

Map: **Spanish 2R** Grade Level: **9**District: **Island Trees**Created: **11/10/2007** Last Updated: **11/10/2007**

| | Essential Questions | Content | Skills | Standards/PIs |
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| Unit 1 | REPASO A - Compras para la escuela How do we describe the school day, after-school activities, purchase school supplies and describe clothing while shopping? | VOCABULARY: Present Tense, Verb / Verb Endings, Realia, Negative Sentence, Preposition, Contracts, Vocabulary relating to school. School supplies and clothing. The present tense of -ar verbs | Describes what students do in class. | LOTE1-K1-1A |
| | | | Identifies school items, school supplies and clothing store items. | LOTE1-K1-1C |
| | | | Labels articles of clothing. | LOTE1-K1-1D |
| | | | Describes people. | LOTE1-K1-1A |
| | | | Narrates present events. | LOTE1-K1-1C |
| | | | Engages in conversation. | LOTE1-K1-1D |
| | REPASO B - Amigos y alumnos How do we describe another person and talk about our courses? | Irregular verbs in the present tense: ir, dar, estar and ser. | Produce information about friends and school. | LOTE1-K1-1A |
| | | | Engages in conversation. | LOTE1-K1-1B |
| | | | Describe their family and homes. | LOTE1-K1-1C |
| | | | Narrate past events. | LOTE1-K1-1D |
| | | | Obtain and provide information about home and family. | LOTE1-K1-1A |
| | | | Engages in conversations | LOTE1-K1-1C |
| REPASO C - La Familia How do we talk about family, describe the inside of a house or apartment, and shop for food at the market? | VOCABULARY: Adjective, agreement of nouns and adjectives Describe people and things and identify nationalities. | Describe people and things and identify nationalities. | LOTE1-K1-1A | |
| | | Engages in conversations | LOTE1-K1-1C | |
| | | Describe people and things and identify nationalities. | LOTE1-K1-1D | |
| | | Engages in conversations | LOTE1-K1-1A | |
| | | Describe people and things and identify nationalities. | LOTE1-K1-1C | |
| | | Engages in conversations | LOTE1-K1-1D | |

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| <p>REPASO D - <i>Los deportes</i> How do we talk about sports?</p> | <p>Talk about their friends, classes and teachers.</p> <p>The verb ser.</p> | <p>about home and family.</p> <p>States and describes individual and team sports.</p> |
| <p>REPASO E - <i>Un viaje en avion</i> How do we talk about air travel?</p> | <p>Agreement of nouns, articles, and adjectives.</p> | <p>Identifies the various sports.</p> <p>Describes the sports they like or dislike.</p> |
| <p>REPASO F - <i>La Rutina y La Salud</i> How do talk about daily routines, minor illnesses and the doctor's office?</p> | <p>VOCABULARY:</p> <p>Possessive adjectives</p> <p>Vocabulary relating to family and home.</p> <p>Daily activities.</p> <p>The present tense of -er and -ir verbs.</p> <p>The verb tener.</p> | <p>Expresses feelings and engages in conversation of sports.</p> <p>Dramatizes - role play; making airline reservations.</p> |
| <p>REPASO G - <i>El verano y El Invierno</i> How do we talk about winter and summer activities?</p> | <p>VOCABULARY:</p> <p>Stem-changing verbs</p> <p>Vocabulary associated with team sports.</p> <p>Sports and teams.</p> <p>The present tense of stem-changing verbs.</p> <p>Expressions with</p> | <p>Describes traveling by plane.</p> <p>Narrates in the present tense about whom and what they know.</p> <p>Explains and provides information about traveling by plane.</p> <p>Engages in conversations about traveling by plane.</p> <p>Recalls their daily routines.</p> |

