> <p>Tarea: Prepare for your Interpretive Listening Assessment next class.</p> <p>Read the information in Canvas: How to Prepare for your performance assessment.</p>	<p>Tarea para hoy: Canvas Quiz → Learning Target 9 - Past Tense Practice</p> <p>*****</p> <p>We will have stations → different activities to practice the skills that we need for our interpersonal performance assessment next class.</p> <p>*****</p> <p>Tarea: Prepare for your Interpretive Listening Assessment next class.</p> <p>Read the information in Canvas: How to Prepare for your performance assessment.</p>
jueves, 21 de marzo (Día 7)	Interpersonal Speaking Assessment	<p>Lunch #1 (10:55-11:24)</p> <p>Interpersonal Speaking Assessment</p>	Interpersonal Speaking Assessment
viernes, 22 de marzo (Día 1)	<p><i>Learning Target 12 - I can observe that food brings people together and relate it to a time in my life when food brought people together.</i></p> <p>1. We will observe artwork by Carmen Lomas Garza and describe the paintings (pages 78-81).</p> <p>*****</p> <p>Tarea: páginas 111-112</p>	<p>Lunch #3 (11:53-12:22)</p> <p><i>Learning Target 12 - I can observe that food brings people together and relate it to a time in my life when food brought people together.</i></p> <p>1. We will observe artwork by Carmen Lomas Garza and describe the paintings (pages 78-81).</p> <p>*****</p> <p>Tarea: páginas 111-112</p>	Drop Day

<p>lunes, 25 de marzo (Día 2)</p>	<p>Tarea para hoy: Páginas 111-112 ***** <i>Learning Target 13 - I can isolate facts about different people's food memories.</i> 1. We will read excerpts from literature about food and food related experiences. (pages 82-87). ***** Tarea: to be announced</p>	<p>Drop Day</p>	<p>Lunch #2 (11:24-11:53) <i>Learning Target 12 - I can observe that food brings people together and relate it to a time in my life when food brought people together.</i> 1. We will observe artwork by Carmen Lomas Garza and describe the paintings (pages 78-81). ***** Tarea: páginas 111-112</p>
<p>martes, 26 de marzo MCAS</p>	<p>MCAS hoy para sophomores Clase durante bloque E (12:27-1:26) ***** <i>Students will have this time to work on their rough drafts for their end of unit written performance assessment.</i> <i>Sra. Kaufman will be available to give feedback.</i> ***** Tarea:</p> <ul style="list-style-type: none"> • Study the irregular preterite verbs on page 8 (achievement quiz on these coming up) • Your teacher is available TOMORROW (8:30-10:30 if you want help with your project) (due April 8th) • See your teacher TOMORROW during intervention if you want individualized help with your rough draft for your written assessment. 	<p>MCAS hoy para sophomores Clase durante bloque D - Lunch #3 (11:53-12:22) Tarea para hoy: Páginas 111-112 ***** <i>Learning Target 13 - I can isolate facts about different people's food memories.</i> 1. We will read excerpts from literature about food and food related experiences. (pages 82-87). ***** Tarea:</p> <ul style="list-style-type: none"> • Study the irregular preterite verbs on page 8 (achievement quiz on these coming up) • Your teacher is available TOMORROW (8:30-10:30 if you want help with your project) (due April 8th) 	<p>No hay clase hoy. MCAS hoy para sophomores.</p>

miércoles, 27 de marzo MCAS	No hay clase hoy. MCAS hoy para sophomores.	No hay clase hoy. MCAS hoy para sophomores.	<div>MCAS hoy para sophomores</div> <div>Clase durante bloque D</div> <div>Today we have lunch 2</div> <div>Tarea para hoy: Páginas 111-112</div> <div>*****</div> <div>Learning Target 13 - I can isolate facts about different people's food memories.</div> <div>1. We will read excerpts from literature about food and food related experiences. (pages 82-87).</div> <div>*****</div> <div>Tarea:</div> <div> <ul style="list-style-type: none"> Study the irregular preterite verbs on page 8 (achievement quiz on these coming up) Continue working on your rough draft See your teacher if you want help with your project (due April 8) </div>
jueves, 28 de marzo (Día 3)	Drop Day	<div>Tarea para hoy: Tarea:</div> <div> <ul style="list-style-type: none"> Study the irregular preterite verbs on page 8 (achievement quiz on these coming up) Continue working on your rough draft See your teacher if you want help with your project (due April 8) </div> <div>*****</div> <div>Students will have this time to work on their rough drafts for their end of unit written</div>	<div>Day 3 → Lunch #3 (11:53-12:22)</div> <div>Tarea para hoy: Tarea:</div> <div> <ul style="list-style-type: none"> Study the irregular preterite verbs on page 8 (achievement quiz on these coming up) Continue working on your rough draft See your teacher if you want help with your project (due April 8) </div> <div>*****</div> <div>Students will have this time to work on their</div>

