**Shaw High School’s Engaging - Student-Centered - Standard Based Learning Plan**

**Day 1**

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| **Teacher: LIVINGSTON Subject:  SPANISH II Grade: 10-12 Date: 2/27 TO 3-2** | |
| GEORGIA PERFORMANCE STANDARD(S) (GPS):  MLII.CCC5B Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.  MLII.CCC5C Locate and use resources in the target language, such as individuals and organizations accessible through the community.  MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate  MLII.CU1C Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.  MLII.CCC1A Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.  MLII.CCC1B Relate information acquired in other subjects discussed in the language class, such as use of the metric system. | |
| **ECSBC Opening:** | Engaged Centered – Standard Based Classrooms (ECSBC) – The Raider Way!  Students are Introduced to the chapter with them selecting key words needed to go shopping overseas |
| Essential  Quest ion/Task | 1. Why does clothing matter?  2. How does a person’s culture influence their choices in clothing and accessories?  3. What does a person’s clothing tell you or not tell you about whom they are?  4. How does a person’s clothing affect the way they are perceived by the world?  5. What styles or clothing are popular in Spanish-speaking countries and what does that reveal about the culture and our own? |
| TOCA CAMPANA  C:\Users\E033679\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YGOC94BQ\MC900059273[1].wmf  SMART START  OR  RAIDER REV. | Look on Page 92 and List the items of clothing in English and Spanish that you usually wear to school. Complete sentences, |
| **ECSBC Middle:** | **Student Work Session – Engaging and Minds On . . . . Real World Connections are made here!** |
| LEARNING STEPS | * Discuss the essential questions * Go over the chapter objectives page 90 * Introduce Vocabulary pages 92 and 93 * After presenting the vocabulary orally, have students open their book and read for additional reinforcement * TPR Quien lleva? |
| **ECSBC Closing:** | **Evidence of Student Learning… Feedback from students on what worked and did not work… Were Students Engaged?** |
| LEARNING ASSESSMENT | 1. Save the document on your desktop 2. Open this page and complete the activity below 3. [A Navegar Online Activity](http://www.glencoe.com/sec/worldlanguages/spanish/buenviajelevel2/chapter4/student.shtml) [Click here to open File needed to complete Assignment](http://senoralivingstonespanoldos.wikispaces.com/file/view/chapter+4+pdf+online+activity.docx) 4. Email the document to you and Carbon Copy Senora Livingston |
| HOMEWORK    [https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcQEhKmMGcyYqkHmNII3XGqIjxksPf3933p0RlZw8smI07Pun_AdkUCrMABD](http://www.google.com/imgres?um=1&hl=en&biw=1280&bih=567&tbm=isch&tbnid=-tHz_OgES-arzM:&imgrefurl=http://blogs.warriorlife.net/library/for-teachers/teacher-materials/foreign-language/spanish-2/&docid=TfXWaMJRKdRxGM&imgurl=http://blogs.warriorlife.net/library/files/2010/06/span2-232x300.jpg&w=232&h=300&ei=hblHT6a3IciztweAhZScDg&zoom=1&iact=rc&dur=0&sig=104635960655655142299&page=1&tbnh=120&tbnw=92&start=0&ndsp=10&ved=1t:429,r:5,s:0&tx=62&ty=58) | 1. Daily Blogs |
| Book ONLINE RESOURCES | 1. [Vocabulario Games Part 1](http://quizlet.com/1706776/buen-viaje-level-2-chapter-4-flash-cards/) 2. [Vocabulario Games Part 2](file:///C:\Users\chame05\Downloads\Buen%20Viaje%202%20-%20Capítulo%204,%20Vocabulario%202%20-%20La%20compra%20de%20comestibles) 3. [Vocabulary game practice](http://www.glencoe.com/sec/worldlanguages/spanish/int_tutor/buenviajelevel2/2chapter4.html) 4. [Practice Chapter Quiz](http://www.glencoe.com/qe/qe17.php?qi=9837) |

