

Map: Spanish 1R Grade Level: 8

District: Island Trees

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|        | Essential Questions   | Content  | Skills  | Standards/PIs   |
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| Unit 1 | <p><b>1R - CHAPTER 7</b><br/><b>Deportes de equipo</b></p> <p>How do we talk about team sports and other physical activities?</p> <p>How do we tell what we "want" to and "prefer" to do?</p> <p>How do we express what one is "able" to do?</p> <p>How do we express what interests, bores or pleases you?</p> | <p><b>VOCABULARY:</b></p> <p>Infinitive, verbs, stem, stem-change, present tense, verb endings, conjugation, question words</p> <p>vocabulary related to <i>el futbol, el beisbol, el basquetbol/baloncesto</i>, in Spanish-speaking countries to comprehend conversation with peers and familiar adults</p> <p>vocabulary identifying parts of the body</p> <p>terminology used in playing sports which calls upon repetition and <b>may employ</b> nonverbal cues to convey meaning</p> <p><b>VOCABULARY:</b></p> <p>"e to ie" stem-changing verb; present tense; infinitive</p> <p>the verb "querer",</p> <p>the verb "preferir" to initiate and engage in conversation with more fluent native speakers of the same age group</p> <p>the verbs "querer" and "preferir" are followed by the infinitive form of another verb</p> <p><b>VOCABULARY:</b></p> | <p>defines, labels and memorizes parts of the body</p> <p>applies, illustrates, and demonstrates game rules of the sports</p> <p>conjugates an "e to ie" stem-changing verb</p> <p>follows a conjugated stem-changing verb with an infinitive</p> <p>uses the verbs <u>querer</u> and <u>preferir</u> to express the difference between "wanting to" and "preferring to"</p> <p>asks questions to gain information about another person's wants and preferences</p> <p>conjugates an "o to ue" stem-changing verb</p> <p>generalizes the concept of conjugating an "o to ue" stem-changing verb to other verbs in the same category such as <i>volver, devolver, dormir</i></p> <p>constructs sentences using the verb <i>poder</i> to express the concept of "being able"</p> <p>illustrates understanding of the use of the verb <i>poder</i> in conversation</p> <p>uses indirect object pronouns with <u>only</u> the 3rd person singular and the 3rd person plural verb forms to demonstrate an understanding of how the verbs <i>interesar</i>,</p> | <p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> |

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|        |  | <p>"o to ue stem-changing verb", verb form</p> <p>the verb <i>poder</i> is used to comprehend conversations with some unfamiliar vocabulary and structures</p> <p>VOCABULARY:</p> <p>Indirect object pronoun, preposition, 3rd person singular verb form, 3rd person plural verb form</p> <p>the verbs <i>interesar</i>, <i>aburrir</i> and <i>gustar</i>,</p> <p>object pronouns,</p> <p>prepositional pronouns</p>   | <p><i>aburrir</i> and <i>gustar</i> are used in a sentence</p> <p>uses prepositional pronouns to explain the exact meaning of the indirect object pronoun</p> <p>formulates questions to gain information about what interests, bores and pleases a person</p> <p>tells what interests, bores, pleases him/her by correct use of indirect object pronouns and verb forms</p>   |   |
| Unit 2 | <p><b>1R - CHAPTER 8</b><br/><b>La salud y el medico</b></p> <p>How do we describe the symptoms of a minor illness?</p> <p>How do we fill a prescription at the pharmacy?</p> <p>How do we determine when to use the verbs "ser" and "estar" in a sentence?</p> <p>How do we discuss what happens to you or to someone else?</p> | <p>VOCABULARY: cognate, false cognate</p> <p>vocabulary related to how one feels to be able to comprehend simple vocabulary and structures in face-to-face conversation,</p> <p>vocabulary related to minor illnesses,</p> <p>vocabulary describing common stomach illnesses</p> <p>vocabulary related to a visit to the doctor's office to be able to comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures</p> <p>vocabulary/cognates related to health</p> <p>expressing where pain is located</p> <p>vocabulary/cognates related to the pharmacy, prescriptions and medicines</p> | <p>identifies feelings such as "sad", "nervous" or "happy"</p> <p>states the illness that one has</p> <p>distinguishes the difference between cognates and false cognates when expressing a minor illness</p> <p>demonstrates an understanding of types of illness through gestures</p> <p>asks another person how he/she is feeling</p> <p>describes how someone else is feeling</p> <p>names parts of the body</p> <p>identifies medical professionals</p> <p>explains an ailment</p> <p>reports how one is feeling</p> <p>describes medical treatments</p> <p>dramatizes an ailment</p> | <p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> |