		<p>performance assessment. <i>Sra. Kaufman will be available to give feedback.</i> *****</p> <p>Tarea:</p> <ul style="list-style-type: none"> Study the irregular preterite verbs on page 8 (achievement quiz on these coming up) Continue working on your rough draft See your teacher if you want help with your project (due April 8) 	<p>rough drafts for their end of unit written performance assessment. <i>Sra. Kaufman will be available to give feedback.</i> *****</p> <p>Tarea:</p> <ul style="list-style-type: none"> Study the irregular preterite verbs on page 8 (achievement quiz on these coming up) Continue working on your rough draft See your teacher if you want help with your project (due April 8)
viernes, 29 de marzo	<div>  </div> <p>No hay clases hoy - Viernes Santo y Pascuas</p>		
lunes, 1º de abril (Día 4)	<p>Tarea para hoy: To be announced *****</p> <p><i>Students will have this time to work on their rough drafts for their end of unit written performance assessment. Sra. Kaufman will be available to give feedback.</i> *****</p> <p>Tarea: Study the regular verb forms (present, preterite, imperfect). Know the irregular verb forms for the preterite as</p>	<p>Lunch #1 (10:55-11:24) Tarea para hoy: To be announced *****</p> <p><i>Students will have this time to work on their rough drafts for their end of unit written performance assessment. Sra. Kaufman will be available to give feedback.</i> *****</p> <p>Tarea: Study the regular verb forms (present, preterite, imperfect). Know the irregular verb forms for the preterite as well.</p>	<p>Tarea para hoy: To be announced *****</p> <p><i>Students will have this time to work on their rough drafts for their end of unit written performance assessment. Sra. Kaufman will be available to give feedback.</i> *****</p> <p>Tarea: Study the regular verb forms (present, preterite, imperfect). Know the irregular verb forms for the preterite as well.</p>

	<p>well.</p> <p>Achievement Quiz on irregular verb forms in the preterite next class.</p> <p>Study the bottom of page 8 in your workbook. *Term 4 grade</p>	<p>Achievement Quiz on irregular verb forms in the preterite next class.</p> <p>Study the bottom of page 8 in your workbook.</p>	<p>Achievement Quiz on irregular verb forms in the preterite next class.</p> <p>Study the bottom of page 8 in your workbook.</p>
<p>martes, 2 de abril (Día 5) Last Day Quarter 3</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy: Quiz on the irregular verbs in the preterite tense.</p> <p>Study the regular verb forms</p> <p>Study the bottom of page 8 in your workbook. *Term 4 grade</p> <p>*****</p> <p><i>Students will have this time to work on their rough drafts for their end of unit written performance assessment.</i></p> <p><i>Sra. Kaufman will be available to give feedback.</i></p> <p>*****</p> <p>Tarea: Presentational Writing Assessment next class. Look over your rough draft packet as well as the info on Canvas under "How to prepare for your performance assessments".</p>	<p>Drop Day</p>	<p>Drop Day</p>
<p>miércoles, 3 de abril Día Corto</p>	<p>Presentational Writing Assessment</p>	<p>INTERVENTION DAY - No Spanish class today.</p> <p>8:35 - 9:45 - Intervention - Drop in to get help or make up / retake assessments.</p>	<p>INTERVENTION DAY - No Spanish class today.</p> <p>8:35 - 9:45 - Intervention - Drop in to get help or make up / retake assessments.</p>
<p>jueves, 4 de abril (Día 6)</p>	<p>Drop Day</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy: Quiz on the irregular verbs in the preterite tense.</p>	<p>Tarea para hoy: Quiz on the irregular verbs in the preterite tense.</p> <p>Study the regular verb forms</p>

		Study the regular verb forms Study the bottom of page 8 in your workbook. ***** <i>Students will have this time to work on their rough drafts for their end of unit written performance assessment.</i> <i>Sra. Kaufman will be available to give feedback.</i> ***** Tarea: Presentational Writing Assessment next class. Look over your rough draft packet as well as the info on Canvas under "How to prepare for your performance assessments".	Study the bottom of page 8 in your workbook. ***** <i>Students will have this time to work on their rough drafts for their end of unit written performance assessment.</i> <i>Sra. Kaufman will be available to give feedback.</i> ***** Tarea: Presentational Writing Assessment next class. Look over your rough draft packet as well as the info on Canvas under "How to prepare for your performance assessments".
viernes, 5 de abril (Día 7)	Tarea para hoy: No había tarea para hoy ***** 1. Practicamos con los verbos. 2. Vemos una serie en Netflix sobre la comida callejera en Perú. 3. Hablamos sobre lo que vimos. ***** Tarea: Your Peruvian Food Projects are due next class. Submit electronically before class or turn in if you're writing on paper next class.	Lunch #1 (10:55-11:24) Presentational Writing Assessment ***** Tarea: Your Peruvian Food Projects are due next class. Submit electronically before class or turn in if you're writing on paper next class.	Presentational Writing Assessment ***** Tarea: Your Peruvian Food Projects are due next class. Submit electronically before class or turn in if you're writing on paper next class.

Performance Assessment - Presentational Writing - miércoles, 3 abril (amarilla), viernes 5 abril (verde + marrón) (65 points - Quarter 4 Grade)

Food is one of those things that can instantly bring you back in time to a specific place or remind you of a particular someone or something. Your teacher has started a blog about this very topic and wants you to contribute with a post. In your post you choose a particular memory you have from the past involving food and describe it with as much detail as possible, describe the food itself- how it was, the taste, the smells, etc., explain what people did at the event/tradition/celebration that you remember, discuss how the food connected people or connected you to the memory, You may want to compare this food memory to another one you have and discuss how this event used to be different when you were younger in comparison to how it changed as time went on.

Presentational Speaking or Writing - Peruvian Food Project **Due** → lunes, 8 abril (50 points - Quarter 4 Grade)

See details including the [RUBRIC](#) in your [workbook](#) on pages 95-101.