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| | <p>aburrir, interesar, and gustar.</p> <p>VOCABULARY:</p> <p>Regular Verbs, Irregular Verbs, Present Progressive, Present Participle</p> <p>Vocabulary dealing with airline travel and airports.</p> <p>The present tense of verbs with an irregular yo form.</p> <p>The difference between saber and conocer.</p> <p>The present progressive.</p> <p>VOCABULARY:</p> <p>Reflexive Verb</p> <p>Vocabulary needed to discuss their daily routines and some good health and hygiene practices.</p> <p>A typical day and a visit to the doctor.</p> <p>The uses of ser and estar.</p> <p>The uses of reflexive verbs.</p> | <p>Describes their home activities.</p> <p>Narrates present events.</p> <p>Engages in conversations about daily routines.</p> <p>Identifies and names the seasons.</p> <p>Lists summer and winter activities.</p> <p>Discusses which activities are done in the summer months and which are done in the winter months.</p> <p>Narrates past events.</p> <p>Engages in conversation about summer and winter activities.</p> | |
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| | | <p>VOCABULARY:</p> <p>Preterite, Object Pronouns, Direct and Indirect Objects</p> <p>Vocabulary to talk about activities people do in the summer and winter vacations.</p> <p>Seasons they prefer and where they would vacation.</p> <p>The preterite tense of regular verbs.</p> <p>Object pronouns.</p> | | | |
| Unit 2 | <p>Spanish 2R - Chapter 1 <i>Un viaje en tren</i></p> <p>How do we use words and expressions related to train travel?</p> <p>How do we describe various types of trains and train services?</p> <p>How do we talk about events or activities that took place at a definite time in the past?</p> | <p>VOCABULARY:</p> <p>Past Tense, preterite tense</p> <p>Words and expressions related to train travel.</p> <p>Various types of trains and train services.</p> <p>Talk about events or activities that took place at a definite time in the past.</p> <p>Tell what people say.</p> | <p>Names the various parts of a train station.</p> <p>Describes how to purchase a train ticket.</p> <p>Explains who uses the trains.</p> <p>Demonstrates when a train is used.</p> <p>Names the different parts of a train.</p> <p>Describes how to transfer trains.</p> <p>Describes a train leaving on time.</p> | | <p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> <p>LOTE1-K1-1F</p> |

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| | How do we tell what people say? | | <p>Describes a train with a late departure.</p> <p>Labels the irregular verb endings of hacer, querer, and venir.</p> <p>Recalls what they did over the weekend.</p> <p>Reproduces the verbs in the correct preterite form.</p> <p>States the verb decir.</p> <p>Records the irregular present and preterite forms of the verbs.</p> <p>Practices use of decir.</p> | | |
| | Spanish 2R - chapter 2 <i>En el</i> | Vocabulary related to speaking with a server in a face- | Memorizes vocabulary needed to create | | LOTE1-K2-1A LOTE2-K1-1D |

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| Unit 3 | <i>restaurante</i> | to-face interaction. | a dialogue with a waiter. | LOTE1-K2-1C |
| | How do we describe a restaurant experience? | Vocabulary associated with utensils. | Identifies utensils used to eat a meal. | LOTE2-K1-1B |
| | How do we narrate events in the present and the past? | Vocabulary related to expressions of hunger and thirst. Vocabulary associated with additional items of foods that appear on the menu in order to sustain a conversation with a provider of common public service. | States hunger and thirst. Discusses what items to order for a meal. Expresses specific requests in order to make a reservation at a restaurant. Selects food items from a menu. Recognizes food items from an authentic Spanish menu. | |
| How do we describe some cuisines of the Hispanic world? | VOCABULARY: "e to ie stem-changing verb", "e to i stem-changing verb", "o to ue" stem-changing verb, present tense, preterite tense, "e to i stem-changing verbs" <i>pedir, servir, repetir, freir, seguir, vestirse</i> are conjugated in the present tense to sustain conversations, face-to-face or on the phone, with native-speaking or more fluent individuals. "e to i stem-changing | Identifies where the stem-changes occur in a verb conjugation. Expresses the meanings of the verbs in question/answer exchanges. Recognizes which verbs employ the stem-changes. Demonstrates understanding of the concept of stem-changing verbs. | | |

