

Grade 9

Distance Learning Module 10: June 8th - June 12th

Spanish 3 Modified from [Unit #4 - Desafíos Globales](#)

Targeted Goals from Stage 1: Desired Result

Content Knowledge: Future tense (regular and irregular verb forms), basic knowledge of the Guatemalan Civil War and the resulting difficulties of daily life

Vocabulary: Vocabulary associated with global challenges

Skills: Reading and interpreting texts at the intermediate level. Using the future tense to make predictions, plans, and goals.

Expectation: Students will be able to talk about what they will do in the future. Students will be able to talk about global challenges the world faces and compare them to the Civil War of Guatemala.

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: 1. Complete page 1 in packet 2. Read chapter 9 in <i>Esperanza</i>	1. <i>Esperanza</i> Book/PDF chapter 9 2. Grammar packet	1. Complete page 1 in grammar packet
Tuesday: 1. Complete page 2 in grammar packet 2. Read chapter 10 in <i>Esperanza</i>	1. Grammar packet 2. <i>Esperanza</i> Book/PDF chapter 10	1. Complete page 2 in grammar packet 2. Finish reading <i>Esperanza</i>
Wednesday: 1. Complete <i>Esperanza</i> choice board for chapters 5-10	1. <i>Esperanza</i> Book/PDF	1. Finish <i>Esperanza</i> choice board.
Thursday: 1. Record and upload a voice memo responding to the question: <i>¿Qué tipo de trabajo te gustaría tener? ¿Por qué?</i> 2. Join the live Google Meet session to	1. Phone or recording device 2. <i>Esperanza</i> Book/PDF 3. Google Meet link 4. Gimkit link	1. Record and upload a voice memo responding to the question: <i>¿Qué tipo de trabajo te gustaría tener? ¿Por qué?</i> 2. Join the Google Meet to play Gimkit as a class

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
play Gimkit		
Friday: 1. Read PBA document and research another organization students would like to intern at. 2. Fill out a graphic organizer with notes from researching. Complete the graphic organizer and turn in.	1. PBA graphic organizer	1. Students enter research into the graphic organizer on Google Classroom and turn in.

Week criteria for success (attach student checklists or rubrics): Completion of Daily Checks.

Supportive resources and tutorials for the week (plans for re-teaching): Additional practice is available at www.conjuguemos.com, www.spaleon.com, or www.quia.com Otherwise, students will work with the instructor on a case-by-case basis.