Tu profesora recomienda estos restaurantes: [Rincón Limeño](#), East Boston MA [Peruvian Taste Restaurant](#), Charlestown, MA [Machu Picchu](#), Somerville, MA

lunes, 8 de abril (Día 1)	Peruvian Food Projects Due ***** <i>Vamos a ver la película <u>Como agua para chocolate</u>. (student packet)</i> ***** Tarea: to be announced	Lunch #3 (11:53-12:22) Peruvian Food Projects Due Tarea para hoy: To be announced ***** <i>Vamos a ver la película <u>Como agua para chocolate</u>. (student packet)</i> ***** Tarea: to be announced	Drop Day
martes, 9 de abril (Día 2)	Tarea para hoy: To be announced ***** <i>Vamos a ver la película <u>Como agua para chocolate</u>. (student packet)</i> ***** Tarea: no hay tarea	Drop Day	Lunch #2 (11:24-11:53) Peruvian Food Projects Due Tarea para hoy: To be announced ***** <i>Vamos a ver la película <u>Como agua para chocolate</u>. (student packet)</i> ***** Tarea: No hay tarea
miércoles, 10 de abril (Día 3)	Drop Day	Tarea para hoy: To be announced ***** <i>Vamos a ver la película <u>Como agua para chocolate</u>. (student packet)</i> ***** Tarea: No hay tarea	Lunch #3 (11:53-12:22) <i>Vamos a ver la película <u>Como agua para chocolate</u>. (student packet)</i> ***** Tarea: No hay tarea
jueves, 11 de abril	<i>Vamos a ver la película <u>Como agua para chocolate</u>. (student packet)</i>	Lunch #1 (10:55-11:24) <i>Vamos a terminar la película <u>Como agua para</u></i>	<i>Vamos a terminar la película <u>Como agua para chocolate</u>. (student packet)</i>

(Día 4)	<p>*****</p> <p>Tarea: No hay tarea</p>	<p><u>chocolate.</u> <u>(student packet)</u></p> <p><u>Artículo → Why Tita didn't marry the doctor - Mexican history in Like Water for Chocolate</u></p> <p>*****</p> <p>¡¡¡¡¡Felices vacaciones!!!!!!</p>	<p><u>Artículo → Why Tita didn't marry the doctor - Mexican history in Like Water for Chocolate</u></p> <p>*****</p> <p>¡¡¡¡¡Felices vacaciones!!!!!!</p>
viernes, 12 de abril (Día 5)	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy: To be announced</p> <p>*****</p> <p><u>Vamos a terminar la película Como agua para chocolate.</u> <u>(student packet)</u></p> <p><u>Artículo → Why Tita didn't marry the doctor - Mexican history in Like Water for Chocolate</u></p> <p>*****</p> <p>¡¡¡¡¡Felices vacaciones!!!!!!</p>	Drop Day	Drop Day
lunes, 22 de abril (Día 6)	Drop Day	<p>Lunch #1 (10:55-11:24)</p> <p><i>No homework was due for today.</i></p> <p>*****</p> <p>1. We will receive our <u>new workbooks</u> and begin the last unit of the year on sports and arts. <i>Learning Target 1 - I can list information about different sports that are popular in my culture.</i></p> <p>2. We will do all the activities on pages 18-22.</p> <p>*****</p> <p>Tarea: You have a quiz on Friday on the verb forms and uses. Practice on <u>conjuguemos</u> with the preterite and imperfect forms (first regular verbs, then irregular verbs, then all). Read the info at the top of your class calendar about the quiz. This quiz will be difficult - you will need to study a little each day to know these forms well.</p>	<p><i>No homework was due for today.</i></p> <p>*****</p> <p>1. We will receive our <u>new workbooks</u> and begin the last unit of the year on sports and arts. <i>Learning Target 1 - I can list information about different sports that are popular in my culture.</i></p> <p>2. We will do all the activities on pages 18-22.</p> <p>*****</p> <p>Tarea: You have a quiz on Friday on the verb forms and uses. Practice on <u>conjuguemos</u> with the preterite and imperfect forms (first regular verbs, then irregular verbs, then all). Read the info at the top of your class calendar about the quiz. This quiz will be difficult - you will need to study a little each day to know</p>