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| | | <p>verbs" <i>pedir</i>, <i>repetir</i>, <i>vestirse</i>, <i>preferir</i>, and <i>divertirse</i> are conjugated in the preterite tense to express details in the past time frame.</p> <p>food items that are native to particular Hispanic countries to draw comparisons between societies,</p> <p>why foods are indigenous to particular geographic regions to recognize that there are cultural variations among groups that speak the same target language,</p> <p>selections of cultural readings about eating customs which exhibit more comprehensive knowledge of cultural traits and patterns</p> | <p>Differentiate location of the stem-change in the present and preterite tenses.</p> <p>Creates conversations using verbs which have a stem-change.</p> <p>Relates that certain countries are known for their specialized food items.</p> <p>Recognizes why a country is famous for a certain type of food.</p> <p>Differentiates between a Spanish and a Mexican <i>tortilla</i>.</p> <p>Explains what "regionalism" is in reference to eating customs.</p> | | |
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| | Essential Questions | Content | Skills | Standards/PIs |
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| Unit 4 | <p>Spanish 2R - chapter 3 Telecomunicaciones</p> <p>How do we talk about computers, email, the internet and faxes?</p> <p>How do we make and receive telephone calls in Spanish?</p> <p>How do we talk about habitual and routine actions in the past?</p> <p>How do we describe people and events in the past?</p> | <p>vocabulary which describes the various parts of a computer in order to be able to comprehend conversations with peers when discussing computers,</p> <p>vocabulary related to activities performed on a computer,</p> <p>vocabulary related to communicating via email to initiate and sustain conversations with fluent individuals,</p> <p>vocabulary related to using the Internet,</p> <p>vocabulary related to using the FAX machine</p> <p>vocabulary identifying parts of the telephone,</p> <p>vocabulary to describe types of telephones and related devices,</p> <p>vocabulary which is specific and appropriate related to the procedure of making a telephone call which employs simple and complex sentences to express details,</p> <p>vocabulary to engage in conversation when receiving a telephone call</p> <p>VOCABULARY:</p> <p>imperfect tense, imperfect tense verb endings, habitual action, continuing action</p> <p>imperfect tense verb endings for -ar, -er and -ir verbs to</p> | <p>Labels parts of the computer.</p> <p>Explains the various capabilities of a computer.</p> <p>Demonstrates the ability to write an email.</p> <p>Prepares instructions on how to send a FAX.</p> <p>Names parts of the telephone.</p> <p>Identifies types of telephones and message recording devices.</p> <p>Explains how to make a telephone call.</p> <p>Demonstrates ability to understand Spanish when spoken on the telephone.</p> <p>Selects appropriate vocabulary when conducting a conversation on the telephone.</p> <p>Relates a telephone number when asked.</p> <p>Asks for instructions on how to use a telephone.</p> <p>Memorizes imperfect tense verb endings for regular -ar, -er and -ir verbs.</p> <p>Recalls that verbs which</p> | <p>LOTE1-K1-1A</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> <p>LOTE1-K1-1C</p> |