**Shaw High School’s Engaging - Student-Centered - Standard Based Learning Plan**

**Day 2**

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| **Teacher: LIVINGSTON Subject:  SPANISH II Grade: 10-12 Date: 2/27 TO 3-2** | |
| GEORGIA PERFORMANCE STANDARD(S) (GPS):  MLII.CCC5B Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.  MLII.CCC5C Locate and use resources in the target language, such as individuals and organizations accessible through the community.  MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate  MLII.CU1C Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.  MLII.CCC1A Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.  MLII.CCC1B Relate information acquired in other subjects discussed in the language class, such as use of the metric system. | |
| **ECSBC Opening:** | Engaged Centered – Standard Based Classrooms (ECSBC) – The Raider Way! |
| Essential  Quest ion/Task | 1. Why does clothing matter?  2. How does a person’s culture influence their choices in clothing and accessories?  3. What does a person’s clothing tell you or not tell you about whom they are?  4. How does a person’s clothing affect the way they are perceived by the world?  5. What styles or clothing are popular in Spanish-speaking countries and what does that reveal about the culture and our own? |
| TOCA CAMPANA  C:\Users\E033679\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YGOC94BQ\MC900059273[1].wmf  SMART START  OR  RAIDER REV. | Reference page 96 List as many food items as you can under each of the following categories: carenes, pescados, mariscos, legumbres frutas. |
| **ECSBC Middle:** | **Student Work Session – Engaging and Minds On . . . . Real World Connections are made here!** |
| LEARNING STEPS | 1. Create a wikispace account 2. Using the Vocabulary in pages 92 and 93 students are to create their original clothing store 3. Click here to view project guidelines <http://senoralivingstonespanoldos.wikispaces.com/file/view/Wkispace_Clothing_Store_Project.docx> |
| **ECSBC Closing:** | **Evidence of Student Learning… Feedback from students on what worked and did not work… Were Students Engaged?**  **Exit Questions: Como se llama tu tienda de ropa?** |
| LEARNING ASSESSMENT | Students begin to work on project |
| HOMEWORK | 1. Daily Blogs |
| Book ONLINE RESOURCES [https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcQEhKmMGcyYqkHmNII3XGqIjxksPf3933p0RlZw8smI07Pun_AdkUCrMABD](http://www.google.com/imgres?um=1&hl=en&biw=1280&bih=567&tbm=isch&tbnid=-tHz_OgES-arzM:&imgrefurl=http://blogs.warriorlife.net/library/for-teachers/teacher-materials/foreign-language/spanish-2/&docid=TfXWaMJRKdRxGM&imgurl=http://blogs.warriorlife.net/library/files/2010/06/span2-232x300.jpg&w=232&h=300&ei=hblHT6a3IciztweAhZScDg&zoom=1&iact=rc&dur=0&sig=104635960655655142299&page=1&tbnh=120&tbnw=92&start=0&ndsp=10&ved=1t:429,r:5,s:0&tx=62&ty=58) | 1. [Vocabulario Games Part 1](http://quizlet.com/1706776/buen-viaje-level-2-chapter-4-flash-cards/) 2. [Vocabulario Games Part 2](file:///C:\Users\chame05\Downloads\Buen%20Viaje%202%20-%20Capítulo%204,%20Vocabulario%202%20-%20La%20compra%20de%20comestibles) 3. [Vocabulary game practice](http://www.glencoe.com/sec/worldlanguages/spanish/int_tutor/buenviajelevel2/2chapter4.html) 4. [Practice Chapter Quiz](http://www.glencoe.com/qe/qe17.php?qi=9837) 5. [A Navegar Online Activity](http://www.glencoe.com/sec/worldlanguages/spanish/buenviajelevel2/chapter4/student.shtml) [Click here to open File needed to complete Assignment](http://senoralivingstonespanoldos.wikispaces.com/file/view/chapter+4+pdf+online+activity.docx) |

