**Academy of Richmond County – Week at a Glance**

**Subject: Spanish Course: Spanish II Grade: Date: August 19-23, 2024** Click or tap to enter a date.

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| **Standard(s):**  MLII.IP1 EXCHANGE information in Spanish in WRITING and CONVERSATION using cultural references.  MLII.INT1 LISTEN to and READ Spanish on new and prior topics.  MLII.INT2 Interpret verbal and non-verbal cues to understand spoken and written Spanish.  MLII.P1 PRESENT information ORALLY and in WRITING using new vocabulary, phrases, and grammar.  MLII.CU1 Make connections about how the perspectives, practices, and products of Spanish-speaking cultures are interrelated.  **Assessment(s):  Quiz  Unit Test  Project  Lab  None** | | | | | |
|  | **Learning Target**  **(What)** | **I Do Tasks** | **We Do Tasks** | **You Do Tasks** | **Success Criteria**  **Students can describe themselves, their family and friends** |
| *(Include at least one/two formatives\*in any part of the lesson as needed)* | | |
| **Monday** | Students will be able to express ownership with possessive adjectives and pronous.  Students will be able to describe themselves and others personality traits. | Introduce basic adjectives (e.g., alto, bajo, inteligente, simpático).  Teach the verb “ser” and how to use it with adjectives to describe oneself. | Students write and share sentences describing themselves. | Write a short paragraph about yourself using at least five adjectives. | Students can use greetings, farewells, and expressions of courtesy appropriately in different social contexts (e.g., formal vs. informal settings).  **Tool(s) for Criteria Success:**  Rubric  Self-Assessment  Checklist  Peer Assessment  Exemplars/Non-Exemplars  Other: practice MC questions based on AP Gov exams connected to topics of the week.  Other: U.S. Map Test |
| **Tuesday** | Students will be able to express ownership with possessive adjectives and pronous.  Students will be able to describe themselves and others personality traits. | Review adjectives from Day 1.  Teach how to use “ser” to describe others (e.g., “Él es alto,” “Ella es simpática”). | Pair students to describe each other using the new vocabulary. | Write a short paragraph describing a family member or friend. |
| **Wednesday** | Students will be able to express ownership with possessive adjectives and pronous.  Students will be able to describe themselves and others personality traits. | Introduce vocabulary for common likes and dislikes (e.g., deportes, música, leer). | Teach the verbs “gustar” and “encantar” and how to use them in sentences. | Students create and share sentences about their likes and dislikes. |
| **Thursday** | Students will be able to express ownership with possessive adjectives and pronous.  Students will be able to describe themselves and others personality traits. | Teach how to combine descriptions and preferences in sentences (e.g., “Soy alto y me gusta jugar al fútbol”). | Role-play conversations where students describe themselves and their preferences. | Write a short paragraph combining descriptions and preferences. |
| **Friday** | Students will be able to express ownership with possessive adjectives and pronous.  Students will be able to describe themselves and others personality traits. | Review key concepts and common mistakes. | Group activities and games to reinforce learning (e.g., matching games, charades). | Prepare for a quiz on describing people and talking about likes and dislikes including dates, times, and numbers. |

**\*** Exit Ticket/Final Stretch Check  Electronic Tools  Dry Erase Boards – quick checks  Turn & Talk Discussion (verbal responses)  Teacher Observation – document Clipboard

Quick Write/Draw  Annotation  Extended Writing  Socratic Seminar  Jigsaw  Thinking Maps  Worked Examples  Other : \_\_\_\_\_\_\_\_\_\_\_