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|        |   | <p>VOCABULARY:</p> <p>characteristics, origin, conditions, location</p> <p>the verbs <i>ser</i> and <i>estar</i>,</p> <p>the differences between <i>ser</i> and <i>estar</i> to develop appropriate strategies to engage in conversation and convey correct usage</p> <p>VOCABULARY:</p> <p>pronoun, object pronoun, pronoun placement, verb</p> <p>object pronouns <i>me, te, nos</i> often employ <b>rephrasing to convey meaning</b></p> <p>word order in questions</p> <p>word order in statements</p> | <p>relates who dispenses medicines</p> <p>formulates a plan to solve a medical problem</p> <p>conjugates the verb <i>ser</i></p> <p>conjugates the verb <i>estar</i></p> <p>assesses the nature of a situation to determine whether to use <i>ser</i> or <i>estar</i></p> <p>demonstrates an understanding of the basic difference between <i>ser</i> and <i>estar</i> by using each of the verbs correctly in conversation/sentence structure</p> <p>writes sentences using <i>ser</i> and <i>estar</i></p> <p>recalls that object pronouns are placed right before verbs in sentences</p> <p>illustrates an understanding of the difference among the pronouns <i>me, te</i> and <i>nos</i> by pointing to persons to whom the pronouns refer</p> <p>generates questions and answers using object pronouns <i>me, te</i> and <i>nos</i></p> |   |
| Unit 3 | <p><b>1R - CHAPTER 9</b><br/><b><i>El verano y el invierno</i></b></p> <p>How do we discuss weather in the winter and the summer?</p> <p>How do we discuss winter and summer sports and leisure activities?</p> <p>How do we relate actions and events that took place in the past?</p> <p>How are pronouns used to refer to items or people who have already been mentioned?</p> | <p>vocabulary relating to weather conditions in the winter through repetition, rephrasing and nonverbal cues to convey meaning,</p> <p>vocabulary relating to weather conditions in the summer</p> <p>use of the verb "hacer" in stating weather conditions</p> <p>use of "hay" in certain weather expressions</p> <p>vocabulary related to the beach and beach activities is</p>  | <p>selects appropriate weather conditions for each season</p> <p>tells whether the day is sunny or cloudy</p> <p>uses weather vocabulary to relate thermometer readings</p> <p>distinguishes between hot and cold weather</p> <p>describes weather in different areas of the world</p> <p>categorizes weather conditions by season</p> <p>uses the preterite tense to discuss activities in the past</p>  | <p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> |

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| used in more extended conversations with some unfamiliar vocabulary and structures,   | identifies articles needed when going to the beach   |
| vocabulary related to swimming in a pool,   | lists water sports and necessary equipment   |
| vocabulary related to playing tennis,   | explains basic rules of tennis   |
| vocabulary related to skiing,   | composes stories about summer and winter activities  |
| vocabulary related to ice skating   | demonstrates ability to use sports vocabulary in a conversation about things to buy for a day at the beach or at a ski resort                              |
| VOCABULARY; preterite tense, definite time, preterite tense verb endings, spelling changes, regular verb, irregular verb  | employs time expressions to illustrate whether an activity takes place in the present or in the past   |
| regular -ar verbs in the preterite tense,   |  |
| preterite tense verb endings,   |  |
| irregular verbs in the preterite tense such as <i>ir</i> and <i>ser</i> ,   |  |
| verbs which have c>qu spelling change such as <i>marcar</i> and <i>sacar</i>  |  |
| verbs which have g>gu spelling change such as <i>jugar</i> and <i>llegar</i>  | identifies verbs in the preterite tense  |
| verbs which have z>c spelling change such as <i>empezar</i> ,   | conjugates regular verbs in the preterite tense  |
| time expressions to indicate that an action takes place in the past,  | conjugates the irregular verbs <i>ir</i> and <i>ser</i> in the preterite tense   |
| telling when an action took place encourages the use of appropriate strategies to initiate and engage in conversations with more fluent or native speakers of Spanish | explains actions that occurred at a definite time in the past  |
|   | describes events that took place at a definite time in the past  |
|   | uses time expressions to talk about things that happened in the past   |
|   | differentiates between activities that take place in the present and those that took place in the past by using the present and preterite tenses correctly |
| VOCABULARY:<br>noun, pronoun, direct object, direct object pronoun, replace, number agreement, gender agreement, position   | compares and contrasts activities which take place on a day in July with those that take place on a day in January   |
| direct object,  |  |
| direct object pronouns,   |  |