**Shaw High School’s Engaging - Student-Centered - Standard Based Learning Plan**

**Day 3**

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| **Teacher: LIVINGSTON Subject:  SPANISH II Grade: 10-12 Date: 2/27 TO 3-2** | |
| GEORGIA PERFORMANCE STANDARD(S) (GPS):  MLII.CCC5B Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.  MLII.CCC5C Locate and use resources in the target language, such as individuals and organizations accessible through the community.  MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate  MLII.CU1C Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.  MLII.CCC1A Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.  MLII.CCC1B Relate information acquired in other subjects discussed in the language class, such as use of the metric system. | |
| **ECSBC Opening:** | Engaged Centered – Standard Based Classrooms (ECSBC) – The Raider Way! |
| Essential  Quest ion/Task | 1. Why does clothing matter?  2. How does a person’s culture influence their choices in clothing and accessories?  3. What does a person’s clothing tell you or not tell you about whom they are?  4. How does a person’s clothing affect the way they are perceived by the world?  5. What styles or clothing are popular in Spanish-speaking countries and what does that reveal about the culture and our own? |
| TOCA CAMPANA  C:\Users\E033679\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YGOC94BQ\MC900059273[1].wmf  SMART START  OR  RAIDER REV. | Write the following complete sentences:   1. Cuatro cosas que hiciste ayer en la escuela. 2. Cuatro cosas que hiciste ayer después de las clases. |
| **ECSBC Middle:** | **Student Work Session – Engaging and Minds On . . . . Real World Connections are made here!** |
| LEARNING STEPS | 1. Student Complete project one 2. Teacher introduces project two Comparing clothing trends in Spain and United States 3. Project guidelines click below 4. <http://senoralivingstonespanoldos.wikispaces.com/file/view/Fashion+brochure+online+project.docx> |
| **ECSBC Closing:** | **Evidence of Student Learning… Feedback from students on what worked and did not work… Were Students Engaged?**  **Exit Question: Cuanto cuesta este traje?** |
| LEARNING ASSESSMENT | Show pictures of product and ask for prices |
| HOMEWORK | 1. Daily Blogs |
| Book ONLINE RESOURCES [https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcQEhKmMGcyYqkHmNII3XGqIjxksPf3933p0RlZw8smI07Pun_AdkUCrMABD](http://www.google.com/imgres?um=1&hl=en&biw=1280&bih=567&tbm=isch&tbnid=-tHz_OgES-arzM:&imgrefurl=http://blogs.warriorlife.net/library/for-teachers/teacher-materials/foreign-language/spanish-2/&docid=TfXWaMJRKdRxGM&imgurl=http://blogs.warriorlife.net/library/files/2010/06/span2-232x300.jpg&w=232&h=300&ei=hblHT6a3IciztweAhZScDg&zoom=1&iact=rc&dur=0&sig=104635960655655142299&page=1&tbnh=120&tbnw=92&start=0&ndsp=10&ved=1t:429,r:5,s:0&tx=62&ty=58) | 1. [Vocabulario Games Part 1](http://quizlet.com/1706776/buen-viaje-level-2-chapter-4-flash-cards/) 2. [Vocabulario Games Part 2](file:///C:\Users\chame05\Downloads\Buen%20Viaje%202%20-%20Capítulo%204,%20Vocabulario%202%20-%20La%20compra%20de%20comestibles) 3. [Vocabulary game practice](http://www.glencoe.com/sec/worldlanguages/spanish/int_tutor/buenviajelevel2/2chapter4.html) 4. [Practice Chapter Quiz](http://www.glencoe.com/qe/qe17.php?qi=9837) 5. [A Navegar Online Activity](http://www.glencoe.com/sec/worldlanguages/spanish/buenviajelevel2/chapter4/student.shtml) [Click here to open File needed to complete Assignment](http://senoralivingstonespanoldos.wikispaces.com/file/view/chapter+4+pdf+online+activity.docx) |