			these forms well.
martes, 23 de abril (Día 7)	<p><i>No homework was due for today.</i> *****</p> <p>1. We will receive our new workbooks and begin the last unit of the year on sports and arts. <i>Learning Target 1 - I can list information about different sports that are popular in my culture.</i></p> <p>2. We will do all the activities on pages 18-22. *****</p> <p>Tarea: You have a quiz on Monday on the verb forms and uses. Practice on conjuguemos with the preterite and imperfect forms (first regular verbs, then irregular verbs, then all). Read the info at the top of your class calendar about the quiz. This quiz will be difficult - you will need to study a little each day to know these forms well.</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy: You have a quiz on Friday on the verb forms and uses. Practice on conjuguemos with the preterite and imperfect forms (first regular verbs, then irregular verbs, then all). Read the info at the top of your class calendar about the quiz. This quiz will be difficult - you will need to study a little each day to know these forms well. *****</p> <p><i>Learning Target 2: I can identify information about sports, sporting events and athletes that are popular in the target culture.</i></p> <p>1. We will do the activities on pages 24-31 in our workbooks. GOOGLE SLIDE *****</p> <p>Tarea: You will present your Google Slide next class in small groups. Be sure this is finished. Continue studying for Friday's quiz using conjuguemos links, the verbs in the beginning of your book and any flashcards you made. Last day to retake this quiz or the first quiz is Wednesday May 1st.</p>	<p>Tarea para hoy: You have a quiz on Friday on the verb forms and uses. Practice on conjuguemos with the preterite and imperfect forms (first regular verbs, then irregular verbs, then all). Read the info at the top of your class calendar about the quiz. This quiz will be difficult - you will need to study a little each day to know these forms well. *****</p> <p><i>Learning Target 2: I can identify information about sports, sporting events and athletes that are popular in the target culture.</i></p> <p>1. We will do the activities on pages 24-31 in our workbooks. GOOGLE SLIDE *****</p> <p>Tarea: You will present your Google Slide next class in small groups. Be sure this is finished. Continue studying for Friday's quiz using conjuguemos links, the verbs in the beginning of your book and any flashcards you made. Last day to retake this quiz or the first quiz is Wednesday May 1st.</p>
miércoles, 24 de abril (Día 1)	<p>Tarea para hoy: You have a quiz on Friday on the verb forms and uses. Practice on conjuguemos with the preterite and imperfect forms (first regular verbs, then irregular verbs, then all). Read the info at the top of your class calendar about the quiz. This quiz will be</p>	<p>Lunch #3 (11:53-12:22)</p> <p>Tarea para hoy: You will present your Google Slide next class in small groups. Be sure this is finished. Continue studying for Friday's quiz using conjuguemos links, the verbs in the beginning of</p>	Drop Day

	<p>difficult - you will need to study a little each day to know these forms well.</p> <p>*****</p> <p><i>Learning Target 2: I can identify information about sports, sporting events and athletes that are popular in the target culture.</i></p> <p>1. We will do the activities on pages 24-31 in our workbooks.</p> <p>GOOGLE SLIDE</p> <p>*****</p> <p>Tarea:</p> <p>You will present your Google Slide next class in small groups. Be sure this is finished.</p> <p>Continue studying for Monday's quiz using conjuguemos links, the verbs in the beginning of your book and any flashcards you made.</p> <p>Last day to retake this quiz or the first quiz is Wednesday May 1st.</p>	<p>your book and any flashcards you made.</p> <p>Last day to retake this quiz or the first quiz is Wednesday May 1st.</p> <p>*****</p> <p><i>Learning Target 3: I can express my opinion on different sporting events from my culture and from the target culture.</i></p> <p>1. We will do the activities on pages 33-36 in our workbooks.</p> <p>*****</p> <p>Tarea: Achievement Quiz #9 next class - Verb forms in present, preterite and imperfect. See top of your class calendar for more information.</p>	
jueves, 25 de abril (Día 2)	<p>Tarea para hoy: You will present your Google Slide next class in small groups. Be sure this is finished.</p> <p>Continue studying for Monday's quiz using conjuguemos links, the verbs in the beginning of your book and any flashcards you made.</p> <p>Last day to retake this quiz or the first quiz is Wednesday May 1st.</p> <p>*****</p> <p><i>Learning Target 3: I can express my opinion on different sporting events from my culture and from the target culture.</i></p>	Drop Day	<p>Lunch #2 (11:24-11:53)</p> <p>Tarea para hoy: You will present your Google Slide next class in small groups. Be sure this is finished.</p> <p>Continue studying for Friday's quiz using conjuguemos links, the verbs in the beginning of your book and any flashcards you made.</p> <p>Last day to retake this quiz or the first quiz is Wednesday May 1st.</p> <p>*****</p> <p><i>Learning Target 3: I can express my opinion on different sporting events from my culture</i></p>

	<p>1. We will do the activities on pages 33-36 in our workbooks. *****</p> <p>Tarea: Achievement Quiz #9 next class - Verb forms in present, preterite and imperfect. See top of your class calendar for more information.</p>		<p><i>and from the target culture.</i></p> <p>1. We will do the activities on pages 33-36 in our workbooks. *****</p> <p>Tarea: Achievement Quiz #9 next class - Verb forms in present, preterite and imperfect. See top of your class calendar for more information.</p>
viernes, 26 de abril (Día 3)	<p>Drop Day</p>	<p>Achievement Quiz #9 today - Verb forms in present, preterite and imperfect. See top of your class calendar for more information. *****</p> <p>1. Today we will practice with the sports vocabulary and the new verbs. 2. We will take our quiz on the verb tenses. 3. We will do a formative reading practice. GOOGLE SLIDE *****</p> <p>Tarea: STUDY the sports vocabulary and sports verbs at the beginning of your workbook (pages 10-11, 14-15) to prepare for your reading assessment on THURSDAY.</p>	<p>Lunch #3 (11:53-12:22)</p> <p>Achievement Quiz #9 today - Verb forms in present, preterite and imperfect. See top of your class calendar for more information. *****</p> <p>1. Today we will practice with the sports vocabulary and the new verbs. 2. We will take our quiz on the verb tenses. 3. We will do a formative reading practice. GOOGLE SLIDE *****</p> <p>Tarea: STUDY the sports vocabulary and sports verbs at the beginning of your workbook (pages 10-11, 14-15) to prepare for your reading assessment on THURSDAY.</p>
lunes, 29 de abril (Día 4)	<p>Achievement Quiz #9 today - Verb forms in present, preterite and imperfect. See top of your class calendar for more information. *****</p> <p>1. Today we will practice with the sports vocabulary and the new verbs. 2. We will take our quiz on the verb tenses.</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy: STUDY the sports vocabulary and sports verbs at the beginning of your workbook to prepare for your reading assessment on THURSDAY. *****</p> <p><i>Learning Target 4: I can classify different kinds of arts (visual and performing).</i></p>	<p>Tarea para hoy: STUDY the sports vocabulary and sports verbs at the beginning of your workbook to prepare for your reading assessment on THURSDAY. *****</p> <p><i>Learning Target 4: I can classify different kinds of arts (visual and performing).</i></p> <p>1. We will do the activities on pages 38-44 in our workbooks.</p>

