

Weekly Lesson Plan

Teacher: Jennifer Duffy
Subject: AP SPAN IV

School: BTWHSPVA
Period(s): 1st; 9th

Date(s)	Monday 11/09	Tuesday 11/10	Wednesday 11/11	Thursday 11/12	Friday 11/13
Evidence Outcomes (Standards: TEKS, EOC, National Standards)		The student demonstrates comprehension of content from authentic written and print resources. The student engages in oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.		The student demonstrates comprehension of content from authentic written and print resources. The student engages in oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.	
LESSON/LEARNING OBJECTIVE(S)		Students will demonstrate an understanding of the theme: Beauty and esthetics. Students will analyze the reading <<El concepto de lo estético a través de la historia>>.		Students will engage in a brief discussion, sharing their point of view on la evolución del concepto de la belleza. Students will evaluate differing perspectives of beauty from the reading <<Encuesta sobre la belleza>>.	
INSTRUCTIONAL ACTIVITIES AND CONSIDERATIONS Focus Activity Engage Strategies or Methodologies Multiple Response Strategies Direct Teach Guided Practice Independent Practice Explore Explain		Warm-up: Define vocabulary terms associated with <i>Contexto 1</i> . Define 'La belleza y la estética'. Sobre el contexto 1: Definiciones de la belleza, p. 142: <ul style="list-style-type: none"> a. Discutir <i>Puntos de partida</i> b. <i>Desarrollo del vocabulario:</i> Actividades 1, 2 y 3 en pizarras blancas/papel c. <i>Sobre la lectura</i>, p.143 d. <i>Antes de leer:</i> Actividades 1, 2 y 3 en pizarras blancas/papel, p. 143 Reading of Lectura 1.1, pp. 144 y 145 Complete Etimologías (1), p. 146. Begin Tarea: 3 Temas de la lectura , p. 146		Warm-up: Define vocabulary terms associated with <<Encuesta sobre la belleza>>. Share ideas from 3 Temas de la lectura (tarea). Define 'las cualidades atractivas'. Lectura 1.2 <<Encuesta sobre la belleza>>, p. 147: <ul style="list-style-type: none"> a. <i>Sobre la lectura</i>, p.147 b. <i>Antes de leer:</i> Actividades 1 y 2 en pizarras blancas/papel,p. 147 Reading of Lectura 1.2, pp. 148 y 149 <i>Después de leer:</i> Actividades 1, 2, 3 y 4, p. 150. <u>Tarea en línea:</u> Audio: Belleza y autoestima, p. 152; Actividades 1 y 3	
DEMONSTRATION OF LEARNING		Comprensión, p. 146 #1-5 Score at least 4/5 on the comprehension.		Comentar, p. 150 Be able to comment and form an opinion on cultural factors that influence beauty.	
Notes		Go over el renacimiento & artwork on p. 11A in preparation for the Meadows Museum Field Trip		Go over el renacimiento & artwork on p. 12B in preparation for the Meadows Museum Field Trip	