**Shaw High School’s Engaging - Student-Centered - Standard Based Learning Plan**

**Day 4**

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| **Teacher: LIVINGSTON Subject:  SPANISH II Grade: 10-12 Date: 2/27 TO 3-2** | |
| GEORGIA PERFORMANCE STANDARD(S) (GPS):  MLII.CCC5B Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.  MLII.CCC5C Locate and use resources in the target language, such as individuals and organizations accessible through the community.  MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate  MLII.CU1C Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.  MLII.CCC1A Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.  MLII.CCC1B Relate information acquired in other subjects discussed in the language class, such as use of the metric system. | |
| **ECSBC Opening:** | Engaged Centered – Standard Based Classrooms (ECSBC) – The Raider Way! |
| Essential  Quest ion/Task | 1. Why does clothing matter?  2. How does a person’s culture influence their choices in clothing and accessories?  3. What does a person’s clothing tell you or not tell you about whom they are?  4. How does a person’s clothing affect the way they are perceived by the world?  5. What styles or clothing are popular in Spanish-speaking countries and what does that reveal about the culture and our own? |
| TOCA CAMPANA  C:\Users\E033679\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YGOC94BQ\MC900059273[1].wmf  SMART START  OR  RAIDER REV. | Complete with the preterite. Write questions and answers.   1. Ayer yo \_\_\_\_\_\_\_\_\_\_\_ de compras. (ir) 2. Yo \_\_\_\_\_\_ al Mercado solo (a). Mi hermano no \_\_\_\_\_\_\_\_\_\_\_ (ir) (ir) 3. Yo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ algunas frutas muy ricas. (comprar) 4. Cuando yo \_\_\_\_\_\_\_\_\_\_ a casa, \_\_\_\_\_\_\_\_\_\_ una naranja. (volver, comer) |
| **ECSBC Middle:** | **Student Work Session – Engaging and Minds On . . . . Real World Connections are made here!** |
| LEARNING STEPS | Students continue to work on projects and prepare to present Friday. |
| **ECSBC Closing:** | **Evidence of Student Learning… Feedback from students on what worked and did not work… Were Students Engaged?** |
| LEARNING ASSESSMENT |  |
| HOMEWORK | 1. Daily Blogs |
| Book ONLINE RESOURCES [https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcQEhKmMGcyYqkHmNII3XGqIjxksPf3933p0RlZw8smI07Pun_AdkUCrMABD](http://www.google.com/imgres?um=1&hl=en&biw=1280&bih=567&tbm=isch&tbnid=-tHz_OgES-arzM:&imgrefurl=http://blogs.warriorlife.net/library/for-teachers/teacher-materials/foreign-language/spanish-2/&docid=TfXWaMJRKdRxGM&imgurl=http://blogs.warriorlife.net/library/files/2010/06/span2-232x300.jpg&w=232&h=300&ei=hblHT6a3IciztweAhZScDg&zoom=1&iact=rc&dur=0&sig=104635960655655142299&page=1&tbnh=120&tbnw=92&start=0&ndsp=10&ved=1t:429,r:5,s:0&tx=62&ty=58) | 1. [Vocabulario Games Part 1](http://quizlet.com/1706776/buen-viaje-level-2-chapter-4-flash-cards/) 2. [Vocabulario Games Part 2](file:///C:\Users\chame05\Downloads\Buen%20Viaje%202%20-%20Capítulo%204,%20Vocabulario%202%20-%20La%20compra%20de%20comestibles) 3. [Vocabulary game practice](http://www.glencoe.com/sec/worldlanguages/spanish/int_tutor/buenviajelevel2/2chapter4.html) 4. [Practice Chapter Quiz](http://www.glencoe.com/qe/qe17.php?qi=9837) 5. [A Navegar Online Activity](http://www.glencoe.com/sec/worldlanguages/spanish/buenviajelevel2/chapter4/student.shtml) [Click here to open File needed to complete Assignment](http://senoralivingstonespanoldos.wikispaces.com/file/view/chapter+4+pdf+online+activity.docx) |