	<p>3. We will do a formative reading practice. GOOGLE SLIDE *****</p> <p>Tarea: STUDY the sports vocabulary and sports verbs at the beginning of your workbook (pages 10-11, 14-15) to prepare for your reading assessment on FRIDAY.</p>	<p>1. We will do the activities on pages 38-44 in our workbooks. Videos que vas a necesitar hoy:</p> <ul style="list-style-type: none">• ¿Cuáles son las artes escénicas?• ¿Cuáles son las artes plásticas? <p>*****</p> <p>Tarea: Interpretive Reading Assessment next class. See the top of this calendar and Canvas: "How to prepare for your performance assessments" for more detailed information. Know the vocabulary from your workbook really well: pages 10-11, 14-15.</p>	<p>Videos que vas a necesitar hoy:</p> <ul style="list-style-type: none">• ¿Cuáles son las artes escénicas?• ¿Cuáles son las artes plásticas?• Obra de Teatro• Ballet Nacional de Chile <p>*****</p> <p>Tarea: Interpretive Reading Assessment next class. See the top of this calendar and Canvas: "How to prepare for your performance assessments" for more detailed information. Know the vocabulary from your workbook really well: pages 10-11, 14-15.</p>
<p>martes, 30 de abril (Día 5)</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy: STUDY the sports vocabulary and sports verbs at the beginning of your workbook to prepare for your reading assessment on FRIDAY. *****</p> <p><i>Learning Target 4: I can classify different kinds of arts (visual and performing).</i></p> <p>1. We will do the activities on pages 38-44 in our workbooks. Videos que vas a necesitar hoy:</p> <ul style="list-style-type: none">• ¿Cuáles son las artes escénicas?• ¿Cuáles son las artes plásticas? <p>*****</p> <p>Tarea: Interpretive Reading Assessment next class. See the top of this calendar and Canvas: "How to prepare for your performance assessments" for more detailed information. Know the vocabulary from your workbook really well: pages 10-11, 14-15.</p>	<p>Drop Day</p>	<p>Drop Day</p>

miércoles, 1 de mayo Día Corto	Half Day 8:35 - 9:50 - Intervention ***Last day to turn in any homework or retake any achievement quizzes from the beginning of Quarter 1 until today***	Half Day 8:35 - 9:50 - Intervention ***Last day to turn in any homework or retake any achievement quizzes from the beginning of Quarter 1 until today***	Half Day 8:35 - 9:50 - Intervention ***Last day to turn in any homework or retake any achievement quizzes from the beginning of Quarter 1 until today*** Clase: 9:55-10:55 Interpretive Reading Assessment
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Achievement Quiz #9 - Verbs in Present, Preterite, Imperfect

viernes, 26 abril (clases verde/marrón), lunes 29 abril (clase amarilla) (40 points - Quarter 4 Grade) [preparation sheet](#)

Students need to know all the verbs on page 3 in your new workbook. Students need to know present tense, **preterite** tense and imperfect tense of all regular and irregular verbs on pages 5-9 of your workbook. Students need to know when to use the preterite and when to use the imperfect tenses.

Format: students will need to put verbs in the preterite tense (for example: tener/ellos → *tuvieron*, poder/yo → *pude*). Then students will have to choose a verb and put it in either the preterite or imperfect tense correctly based on the context of the sentence (for example: *Esta mañana los muchachos _____ (comer/hacer) la tarea por una hora.* The answer would be *hicieron*)

Note: the irregular preterite verbs will not be up on the classroom wall for you so you will need to study and learn them. Focus on knowing the preterite tense very well.

jueves, 2 de mayo (Día 6)	Drop Day	Lunch #1 (10:55-11:24) Interpretive Reading Assessment	Tarea para hoy: No había tarea para hoy. ***** <i>Learning Target 5: I can isolate information about visual and performing arts that are popular in Chile.</i> 1. We will do the activities in our workbook on pages 45-57. 2. We will review the Presentational Speaking Assignment - <i>La música de protesta</i> (páginas 58-60 en tu cuaderno). ***** Tarea: p.44
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Performance Assessment - Interpretive Reading

viernes, 3 mayo (clase amarilla) - (65 points - Quarter 4 Grade)
 Students will read an article about sports and answer comprehension and interpretive questions.
 Know the sports vocabulary and the verbs well (new vocabulary at the beginning of your new workbook)
 See Canvas → How to prepare for my performance assessments for more details on how to prepare.
 Know the vocabulary from your workbook really well: pages 10-11, 14-15