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| | | <p>comprehend the main idea of more extended conversations,</p> <p>imperfect tense of the verbs <i>ser</i> and <i>ir</i>,</p> <p>imperfect tense of stem-changing verbs</p> <p>VOCABULARY:</p> <p>description,</p> <p>the imperfect tense is used to describe persons, places, objects, events, weather and time in the past and is used in conversations with peers and familiar adults,</p> <p>conjugation of -ar, -er, and -ir verbs in the imperfect tense,</p> <p>conjugation of <i>ser</i> and <i>ir</i> in the imperfect tense</p> | <p>show a stem-change in the present tense do not stem-change in the imperfect tense.</p> <p>Identifies <i>ser</i> and <i>ir</i> as verbs which are irregular in the imperfect tense.</p> <p>Conjugates regular -ar, -er and -ir verbs in the imperfect tense.</p> <p>Conjugates <i>ser</i> and <i>ir</i> in the imperfect tense.</p> <p>Distinguishes actions which are habitual or repeated and uses the imperfect tense in these situations.</p> <p>Uses the imperfect tense to describe persons, places, objects, events, weather and time in the past.</p> <p>Distinguishes situations when the imperfect tense is used.</p> <p>Modifies conversation to include the imperfect tense when its need is recognized.</p> <p>Differentiates action from description.</p> | |
| Unit 5 | <p>Spanish 2R - chapter 4 <i>De tiendas</i></p> <p>How do we discuss shopping in the Spanish-speaking world?</p> <p>When talking about past events, how are the preterite and the</p> | <p>vocabulary related to buying items in a men's clothing store,</p> <p>vocabulary related to buying items in a ladies' clothing store,</p> <p>vocabulary related to buying items in a shoe store,</p> <p>vocabulary related to buying</p> | <p>Identifies items of men's and women's clothing.</p> <p>Names items of jewelry.</p> <p>Distinguishes different types of food stores and the items which are sold in each.</p> <p>Practices asking the cost</p> | <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> <p>LOTE2-K1-1D</p> <p>LOTE1-K1-1A</p> |

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| <p>imperfect tenses used?</p> <p>How are feelings expressed in the past?</p> <p>How is the passive voice used when speaking in general terms?</p> | <p>items in a jewelry store,</p> <p>vocabulary which identifies types of food stores,</p> <p>vocabulary which is used in a store to initiate and sustain conversations with a store clerk</p> <p>preterite tense to express actions occurring at a specific time in the past,</p> <p>imperfect tense to express continuous, habitual or repeated action in the past,</p> <p>comparison of situations when each tense is used to demonstrate the ability to employ complex sentences in the past,</p> <p>narrating a sequence of events that may use verbs which are in the same or different tense,</p> <p>VOCABULARY:</p> <p>mental activities or conditions, duration, continuance</p> <p>verbs which deal with mental activities or conditions reflect how words and use of linguistic nuances influence communication,</p> <p>imperfect tense of -ar, -er, and -ir verbs</p> <p>VOCABULARY:</p> <p>passive voice,</p> <p>use of the passive voice with</p> | <p>of various items with a sales clerk.</p> <p>Points out that an item of clothing does not fit correctly.</p> <p>Questions another person about what has been purchased.</p> <p>Creates an ideal outfit that might be worn for a special occasion.</p> <p>Lists most and least favorite foods.</p> <p>Plans a menu and organizes a shopping trip to buy supplies.</p> <p>Compares prices of various items.</p> <p>Recalls that the preterite tense is used to describe actions or events that began and ended at a specific time in the past.</p> <p>Expresses continuous, habitual or repeated action in the past by using the imperfect tense.</p> <p>Conjugates verbs in the preterite tense.</p> <p>Conjugates verbs in the imperfect tense.</p> <p>Recognizes situations which call for the use of either of the past tense.</p> <p>Illustrates understanding of the use of the preterite and the imperfect tenses in conversation.</p> |
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"se" in conversations with peers and adults

Composes sentences which demonstrate competence in distinguishing when each tense is used.

Conjugates verbs which are used to express feelings in the past in the imperfect tense.

Selects appropriate verbs to convey mental activities or conditions which require the use of the imperfect tense to express feelings in the past.

Recognizes when the imperfect tense is needed to express feelings in the past.

Mentally analyzes a situation to discern whether the imperfect tense is needed to express feelings in the past.

Identifies situations in conversation when the passive voice should be used.

Distinguishes situations when there is no specific subject performing an action.

Recognizes that the passive "se" construction is used when referring to the idea of "they" or "one" performing an action.