Date(s)	Monday 11/16	Tuesday 11/17	Wednesday 11/18	Thursday 11/19	Friday 11/20
Evidence Outcomes (Standards: TEKS, EOC, National Standards)	The student demonstrates comprehension of content from authentic written and print resources. The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).		The student demonstrates comprehension of content from authentic written and print resources.		The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in written and print resources. The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
LESSON/LEARNING OBJECTIVE(S)	Students will evaluate similarities and differences in style and design.		Students will demonstrate comprehension of content and reading strategies on their practice exam.		Students will communicate on the topic of brands with varied, appropriate, and advanced vocabulary and will use grammatically correct structures in spoken and written language.
INSTRUCTIONAL ACTIVITIES AND CONSIDERATIONS	Warm-up: Define vocabulary terms associated with <i>Contexto 2</i> . Define 'La moda y el diseño'. Focus Activity Engage Strategies or Methodologies Multiple Response Strategies <i>Direct Teach</i> <i>Guided Practice</i> <i>Independent Practice</i> <i>Explore</i> <i>Explain</i>		Warm-up: Define vocabulary terms associated with <i>Contexto 2</i> . Go over answers from Ser y estar (tarea). Practice Exam. (Substitute: Ms. Sanders)		Lectura 2.2: Encuesta: <<¿Qué opinas de las marcas de moda?>> a. <i>Sobre la lectura</i> , p.160 b. <i>Antes de leer</i> : Actividades 1-3 en pizarras blancas/papel, p. 160 Reading of Lectura 2.2 Encuesta: <<¿Qué opinas de las marcas de moda?>>, pp. 161 y 162 <i>Después de leer</i> : Actividades 1 y 2, p. 163; 6 y 7, p.164. Audio <<¿Ser diseñador es un privilegio?>>, p. 165 <i>Antes de escuchar</i> : Actividad 1 <i>Mientras escuchas</i> : Actividades 1 y 2 Brainstorm on Tarea: Presentación oral de Conexiones Culturales pp. 154/167/184/198 and sign up to present on either 24/11 o 07/12
DEMONSTRATION OF LEARNING	Comprensión, p. 158 #1-6 Score at least 5/6 on the comprehension.		Score at least 80% on the practice exam (interpretive texts).		Responder a un comentario, p. 164 Be able to evaluate the comments and write a paragraph response with your opinion.
Notes	Go over el barroco & artwork on p. 13C; 14D in preparation for the Meadows Museum Field Trip		Go over el barroco & artwork on p. 15E; 16F in preparation for the Meadows Museum Field Trip		Go over la vanguardia & artwork on p. 17G in preparation for the Meadows Museum Field Trip

Date(s)	Tuesday 11/24	Tuesday 12/01	Wednesday 12/02	Thursday 12/03	Friday 12/04
Evidence Outcomes (Standards: TEKS, EOC, National Standards)	The student demonstrates comprehension of content from authentic written and print resources. The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations. The student creates and gives a presentational speech on cultural perspectives.	The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in authentic Spanish artwork.		The student demonstrates comprehension of content from authentic audio resources. The student demonstrates comprehension of content from authentic written and print resources. The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).	
LESSON/LEARNING OBJECTIVE(S)	Students will demonstrate an understanding of the reading <<La literatura y la vida>>.	Students will demonstrate an understanding of the theme: Beauty and Aesthetics through artwork.		Students will demonstrate an understanding of the fragment of the book <<Cien años de soledad>> and of the audio from Isabel Allende: <<Escribir es igual que enamorarse>>.	
INSTRUCTIONAL ACTIVITIES AND CONSIDERATIONS Focus Activity Engage Strategies or Methodologies Multiple Response Strategies <i>Direct Teach</i> <i>Guided Practice</i> <i>Independent Practice</i> <i>Explore</i> <i>Explain</i>	Warm-up: Define vocabulary terms associated with <i>Contexto 3</i> . <u>Presentaciones orales</u> Sobre el contexto 3: El lenguaje y la literatura, p. 172: a. Discutir <i>Puntos de partida</i> b. <i>Desarrollo del vocabulario</i> : Actividades 1-3 en pizarras blancas/papel c. <i>Sobre el autor y Sobre la lectura</i> , p.173 d. <i>Antes de leer</i> : Actividades 1 y 4, p. 173 Reading of <i>Lectura 3.1</i> , pp. 174 y 175 <i>Después de leer</i> : Actividades 1-3, pp. 175-176. <u>Tarea en línea</u> : Reflexión personal, p. 176	Bilingual docent-guided tour at SMU Meadows Museum of: 1. Treasures from the House of Alba 2. Faces of Spain Complete your guide and questions as you are touring the museum. Turn in museum assignment. Tarea: Pre-read <i>Lectura 3.2</i> , pp. 178-179		Warm-up: Define vocabulary terms associated with <i>Contexto 3</i> . Sobre la lectura 3.2, p. 177: a. <i>Sobre el autor y Sobre la lectura</i> , p.177 b. <i>Antes de leer</i> : Actividades 1 y 2, p. 177 Reading of <i>Lectura 3.2</i> , p. 178 y 179 <i>Después de leer</i> : Actividades 1 y 2, p. 179; <i>Actividad 4</i> , p. 180; <i>Actividad 7</i> , p. 181 Audio: Isabel Allende <i>Escribir es igual que enamorarse>></i> , p. 182 <i>Antes de escuchar</i> : <i>Actividad 1</i> <i>Mientras escuchas</i> : Actividades 1 y 2 <u>Tarea en línea</u> : <i>Léxico 1</i> (4 actividades); <i>Léxico 2</i> (3 actividades)	
DEMONSTRATION OF LEARNING	<i>Literatura y periodismo</i> , p. 176 In pairs, discuss and take notes on the values of literature and journalism in the understanding of history.	Discuss your thoughts on the artwork we saw and its relation to the theme.		Comprensión, p. 180 #1-5 Score at least 4/5 on the comprehension.	
Notes	Go over la vanguardia & artwork on p. 18H in preparation for the Meadows Museum Field Trip				