viernes, 3 de mayo (Día 7)	Interpretive Reading Assessment	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy: No había tarea para hoy. *****</p> <p><i>Learning Target 5: I can isolate information about visual and performing arts that are popular in Chile.</i></p> <p>1. We will do the activities in our workbook on pages 45-57. 2. We will review the Presentational Speaking Assignment - <i>La música de protesta</i> (páginas 58-60 en tu cuaderno). *****</p> <p>Tarea: p.44</p>	<p>Tarea para hoy: p.44 *****</p> <p>Terminamos Learning Target 5 (páginas 53-59) GOOGLE SLIDES - la música de protesta *****</p> <p>Tarea: Finish your Google Slides. Be prepared to present to the class next class. This is <i>not</i> for a grade.</p>
lunes, 6 de mayo (Día 1)	<p>Tarea para hoy: No había tarea para hoy. *****</p> <p><i>Learning Target 5: I can isolate information about visual and performing arts that are popular in Chile.</i></p> <p>1. We will do the activities in our workbook on pages 45-57. 2. We will review the Presentational Speaking Assignment - <i>La música de protesta</i> (páginas 58-60 en tu cuaderno). *****</p> <p>Tarea: p.44</p>	<p>Lunch #3 (11:53-12:22)</p> <p>Tarea para hoy: p.44 *****</p> <p>Terminamos Learning Target 5 (páginas 53-59) GOOGLE SLIDES - la música de protesta *****</p> <p>Tarea: Finish your Google Slides. Be prepared to present to the class next class. This is <i>not</i> for a grade</p>	Drop Day
martes, 7 de mayo (Día 2)	<p>Tarea para hoy: p.44 *****</p>	Drop Day	Lunch #2 (11:24-11:53)

	<p>Terminamos Learning Target 5 (páginas 53-59)</p> <p>GOOGLE SLIDES - la música de protesta</p> <p>*****</p> <p>Tarea: Finish your Google Slides. Be prepared to present to the class next class. This is <i>not</i> for a grade.</p>		<p>Tarea para hoy: You will present your: GOOGLE SLIDES - la música de protesta</p> <p>*****</p> <p>1. We will present our Google Slides on <i>La música de protesta</i>.</p> <p>2. We will begin to prepare for our <u>Presentational Speaking Assessment</u> con este video de Ana Tijoux.</p> <p>*****</p> <p>Tarea: Blooket (this link expires before class tomorrow)</p>
<p>miércoles, 8 de mayo (Día 3)</p>	<p>Drop Day</p>	<p>Tarea para hoy: You will present your: GOOGLE SLIDES - la música de protesta</p> <p>*****</p> <p>1. We will present our Google Slides on <i>La música de protesta</i>.</p> <p>2. We will begin to prepare for our <u>Presentational Speaking Assessment</u> con este video de Ana Tijoux.</p> <p>*****</p> <p>Tarea: Blooket (this will only be available until right before your class tomorrow)</p>	<p>Lunch #3 (11:53-12:22)</p> <p>Tarea para hoy: Blooket</p> <p>*****</p> <p><i>Learning Target 6: I can express my opinion on different visual and performing arts from my culture and the target culture.</i></p> <p>1. We will practice for our presentational speaking assessment with this video.</p> <p>2. We will read about and see art and give our opinions on the art. (pages 62-69)</p> <p>*****</p> <p>Tarea: Write ten sentences in Spanish answering the prompt on page 70.</p>
<p>jueves, 9 de mayo (Día 4)</p>	<p>Tarea para hoy: You will present your: GOOGLE SLIDES - la música de protesta</p> <p>*****</p> <p>1. We will present our Google Slides on <i>La música de protesta</i>.</p> <p>2. We will begin to prepare for our <u>Presentational Speaking Assessment</u> con este video de Ana Tijoux.</p> <p>*****</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy: Blooket</p> <p>*****</p> <p><i>Learning Target 6: I can express my opinion on different visual and performing arts from my culture and the target culture.</i></p> <p>1. We will practice for our presentational speaking assessment with this video.</p> <p>2. We will read about and see art and give our</p>	<p>Tarea para hoy: Write ten sentences in Spanish answering the prompt on page 70.</p> <p>*****</p> <p>1. We will do the Canvas Quiz → Formative Quiz - Deportes y Arte.</p> <p>2. We will listen to student samples of our upcoming presentational speaking assessment. We will determine what each speaker did well and where they can improve</p>

	<p>Tarea: Blooket (this will only be available until right before your class tomorrow)</p>	<p>opinions on the art. (pages 62-69) *****</p> <p>Tarea: Write ten sentences in Spanish answering the prompt on page 70. You will hand these in to your teacher.</p>	<p>3. We will practice for our speaking assessment with this video (7:40-11:00). *****</p> <p>Tarea: Study the new vocabulary from this unit at the beginning of your book. Students will need to show use of <i>new vocabulary words</i> to meet and exceed this section of the rubric on their last exam.</p>
<p>viernes, 10 de mayo (Día 5)</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy: Blooket *****</p> <p><i>Learning Target 6: I can express my opinion on different visual and performing arts from my culture and the target culture.</i></p> <p>1. We will practice for our presentational speaking assessment with this video.</p> <p>2. We will read about and see art and give our opinions on the art. (pages 62-69) *****</p> <p>Tarea: Write ten sentences in Spanish answering the prompt on page 70. You will hand these in to your teacher.</p>	<p>Drop Day</p>	<p>Drop Day</p>
<p>lunes, 13 de mayo (Día 6)</p>	<p>Drop Day</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy: Write ten sentences in Spanish answering the prompt on page 70. You will hand these in to your teacher. *****</p> <p>1. We will do the Canvas Quiz → Formative Quiz - Deportes y Arte.</p> <p>2. We will listen to student samples of our upcoming presentational speaking assessment. We will determine what each speaker did well and where they can improve</p>	<p>Tarea para hoy: Study the new vocabulary from this unit at the beginning of your book. Students will need to show use of <i>new vocabulary words</i> to meet and exceed this section of the rubric on their last exam. *****</p> <p>We will continue practicing for our speaking assessment with this video. We will play blooket to practice with the vocabulary. *****</p>

