

Grade 10

Distance Learning Module 5: Week of: April 27th - May 1st

World Language - Spanish 4 *Modified from [Unit #3 - A la Frontera y Adelante](#)*

Targeted Goals from Stage 1:

Content Knowledge: Formal commands (how to form and use them) and unit vocabulary. Basic cultural information related to Mexico, including historical and current events, "cool" sights, safety, and misconceptions about Mexico.

Vocabulary: Vocabulary related to food and common Mexican stereotypes.

Skills: Giving instructions/advice using formal commands. Using unit vocabulary in context. Making good decisions regarding safe travel.

Expectation: Students will be able to create a how to video guide, depicting how to create a popular Mexican product, using formal or informal commands

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
Monday: 1. Complete pages 30-31 in grammar packet	1. Grammar packet (pages 30-31)	1. Complete pages 30-31 in packet
Tuesday: 1. Write a letter to Mr. Salutari asking him to allow all students back into the school, using formal commands.	2. Grammar packet (last page)	1. Write a letter to Mr. Salutari using formal commands, asking him to allow all students back into the school on the last page of your grammar packet
Wednesday: 1. Students will watch 3 PBA examples to get an idea of what they will need to do for their PBA 2. Read PBA instructions and write	1. Three PBA examples from previous years (posted on classroom) 2. PBA instructions	1. Write down any questions you have in regards to the PBA

Description of Task (s):	Resources and Materials:	Daily Checks (Return to Google Classroom or snapshots from a cell phone)
down any questions on the last page of grammar packet		
<p>Thursday:</p> <ol style="list-style-type: none"> 1. PBA day 1: Research <ol style="list-style-type: none"> a. Students need to find a common Mexican product (a list will be provided and students can sign up for a dish/product) b. Research the product/dish and find the recipe/instructions how to make it in ENGLISH c. Write 4 sentences (in English) about the history of this product and its connection to the United States d. Post to classroom on the same document as the PBA instructions 	<ol style="list-style-type: none"> 1. PBA instructions 2. Internet to research product 	<ol style="list-style-type: none"> 1. Sign up for a product on google classroom 2. Find the recipe and copy and paste it with the link to the bottom of your PBA 3. Write 4 sentences to talk about the history behind it and it's connection to the United States
<p>Friday:</p> <ol style="list-style-type: none"> 1. Students will read through the recipe/instructions that they found yesterday and write any word that they know already in Spanish (converting the recipe to Spanish). They may NOT use an online translator at this point. If there are words they do not know in Spanish, leave them in English. 	<ol style="list-style-type: none"> 1. PBA instructions (they will write everything on this document) 	<ol style="list-style-type: none"> 1. Convert your document into Spanish by writing any word from the recipe that you know. If you do not know a word, do not translate it. For example, if your recipe says "Mix 2 eggs with the flour" and you know how to say mix, 2, and with, you would like "Mezcla dos eggs con the flour." At this point you do not need to worry about the words you do not know.

Week criteria for success (attach student checklists or rubrics): Completion of Daily Checks 1-7

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.