

January 2010 Spanish II				
Monday	Tuesday	Wednesday	Thursday	Friday
				1
				No School - Winter Break
4	5	6	7	8
<b>Periods 2,8</b> Objectives: Warm up: Question and answer <b>Activities:</b> Agenda, Review grades, review assignments and begin scavenger hunt for semester exam. Review travel booklet verbs <b>Homework:</b> Review for semester exam	<b>Period 3,7</b> Objectives: Warm up: Question and answer <b>Activities:</b> Agenda, Review grades, review assignments and begin scavenger hunt for semester exam. Review travel booklet verbs <b>Homework:</b> Review for semester exam	<b>Periods 2,8</b> Objectives: Warm up: Question and answer <b>Activities:</b> Agenda, Review grades, review assignments and begin scavenger hunt for semester exam <b>Homework:</b> Review for semester exam	<b>Period 3,7</b> Objectives: Warm up: Question and answer <b>Activities:</b> Agenda, Review grades, review assignments and begin scavenger hunt for semester exam <b>Homework:</b> Review for semester exam	<b>Period 2,8</b> Objectives: Warm up: Question and answer <b>Activities:</b> Agenda, Review grades, review assignments and begin scavenger hunt for semester exam <b>Homework:</b> Review for semester exam
11	12	13	14	15
<b>Period 6</b> Objectives: Warm up: Question and answer <b>Activities:</b> Agenda, Review grades, review assignments and begin scavenger hunt for semester exam <b>Homework:</b> Review for semester exam	Exams	Exams	Exams	End of First Semester No School - Staff Development Day
18	19	20	21	22
No School - Martin Luther King, Jr., Day	<b>Periods 3 and 7</b> <b>Objectives:</b> Language lab for placement test. Computers equipped with soundcard and headphones. Composed of 64 questions, multiple choice, 60 minutes	<b>Periods 2 and 8</b> <b>Objectives:</b> Language lab for placement test. Computers equipped with soundcard and headphones. Composed of 64 questions, multiple choice, 60 minutes	<b>Objectives: Periods 3 and 7</b> <b>Communication 1.1</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. <b>Communities 5.1</b> Students use the language of becoming life-long learners by using the language for personal enjoyment and enrichment. <b>5.2</b> Students use the language both within and beyond the school setting <b>Activities:</b>	<b>Objectives: Periods 2 and 8</b> <b>Communication 1.1</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. <b>Communities 5.1</b> Students use the language of becoming life-long learners by using the language for personal enjoyment and enrichment. <b>5.2</b> Students use the language both within and beyond the school setting <b>Activities:</b>

			<p><b>Warm up</b> Introduce Pobre Ana and complete Mapa del Cuento, read and discuss all of chapter one. Students complete chapter two on their own, complete discussion questions</p> <p><b>Homework:</b> Dibujemos and empareja</p>	<p><b>Warm up</b> Introduce Pobre Ana and complete Mapa del Cuento, read and discuss all of chapter one. Students complete chapter two on their own, complete discussion questions</p> <p><b>Homework:</b> Dibujemos and empareja</p>
25	26	26	28	29
<p><b>Objectives: Periods 3 and 7</b></p> <p><b>Communication 1.1</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p><b>Communities 5.1</b> Students use the language of becoming life-long learners by using the language for personal enjoyment and enrichment.<b>5.2</b> Students use the language both within and beyond the school setting <b>Activities:</b> Warm up, complete Crucigrama to Pobre Ana, review chapter 2, complete C and D, begin chapter 3, Antes de Leer</p> <p><b>Homework:</b> E</p>	<p><b>Objectives: Periods 2 and 8</b></p> <p><b>Communication 1.1</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p><b>Communities 5.1</b> Students use the language of becoming life-long learners by using the language for personal enjoyment and enrichment.<b>5.2</b> Students use the language both within and beyond the school setting <b>Activities:</b> Warm up, complete Crucigrama to Pobre Ana, complete C and D, begin chapter 3, Antes de Leer</p> <p><b>Homework:</b> E</p>	<p><b>Objectives: Periods 3 and 7</b></p> <p><b>Communication 1.1</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p><b>Communities 5.1</b> Students use the language of becoming life-long learners by using the language for personal enjoyment and enrichment.<b>5.2</b> Students use the language both within and beyond the school setting <b>Activities:</b> Warm up, finish mapa del cuento, read 3 together, translations and discussion questions, essay, Sanchez family tree</p> <p><b>Homework:</b> Write own mini story using vocabulary you have learned in class.</p>	<p><b>Objectives: Periods 2 and 8</b></p> <p><b>Communication 1.1</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p><b>Communities 5.1</b> Students use the language of becoming life-long learners by using the language for personal enjoyment and enrichment.<b>5.2</b> Students use the language both within and beyond the school setting <b>Activities:</b> Warm up, finish mapa del cuento, read 3 together, translations and discussion questions, essay, Sanchez family tree</p> <p><b>Homework:</b> Write own mini story using vocabulary you have learned in class.</p>	<p><b>Objectives: Periods 3 and 7</b></p> <p><b>Communication 1.1</b> Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p><b>Activities:</b> Students will learn voc. words and phrases through gestures, drama, personalized questions and answers, novel commands and drawings. Students Will present their own mini stories to the class after sharing with peer partners.</p>