		<p>3. We will practice for our speaking assessment with this video (7:40-11:00). *****</p> <p>Tarea: Study the new vocabulary from this unit at the beginning of your book. Students will need to show use of <i>new vocabulary words</i> to meet and exceed this section of the rubric on their last exam.</p>	<p>Tarea: Worksheet - Práctica con vocabulario y tiempos verbales</p>
<p>martes, 14 de mayo (Día 7)</p>	<p>Tarea para hoy: Write ten sentences in Spanish answering the prompt on page 70. You will hand these in to your teacher. *****</p> <p>1. We will do the Canvas Quiz → Formative Quiz - Deportes y Arte. 2. We will listen to student samples of our upcoming presentational speaking assessment. We will determine what each speaker did well and where they can improve 3. We will practice for our speaking assessment with this video (7:40-11:00). *****</p> <p>Tarea: Study the new vocabulary from this unit at the beginning of your book. Students will need to show use of <i>new vocabulary words</i> to meet and exceed this section of the rubric on their last exam.</p>	<p>Lunch #1 (10:55-11:24)</p> <p>Tarea para hoy: Study the new vocabulary from this unit at the beginning of your book. Students will need to show use of <i>new vocabulary words</i> to meet and exceed this section of the rubric on their last exam. *****</p> <p>We will continue practicing for our speaking assessment with this video. We will play blooket to practice with the vocabulary. *****</p> <p>Tarea: Worksheet - Práctica con vocabulario y tiempos verbales</p>	<p>Tarea para hoy: Worksheet - Práctica con vocabulario y tiempos verbales *****</p> <p><i>Learning Target 7: I can state what people do and did at a sporting or performing arts event.</i> 1. We will watch videos and see photos and explain what we think happened at the event. 2. We will do an additional practice with this video if time permits. *****</p> <p>Tarea: Presentational Speaking Assessment next class. Details on page 76, at the top of this calendar and on Canvas (How to prepare for your performance assessments). Focus on using a wide variety of vocabulary and using the preterite and imperfect tenses accurately.</p>
<p>miércoles, 15 de mayo (Día 1)</p>	<p>Tarea para hoy: Study the new vocabulary from this unit at the beginning of your book. Students will need to show use of <i>new vocabulary words</i> to meet and exceed this section of the rubric on their last exam.</p>	<p>Lunch #3 (11:53-12:22)</p> <p>Tarea para hoy: Worksheet - Práctica con vocabulario y tiempos verbales *****</p> <p><i>Learning Target 7: I can state what people do</i></p>	<p>Drop Day</p>

	<p>*****</p> <p>We will continue practicing for our speaking assessment with this video. We will play blookey to practice with the vocabulary.</p> <p>*****</p> <p>Tarea: Continue studying vocabulary and practicing/preparing for your Presentational Speaking Assessment on Monday (videos we have used in class are at the top of this calendar).</p>	<p><i>and did at a sporting or performing arts event.</i></p> <p>1. We will watch videos and see photos and explain what we think happened at the event.</p> <p>2. We will do an additional practice with this video if time permits.</p> <p>*****</p> <p>Tarea: Presentational Speaking Assessment next class. Details on page 76, at the top of this calendar and on Canvas (How to prepare for your performance assessments). Focus on using a wide variety of vocabulary and using the preterite and imperfect tenses accurately.</p>	
jueves, 16 de mayo (Día 2)	<p>Tarea para hoy: Continue studying vocabulary and practicing/preparing for your Presentational Speaking Assessment on Monday (videos we have used in class are at the top of this calendar).</p> <p>*****</p> <p><i>Learning Target 7: I can state what people do and did at a sporting or performing arts event.</i></p> <p>1. We will watch videos and see photos and explain what we think happened at the event.</p> <p>2. We will do an additional practice with another if time permits.</p> <p>*****</p> <p>Tarea: Presentational Speaking Assessment next class. Details on page 76, at the top of this calendar and on Canvas (How to prepare for your performance assessments). Focus on using a wide variety of</p>	Drop Day	<p>Lunch #2 (11:24-11:53)</p> <p>Presentational Speaking Assessment (deportes/arte)</p>

	vocabulary and using the preterite and imperfect tenses accurately .		
viernes, 17 de mayo (Día 3)	Drop Day	Presentational Speaking Assessment (deportes/arte)	Lunch #3 (11:53-12:22) We will begin work on this presentation . Google Slide

Performance Assessment - **Presentational Speaking** (deportes/arte) -


You recently saw a great performance/game and you want to convince your teenage friend in Chile to watch it. You decide to send a short recording to your friend. In your recording you:

- Explain what happened during the performance/game (give a summary of what you remember)
- Persuade them to watch the performance/game online
- Compare/contrast it to something you know they have seen before

