

Weekly Lesson Plan

Teacher: Jennifer Duffy
Subject: AP SPAN V

School: BTWHSPVA
Period(s): 1st

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 demonstrates comprehension of content from authentic written and print resources.	
LESSON/LEARNING OBJECTIVE(S)		Students will demonstrate an understanding of the theme: Time and Space. Students will analyze the poem <<Soneto XXIII>>.		Students will describe the use of time and space in the poem <<Soneto XXIII>> in their group discussion. Students will analyze the poem <<Soneto CLXVI>> and then compare and contrast both poems.	
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 <<Soneto XXIII>> by Garcilaso de la Vega. Define 'El tiempo y el espacio'. Sobre el autor: Garcilaso de la Vega, p. 134. Reading/Listening of poem, p. 135 Complete Guided Reading Activities: Visualizar, Figuras retóricas, Analizar, Interpretar, p. 135. Begin Tarea: Preguntas 1-5, p. 136 a. prepararte para participar en un coloquio con tus compañeros de clase.		Warm-up: Define vocabulary terms associated with <<Soneto CLXVI>> by Luis de Argote y Góngora. Share ideas from <<Soneto XXIII>> (tarea). Define 'La Edad Barroca'. Read <<Marco histórico y cultural>>, pp. 200-202. Sobre el autor: Luis de Argote y Góngora, p. 203. Reading/Listening of poem, p. 204 Complete Guided Reading Activities: Visualizar, Figuras retóricas, Analizar, Interpretar, p. 204. Begin Tarea: Preguntas 1-4, p. 205 b. prepararte para dar una presentación oral	
DEMONSTRATION OF LEARNING		Análisis literario, p. 137 #1-7 Score at least 5/7 on the literary analysis.		Análisis literario, p. 206 #1-6 Score at least 5/6 on the literary analysis.	
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 analyze and interpret the poems by Francisco de Quevedo y Villegas. Students will compare and contrast poems and cultures studied thus far.		Students will demonstrate comprehension of content and literary analysis on their practice exam.		Students will communicate with varied, appropriate, and advanced vocabulary and will use grammatically correct structures in spoken and written language.
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 <<Salmo XVII>> and <<Enseña cómo todas las cosas avisan de la muerte>> by Francisco de Quevedo y Villegas. Presentación oral: <<Soneto CLXVI>> (tarea). Sobre el autor: Francisco de Quevedo y Villegas, p. 207. Reading/Listening of poems, p. 208 Complete Guided Reading Activities: Visualizar, Figuras retóricas, Analizar, Interpretar, p. 208. Begin Tarea: Preguntas 1-5, p. 205 c. bosquejar tus ideas por escrito para intercambiarlas con tus compañeros de clase		Warm-up: Define vocabulary terms associated with poems studied thus far. Share ideas from <<Salmo XVII>> y << Enseña cómo todas las cosas avisan de la muerte>> (tarea). Practice Exam. (Substitute: Ms. Sanders)		Warm-up: Define vocabulary terms and verbs associated with Lección 3 of ¡Continuemos! Read and complete practice in Lección 3.
DEMONSTRATION OF LEARNING	Análisis literario, p. 210 #1-6 Score at least 5/6 on the literary analysis.		Score at least 80% on the practice exam (interpretive texts).		Make a list of key grammar points that you need to review and/ practice more after today's lesson.
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 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 written and print resources.	
LESSON/LEARNING OBJECTIVE(S)	Students will demonstrate an understanding of the theme: Time and Space. Students will analyze the poem <<Rima LIII>>.	Students will demonstrate an understanding of the theme: Time and Space through artwork.		Students will demonstrate an understanding of the theme: Time and Space. Students will analyze the poem <<Soledades>>.	
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 <<Rima LIII>> by Gustavo Adolfo Bécquer. Sobre el autor: Gustavo Adolfo Bécquer, p. 316. Reading/Listening of poem, p. 317 Complete Guided Reading Activities: Visualizar, Figuras retóricas, Analizar, Interpretar, p. 317. Begin Tarea: Preguntas 1-3, p. 318 d. escribir un ensayo formal	Turn in ensayo formal. 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.		Warm-up: Define vocabulary terms associated with <<Soledades>> by Antonio Machado. Sobre el autor: Antonio Machado, p. 338. Reading/Listening of poem, p. 339 Complete Guided Reading Activities: Visualizar, Figuras retóricas, Analizar, Interpretar, p. 339. Begin Tarea: Preguntas 1-5, p. 340 b. prepararte para dar una presentación oral	
DEMONSTRATION OF LEARNING	Análisis literario, p. 319 #1-7 Score at least 5/7 on the literary analysis.	Discuss your thoughts on the artwork we saw and its relation to the theme.		Análisis literario, p. 341 #1-7 Score at least 5/7 on the literary analysis.	
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 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.		The student demonstrates comprehension of content from authentic written and print resources.		The student demonstrates comprehension of content from authentic 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 communicate with varied, appropriate, and advanced vocabulary and will use grammatically correct structures in spoken and written language.		Students will demonstrate an understanding of the theme: Time and Space. Students will analyze the poem <<Walking around>>.		Students will demonstrate an understanding of the theme: Time and Space and review poems studied. Students will demonstrate comprehension of content from authentic audio, written, and print resources.
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 Lección 4 of ¡Continuemos! Presentación oral: <<Soledades>> (tarea). Read and complete practice in Lección 4.		Warm-up: Define vocabulary terms associated with <<Walking around>> by Pablo Neruda. Sobre el autor: Pablo Neruda, pp. 448-449. Reading/Listening of poem, pp. 449-450 Complete Guided Reading Activities: Visualizar, Figuras retóricas, Analizar, Interpretar, etc., p. 449-450. Begin Tarea: Preguntas 1-3, p. 451 c. bosquejar tus ideas por escrito para intercambiarlas con tus compañeros de clase		Warm-up: Define vocabulary terms associated with Cinemateca. Vocabulary Exam over all poems studied. Share ideas from <<Walking around>> (tarea). Ortografía y puntuación, pp. 199-200 (with Spanish IV). Cinemateca, pp. 204-206 (with Spanish IV). Tarea: Review the theme for final exam- ensayo de comparación.
DEMONSTRATION OF LEARNING	Make a list of key grammar points that you need to review and/ practice more after today's lesson.		Análisis literario, p. 452 #1-5 Score at least 4/5 on the literary analysis.		Score 80% on the vocabulary exam.
Notes					