Date(s)	Monday 12/07	Tuesday 12/08	Wednesday 12/09	Thursday 12/10	Friday 12/11
Evidence Outcomes (Standards: TEKS, EOC, National Standards)	The student creates and gives a presentational speech on cultural perspectives. The student demonstrates comprehension of content from authentic written and print resources.		The student demonstrates comprehension of content from authentic audio resources. The student demonstrates comprehension of content from authentic written and print resources. The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).		The student demonstrates knowledge and understanding of grammar and a variety of vocabulary, including idiomatic and culturally authentic expressions. The student expounds on familiar topics and those requiring research.
LESSON/LEARNING OBJECTIVE(S)	Students will communicate with varied, appropriate, and advanced vocabulary and will use grammatically correct structures in spoken and written language. Students will understand the value of visual arts in the context of the theme.		Students will demonstrate an understanding of the reading <<Remedios Varo>> and of the audio <<30 años del <i>Guernica</i> >>.		Students will demonstrate an understanding of vocabulary from the theme. Students will understand how to cite correctly in their essays.
INSTRUCTIONAL ACTIVITIES AND CONSIDERATIONS Focus Activity Engage Strategies or Methodologies Multiple Response Strategies <i>Direct Teach</i> <i>Guided Practice</i> <i>Independent Practice</i> <i>Explore</i> <i>Explain</i>	Warm-up: Define vocabulary terms and verbs associated with <i>Contexto 4</i> . <u>Presentaciones orales.</u> Sobre el contexto 4: Las artes visuales y escénicas, p. 185: a. Discutir <i>Puntos de partida</i> b. <i>Desarrollo del vocabulario</i> : Actividades 1-3 en pizarras blancas/papel c. <i>Sobre la lectura</i> , p.186 d. <i>Antes de leer</i> : Actividades 1 y 3, p. 186 Reading of Lectura 4.1 <<Museo Nacional de Bellas Artes>>, p. 187 <i>Después de leer</i> : Actividades 1-3, pp. 175-176. Tarea: Un museo en la clase (trabajo en grupo o en parejas), p. 188 – fecha límite 11/12		Warm-up: Define vocabulary terms associated with <i>Contexto 4</i> . Lectura 4.2 <<Remedios Varo>>: a. <i>Sobre la lectura</i> , p.190 a. <i>Antes de leer</i> : Actividades 1 y 2, p. 190 Reading of Lectura 4.2, pp. 191 y 192 <i>Después de leer</i> : Actividad 3, p. 193 Estructuras: Adjetivos, p. 194 Audio: <<30 años del <i>Guernica</i> >>, p. 195 <i>Antes de escuchar</i> : Actividad 2 <i>Mientras escuchas</i> : Actividad 1 <i>Después de escuchar</i> : Actividad 2 Tarea: Un museo en la clase (trabajo en grupo o en parejas), p. 188 – fecha límite 11/12		Warm-up: Define vocabulary terms associated with Cinemateca. Vocabulary Exam over all contextos studied. Ortografía y puntuación, pp. 199-200 (with Spanish V). Cinemateca, pp. 204-206 (with Spanish V). Tarea: Review the theme for final exam- ensayo narrativo.
DEMONSTRATION OF LEARNING	Comprensión, p. 188 Score at least 5/6 on the comprehension.		Comprensión, p. 193 Score at least 4/5 on the comprehension.		Score 80% on the vocabulary exam.