Videos that we have practiced with in class: [Concierto/Ana Tijoux](#) [Paracaídas](#) [Concurso de equitación](#) [Competición de rugby femenina](#)
[Acapella](#)

lunes, 20 de mayo (Día 4)	Presentational Speaking Assessment (deportes/arte)	Lunch #1 (10:55-11:24) We will begin work on this presentation . Google Slide Students will present on Friday.	We will continue work on this presentation . Google Slide Presentations on Friday.
martes, 21 de mayo MCAS	Drop Day	Drop Day	We will continue work on this presentation . Google Slide This is the last class to work on this presentation. Students will present <u>next class</u> (Friday).
miércoles, 22 de mayo	<i>Learning target 9: I can determine why sports are important to people in Chile.</i>	We will continue work on this presentation . Google Slide	Drop Day

MCAS	<p>1. We will discuss the importance of sports using 4 corners. 2. We will learn some new vocabulary (p. 81-82). 3. We will read an article about Chilean Olympic skaters (pages 83-91). *****</p> <p>Tarea: No hay tarea. Prepare for this assessment on Tuesday.</p>	<p>This is the last class to work on this presentation.</p> <p>Students will present <u>next class</u> (Friday).</p>	
<p>jueves, 23 de mayo (Día 5)</p>	<p>Lunch #1 (10:55-11:24) <i>We may finish Learning target 9 and/or start Learning Target 10.</i> *****</p> <p>Tarea: There is no homework for the rest of the year. Just do what you need to do to prepare for your final exams. Information can be found on pages 106-110 in your workbook and we will do some review in class. <i>Conversaciones - ¿Cuál es el valor de los deportes? ¿Cuál es el valor de las artes?</i> *****</p> <p>Tarea: No hay tarea. Prepare for this assessment next class (Tuesday).</p>	<p>Drop Day</p>	<p>Drop Day</p>
<p>viernes, 24 de mayo (Día 6)</p>	<p>Drop Day</p>	<p>Lunch #1 (10:55-11:24) Presentations (Day 1)</p>	<p>Presentations (Day 1)</p>

lunes, 27 de mayo No hay clases hoy			
martes, 28 de mayo (Día 7)	<u>Interpersonal Speaking Assessment</u> (see page 2 of this document)	Lunch #1 (10:55-11:24) Presentations (Day 2)	Presentations (Day 2)
miércoles, 29 de mayo (Día 1)	We will talk about the final exam and how to prepare for it (see pages 107-110) in your workbook. We will do some activities to practice and prepare for the final exam. Padlet #2	Lunch #3 (11:53-12:22) We will talk about the final exam and how to prepare for it (see pages 107-110) in your workbook. We will do some activities to practice and prepare for the final exam. Padlet #1 Padlet #2	Drop Day
jueves, 30 de mayo (Día 2)	We will do stations today during class to help us prepare for your final exam. ***** Tarea: Final Interpersonal Speaking Exam next class (6% of your year end grade). Review pages 107-110 in your workbook.	Drop Day	Lunch #2 (11:24-11:53) We will talk about the final exam and how to prepare for it (see pages 107-110) in your workbook. We will do some activities to practice and prepare for the final exam.

			Padlet #1 Padlet #2
viernes, 31 de mayo (Día 3)	Drop Day	We will do stations today during class to help us prepare for your final exam. ***** Tarea: Final Interpersonal Speaking Exam next class (6% of your year end grade). Review pages 107-110 in your workbook.	Lunch #3 (11:53-12:22) We will do stations today during class to help us prepare for your final exam. ***** Tarea: Final Interpersonal Speaking Exam next class (6% of your year end grade). Review pages 107-110 in your workbook.
lunes, 3 de junio (Día 4)	Interpersonal Speaking Final Exam in class today This is the last day of classes. You must be in class today for this exam. Students will have 20 minutes to practice/prepare/study/get feedback. Students will then <i>If you are not in class, the make up day is Thursday June 13th at 8:00am in room 241.</i>	Lunch #1 (10:55-11:24) Interpersonal Speaking Final Exam in class today This is the last day of classes. You must be in class today for this exam. <i>If you are not in class, the make up day is Thursday June 13th at 8:00am in room 241.</i>	Interpersonal Speaking Final Exam in class today This is the last day of classes. You must be in class today for this exam. <i>If you are not in class, the make up day is Thursday June 13th at 8:00am in room 241.</i>
martes, 4 de junio MCAS	No hay clase de español hoy. Your teacher is available in room 241 for Intervention 8:30-10:30 and 10:30-2:30 9th graders → MCAS Testing SCIENCE 7:45 - 10:20 AM 7:30 - 10:35 Intervention Time (10th, 11th, 12th graders)		

	10:40 – 11:20 Lunch 11:25 – 1:30 Math Final Exams (10th grade, 11th grade) + Intervention Time (9th grade, 12th grade)		
miércoles, 5 de junio MCAS	No hay clase de español hoy. Your teacher is available in room 241 for Intervention 8:30-10:30 and 10:30-2:30 9th graders → MCAS Testing SCIENCE 7:45 - 10:20 AM 7:30 - 10:35 Intervention Time (10th, 11th, 12th graders) 10:40 – 11:20 Lunch 11:25 – 1:30 Science Final Exams (10th grade, 11th grade) + Intervention Time (9th grade, 12th grade)		
jueves, 6 de junio (Día 5)	Lunch #1 (10:55-11:24) Extra class - DR/individual preparation	Drop Day	Drop Day