**Shaw High School’s Engaging - Student-Centered - Standard Based Learning Plan**

**Day 5**

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| **Teacher: LIVINGSTON Subject:  SPANISH II Grade: 10-12 Date: 2/27 TO 3-2** | |
| GEORGIA PERFORMANCE STANDARD(S) (GPS):  MLII.CCC5B Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.  MLII.CCC5C Locate and use resources in the target language, such as individuals and organizations accessible through the community.  MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate  MLII.CU1C Examine the influence of the geography of the countries studied on cultural elements such as food, clothing, dwellings, transportation, language, and art.  MLII.CCC1A Give examples of the influence of the target language and culture(s) on other subject areas, such as foreign words in the English language.  MLII.CCC1B Relate information acquired in other subjects discussed in the language class, such as use of the metric system. | |
| **ECSBC Opening:** | Engaged Centered – Standard Based Classrooms (ECSBC) – The Raider Way! |
| Essential  Quest ion/Task | 1. Why does clothing matter?  2. How does a person’s culture influence their choices in clothing and accessories?  3. What does a person’s clothing tell you or not tell you about whom they are?  4. How does a person’s clothing affect the way they are perceived by the world?  5. What styles or clothing are popular in Spanish-speaking countries and what does that reveal about the culture and our own? |
| TOCA CAMPANA  C:\Users\E033679\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YGOC94BQ\MC900059273[1].wmf  SMART START  OR  RAIDER REV. | Answer the following questions complete sentences:   1. Que hiciste esta manana? 2. A que hora saliste de la casa? 3. Adonde fuiste? 4. Con quien fuiste? |
| **ECSBC Middle:** | **Student Work Session – Engaging and Minds On . . . . Real World Connections are made here!** |
| LEARNING STEPS | Students Present Weekly Projects |
| **ECSBC Closing:** | **Evidence of Student Learning… Feedback from students on what worked and did not work… Were Students Engaged?** |
| LEARNING ASSESSMENT | Students Present Weekly Projects |
| HOMEWORK | 1. Daily Blogs |
| Book ONLINE RESOURCES [https://encrypted-tbn3.google.com/images?q=tbn:ANd9GcQEhKmMGcyYqkHmNII3XGqIjxksPf3933p0RlZw8smI07Pun_AdkUCrMABD](http://www.google.com/imgres?um=1&hl=en&biw=1280&bih=567&tbm=isch&tbnid=-tHz_OgES-arzM:&imgrefurl=http://blogs.warriorlife.net/library/for-teachers/teacher-materials/foreign-language/spanish-2/&docid=TfXWaMJRKdRxGM&imgurl=http://blogs.warriorlife.net/library/files/2010/06/span2-232x300.jpg&w=232&h=300&ei=hblHT6a3IciztweAhZScDg&zoom=1&iact=rc&dur=0&sig=104635960655655142299&page=1&tbnh=120&tbnw=92&start=0&ndsp=10&ved=1t:429,r:5,s:0&tx=62&ty=58) | 1. [Vocabulario Games Part 1](http://quizlet.com/1706776/buen-viaje-level-2-chapter-4-flash-cards/) 2. [Vocabulario Games Part 2](file:///C:\Users\chame05\Downloads\Buen%20Viaje%202%20-%20Capítulo%204,%20Vocabulario%202%20-%20La%20compra%20de%20comestibles) 3. [Vocabulary game practice](http://www.glencoe.com/sec/worldlanguages/spanish/int_tutor/buenviajelevel2/2chapter4.html) 4. [Practice Chapter Quiz](http://www.glencoe.com/qe/qe17.php?qi=9837) 5. [A Navegar Online Activity](http://www.glencoe.com/sec/worldlanguages/spanish/buenviajelevel2/chapter4/student.shtml) [Click here to open File needed to complete Assignment](http://senoralivingstonespanoldos.wikispaces.com/file/view/chapter+4+pdf+online+activity.docx) |