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| | | | Understands that "they" and "one" is not referring to a specific subject. | |
| Unit 6 | <p>Spanish 2R - chapter 5 <i>Los pasatiempos</i></p> <p>How do we describe leisure time activities in the Spanish-speaking world?</p> <p>How do we talk about future events?</p> <p>How do we compare people and things?</p> | <p>Vocabulary related to indoor games,</p> <p>vocabulary related to activities in an outdoor park,</p> <p>vocabulary related to activities in an amusement park to understand how words, rituals and social interactions influence communication</p> <p>VOCABULARY:</p> <p>future events</p> <p>rules of conjugation of the future tense of regular verbs,</p> <p>future tense verb endings are used with a variety of vocabulary to employ simple and complex sentences in the future time frame,</p> <p>comparison of the "ir a + infinitive" construction to the future tense</p> <p>VOCABULARY:</p> <p>comparative, superlative,</p> <p>comparative construction,</p> <p>superlative construction,</p> <p>irregular comparative and superlative forms,</p> <p>comparative and superlative</p> | <p>Identifies games pieces used in board games.</p> <p>Explains how games are played.</p> <p>Uses new vocabulary in questions and answers.</p> <p>Expresses enjoyment when playing games.</p> <p>Prepares a survey about results of a game played in class.</p> <p>Describes activities in an outdoor park.</p> <p>Demonstrates knowledge of a variety of words used about an amusement park.</p> <p>Converses with a companion and makes plans about which park to go to.</p> <p>Relates where attractions are located in a park.</p> <p>Identifies verbs in the future tense.</p> <p>Conjugates regular verbs in the future tense.</p> | <p>LOTE2-K1-1D</p> <p>LOTE1-K1-1D</p> <p>LOTE2-K1-1B</p> |

constructions are used in writing and conversation to draw comparisons between people and societies.

Memorizes future tense verb endings.

Discusses actions in the future tense.

Asks questions using verbs in the future tense.

Predicts outcomes by using the future tense.

Employs the future tense to tell what activities to do tomorrow or sometime in the future.

Outlines a schedule for future activities.

Categorizes activities into specific time frames.

Identifies sentences when the comparative construction is needed to express the idea of "more".

Identifies sentences when the superlative construction is needed to express the idea of "most".

Expresses "better", "best", "worse" and "worst" by using the irregular comparative and superlative constructions.

Distinguishes between the comparative and

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| | | | superlative constructions. Arranges word order in comparative and superlative sentences correctly. | | |
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| | Essential Questions | Content | Skills | Assessments | Standards/PIs | Resources/Notes |
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| Key to Standards used in this Map | | | | | | |
| LOTE1-K1-1A [4 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] | | | | | | |
| LOTE1-K1-1C [4 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] | | | | | | |
| LOTE1-K1-1D [3 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] | | | | | | |
| LOTE1-K1-1A [6 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1A - comprehend messages and short conversations when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone. [Checkpoint B] | | | | | | |
| LOTE1-K1-1B [2 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1B - understand the main idea and some discrete information in television, radio, or live presentations. [Checkpoint B] | | | | | | |
| LOTE1-K1-1C [7 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1C - initiate and sustain conversations, face to face or on the phone, with native-speaking or more fluent individuals. [Checkpoint B] | | | | | | |
| LOTE1-K1-1D [8 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1D - select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers. [Checkpoint B] | | | | | | |
| LOTE1-K1-1F [1 occurrence] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1F - use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation. [Checkpoint B] | | | | | | |
| LOTE1-K2-1A [1 occurrence] - LOTE Standard 1 - Key Idea 2 [Modern Languages ii] - Performance Indicator 1A - read and comprehend materials written for native speakers when the topic and language are familiar. [Checkpoint B] | | | | | | |
| LOTE1-K2-1C [1 occurrence] - LOTE Standard 1 - Key Idea 2 [Modern Languages ii] - Performance Indicator 1C - read simple materials independently, but may have to guess at meanings of longer or more complex material. [Checkpoint B] | | | | | | |
| LOTE2-K1-1B [2 occurrences] - LOTE Standard 2 - Key Idea 1 [Modern Languages] - Performance Indicator 1B - draw comparisons between societies. [Checkpoint B] | | | | | | |
| LOTE2-K1-1D [3 occurrences] - LOTE Standard 2 - Key Idea 1 [Modern Languages] - Performance Indicator 1D - understand how words, body language, rituals, and social interactions influence communication. [Checkpoint B] | | | | | | |