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|        |  | <p>direct object pronouns <i>lo, la, los, las</i> refer to direct objects which have already been mentioned and assist the speaker to <b>comprehend the main idea of more extended conversations.</b></p> <p>placement of direct object pronouns in a sentence</p>  | <p>identifies the direct object in a sentence</p> <p>replaces the direct object with a direct object pronoun</p> <p>applies the rule of "number and gender agreement" between the direct object and the direct object pronoun</p> <p>practices answering questions using direct object pronouns to replace nouns used in the question</p>   |  |   |
|        | <b>Essential Questions</b>   | <b>Content</b>  | <b>Skills</b>   |  | <b>Standards/PIs</b>  |
| Unit 4 | <p><b>1R</b><br/><b>CHAPTER 10</b><br/><b><i>Diversiones culturales</i></b></p> <p>How do we talk about movies, museums and plays?</p> <p>How do we talk about cultural events?</p> <p>How do we use "-er" and "-ir" verbs to discuss past actions or events?</p> <p>How do we express for whom something is done?</p> | <p><b>VOCABULARY:;</b></p> <p>vocabulary relating to movie theaters, plays and museums</p> <p>vocabulary relating to movie and theater tickets,</p> <p>vocabulary relating to information on a ticket,</p> <p>vocabulary relating to means of transportation through repetition and rephrasing to convey the meaning from a language other than English</p> <p><b>VOCABULARY:</b></p> <p>words relating to what is inside a museum and museum events,</p> <p>words relating to the inside of a theater,</p> <p>theater terminology to aid in comprehension consisting of simple vocabulary in face to face conversation</p> | <p>identifies, memorizes and recalls things associated with the movies and the theater and museums</p> <p>demonstrates knowledge of different means or transportation</p> <p>labels the parts of a movie or theater ticket</p> <p>distinguishes differences between the movies and the theater</p> <p>discusses museum events</p> <p>describes the inside of a theater</p> <p>expresses opinions about movies and plays</p> <p>conjugates er and ir verbs in the 3rd person singular and plural using the preterite tense</p> <p>describes events in the past tense</p> <p>conjugates the verb dar in the preterite tense</p> <p>conjugates the verb ver in the</p> |  | <p><b>LOTE1-K1-1A</b></p> <p><b>LOTE1-K1-1B</b></p> <p><b>LOTE1-K1-1C</b></p> <p><b>LOTE1-K1-1D</b></p> |

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|        |   | <p>VOCABULARY:</p> <p>the preterite tense of ER and IR verbs,</p> <p>verb conjugation,</p> <p>verb stem,</p> <p>verbs DAR and VER in the preterite tense through comprehension of main idea with some unfamiliar structures</p> <p>VOCABULARY:</p> <p>Indirect object pronouns,</p> <p>Indirect object pronouns LE and LES <b>in order to initiate and engage in simple conversations</b></p>  | <p>preterite tense</p> <p>recalls indirect object pronouns in the 1st and 2nd person and "personal a"</p> <p>generates questions and answers using indirect object pronouns in the 3rd person</p> <p>demonstrates knowledge that le describes a masculine or feminine object concludes that le and les often go with a noun phrase such as <i>a Juan</i> or <i>a sus amigos</i></p>  |   |
| Unit 5 | <p><b>1R</b><br/><b>CHAPTER 11</b><br/><b><i>Un viaje en avion</i></b></p> <p>How do we check in at the airport for a scheduled flight?</p> <p>How do we get through the airport after arriving at our destination?</p> <p>How do we express what we or others are currently doing?</p> <p>How do we express what we know and whom we know?</p> | <p>VOCABULARY:</p> <p>words relating to the airport, words relative to an airline ticket, vocabulary associated with checking in for a scheduled flight, checking for scheduled flights and departures as well as cancellations in order to comprehend language consisting of simple vocabulary</p> <p>VOCABULARY:</p> <p>words relative to arrival at destination, vocabulary associated with checking out of the airport, words relative to the flight crew, words relating to claiming baggage, words relative to going through customs and having passports checked through repetition to derive meaning from a language other than English</p> <p>VOCABULARY:</p> | <p>recognizes things needed to check into an airport for scheduled flight memorizes information on a boarding pass</p> <p>demonstrates an understanding of boarding procedures</p> <p>explains boarding procedures</p> <p>identifies the members of the flight crew</p> <p>recalls vocabulary associated with customs procedures</p> <p>describes airport procedures after the plane has landed</p> <p>demonstrates knowledge of how to claim baggage</p> <p>narrates actions in progress</p> <p>illustrates use of verbs in present progressive form</p> <p>produces sentences in the</p> | <p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> |

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|               |  | <p>verbs, verb stem, stem changing verbs, present tense of verbs, rules of verb conjugation, verbs hacer, poner, traer, salir and the irregular form they have in the first person singular, verb venir, verb estar, present progressive tense, formation of the present participle <b>-ando-</b> for <b>ar</b> verbs and <b>-iendo-</b> for <b>er</b> and <b>ir</b> verbs, irregular present participle endings for verbs traer and leer - <b>yendo-</b> in order to initiate in simple conversations</p> <p>VOCABULARY:</p> <p>present tense of verbs saber and conocer <b>to facilitate in the comprehension of unfamiliar vocabulary and structures</b></p>                                      | <p>present progressive</p> <p>writes compositions indicating actions in progress</p> <p>correctly conjugates verbs in the present progressive tense</p> <p>chooses correctly between saber and conocer in sentences</p> <p>demonstrates knowledge of when to use saber or conocer</p> <p>produces questions and answers using both verbs</p> <p>correctly conjugates saber and conocer</p>  |   |
| <p>Unit 6</p> | <p><b>1R</b><br/><b>CHAPTER 12</b><br/><b>Una gira</b></p> <p>How do we talk about personal grooming habits and daily routines?</p> <p>How do we discuss preparing for a backpacking trip?</p> <p>How do we tell about things we do for ourselves?</p> <p>How do we discuss what others do for themselves?</p> | <p>VOCABULARY:</p> <p>words related to grooming activities, washing one's face, taking a shower, washing one's hair, combing one's hair, putting on make up, brushing one's teeth, shaving, words related to daily routines such as waking up, getting up and having breakfast, vocabulary related to some breakfast foods through repetition and non verbal cues to derive meaning from another language other than English</p> <p>VOCABULARY:</p> <p>taking a backpacking trip, vocabulary related to essential items for a trip, knowledge of some means of transportation, vocabulary related to lodging for overnight stays in order to comprehend language consisting of simple vocabulary</p> | <p>identifies grooming vocabulary such as washing one's face or brushing one's teeth</p> <p>recalls some parts of the body</p> <p>describes daily routines such as getting up, getting dressed and having breakfast</p> <p>prepares a list of required items for a backpacking trip</p> <p>recalls means of transportation</p> <p>illustrates knowledge on how to travel economically</p> <p>demonstrates knowledge of camping equipment</p> <p>demonstrates knowledge of routines</p> <p>recalls knowledge of verb</p> | <p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> |

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|  |  | <p>VOCABULARY:</p> <p>reflexive verbs lavarse and levantarse, reflexive pronouns in order to facilitate comprehension of more extended conversations</p> <p>VOCABULARY:</p> <p>stem-changing reflexive verbs such as <b>acostarse</b> and <b>divertirse to foster encouragement in the use of appropriate strategies to initiate and engage in simple conversations</b></p> | <p>conjugation</p> <p>expresses self hygiene using reflexive verbs</p> <p>memorizes use of reflexive verbs</p> <p>recalls stem-changing verbs</p> <p>prepares sentences using stem-changing reflexive verbs</p> <p>demonstrates knowledge of reflexive pronouns</p> |  |  |
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|   | Essential Questions | Content | Skills | Assessments | Standards/PIs | Resources/Notes |
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| <b>Key to Standards used in this Map</b>  |                     |         |        |             |               |                 |
| <b>LOTE1-K1-1A</b> [6 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1A - comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults. [Checkpoint A]  |                     |         |        |             |               |                 |
| <b>LOTE1-K1-1B</b> [6 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1B - comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words. [Checkpoint A]   |                     |         |        |             |               |                 |
| <b>LOTE1-K1-1C</b> [6 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1C - call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English. [Checkpoint A]   |                     |         |        |             |               |                 |
| <b>LOTE1-K1-1D</b> [6 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1D - use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services. [Checkpoint A] |                     |         |        |             |               |                 |
|   |                     |         |        |             |               |                 |