

Map: **Spanish 3R** Grade Level: **10**

District: **Island Trees**

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	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1	<p><b>CHAPTER 6</b> <i>"In the Hotel"</i></p> <p>How do you talk about future events?</p> <p>How do you check into and out of a hotel?</p> <p>How are <i>paradores</i> and a <i>youth hostel</i> different?</p>	<p><b>Vocabulary:</b> future tense, irregular, conjugate, indirect, direct object pronouns</p> <p>forms of regular future tense</p> <p>forms of irregular future tense</p> <p><b>use of future tense in spontaneous and familiar interactions</b></p> <p><b>appropriate vocabulary selection</b> related to objects and activities done in a <b>Hotel repetition and circumlocution</b></p> <p>awareness of <b>cultural variation</b> different places to stay in Spanish -speaking countries</p> <p><b>cultural comparisons</b> between U.S. and Spanish-speaking countries</p>	<p>conjugate verbs into future tense</p> <p>identify irregular verbs</p> <p>role play using verbs in the future tense</p> <p>illustrate and label different areas in a hotel using chapter vocabulary; listening comprehension</p> <p>describe what a youth hostel in a Spanish-speaking countries look like</p> <p>create a poster with picture cut outs contrasting hotels in Spain and the U.S.</p>		<p>LOTE2-K1-1A</p> <p>LOTE2-K1-1B</p> <p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p>	

Unit 2	<p><b>Chapter 7</b> "El Vuelo" / "The Flight"</p> <p><b>What vocabulary is essential when discussing air travel ?</b></p> <p><b>What vocabulary can be used to talk about geography?</b></p> <p>How do you express conditions using regular verbs?</p> <p>How do you express conditions using irregular verbs?</p>	<p><b>Vocabulary</b> conditional, conjugate, irregular,</p> <p><b>appropriate vocabulary selection</b></p> <p>related to airplanes, air travel and airport objects <b>repetition and circumlocution</b></p> <p><b>appropriate vocabulary selection for geographic terms and Spain's geography</b></p> <p><b>comprehension of short conversation sustained face-to-face with more fluent individuals</b></p> <p>rules for conjugation of regular verbs in the conditional tense</p> <p><b>use of conditional with regular verbs in spontaneous and familiar interactions</b></p> <p>rules for conjugation of irregular verbs in the conditional tense</p> <p><b>use of conditional with irregular verbs in spontaneous and familiar interactions</b></p>	<p>create dialogue using travel vocabulary</p> <p>predict responses to conversation between travel partners on video</p> <p>memorize vocabulary</p> <p>read and answer questions based on Spain's geography</p> <p>match vocabulary to illustrations</p> <p>list cities in Spanish-speaking countries</p> <p>conjugate ar er ir verbs into the conditional</p> <p>deliver dialogue using the conditional</p> <p>demonstrate proper use of conditional in complete sentences</p> <p>recognize and translate written sentences in conditional tense</p> <p>conjugate irregular verbs into the conditional</p> <p>memorize verb endings for regular and irregular verbs in the conditional</p>		<p>LOTE1-K1-1A</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> <p>LOTE1-K1-1F</p> <p>LOTE2-K1-1B</p> <p>LOTE2-K1-1A</p>	
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Unit 3	<p><b>Chapter 8</b> "Emergencias Medicas / Medical Emergencies"</p> <p>How would you talk about minor accidents and medical procedures?</p> <p>What vocabulary would you use to identify parts of the body?</p> <p>How would you use <i>present perfect</i> to talk about recent events?</p> <p>How do you compare equal quantities using the adjective "tanto"?</p>	<p><b>Vocabulary</b></p> <p>present-perfect</p> <p>irregular participles</p> <p><b>appropriate vocabulary selection related to a car accident repetition and circumlocution</b></p> <p><b>initiation of conversation related to emergency room and procedures with peers and more fluent individuals</b></p> <p><b>appropriate vocabulary selection related to parts of the body</b></p> <p><b>expression of detail by using present perfect and irregular participles to talk about current action taking place in spontaneous and familiar interactions</b></p> <p><b>expression of detail by using comparisons of equal value in simple and complex sentences</b></p>	<p>identify medical emergency caused by auto accident</p> <p>recall events taking place in order</p> <p>describe medical emergency</p> <p>outline proper procedure in case of an accident</p> <p>identify parts of the body</p> <p>describe pain and injury to specific parts of the body</p> <p>summarize event recently taken place by using the present tense of the verb haber and the past participle</p> <p>recognize the use of present perfect in short summary</p> <p>compare people and things</p> <p>identify differences and similarities between students</p>		<p>LOTE1-K1-1A</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> <p>LOTE1-K1-1A</p> <p>LOTE1-K1-1D</p> <p>LOTE1-K1-1C</p>	

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Unit 4	<p><b>Chapter 9</b></p> <p>"Ciudad y Campo / City and Country"</p> <p>How do we use Spanish vocabulary to discuss life in the city?</p> <p>How do we use Spanish vocabulary to discuss life in the country?</p> <p>How do we use vocabulary to discuss methods of transportation?</p> <p>How do we refer to things already mentioned?</p> <p>How do we use imperfect progressive?</p> <p>What were some of the contributions Eva Peron gave to the Argentinean people?</p>	<p>Vocabulary:</p> <p>Buenos Aires</p> <p>imperfect progressive</p> <p>object pronouns</p> <p>demonstrative adjectives</p> <p><b>appropriate vocabulary selection related to places in the city and places in the country using repetition and circumlocution</b></p> <p><b>appropriate vocabulary selection related to different ways of getting around in the city and country using repetition and circumlocution</b></p> <p>use of object pronouns and imperfect progressive in spontaneous and familiar interaction</p> <p>expressing detail by using demonstrative adjectives and pronouns</p> <p><b>comprehension of information in television and audio related to Eva Peron and Argentina</b></p> <p><b>influence of social interaction on communication related to</b></p>	<p>discuss life in the city</p> <p>compare living in the city to living in the country</p> <p>translate and label vocabulary</p> <p>describe daily routine in country home</p> <p>describe different means of transportation</p> <p>interpret train and bus schedule</p> <p>recall questions and words</p> <p>compare public transportation in United States with different Spanish -speaking countries</p> <p>refer to things and people already mentioned by using pronouns</p> <p>identify stem changing verbs e -&gt; i and o -&gt; u</p> <p>demonstrate proper use of action as it was taking place</p> <p>read and answer questions about reading comprehension passage</p> <p>summarize the biography of Eva Peron (include, her early years, political life, social contributions)</p> <p>judge Eva Peron's actions</p>		<p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1D</p> <p>LOTE1-K1-1F</p> <p>LOTE2-K1-1A</p> <p>LOTE2-K1-1B</p>	

		Peron's contributions in Argentina	in Argentina choose and compare women of power to Eva Peron in Argentina		
Unit 5	<p><b>Chapter 10</b></p> <p>"La cocina hispana/The Spanish Kitchen "</p> <p>How do we talk about foods and food preparation?</p> <p>How do we form regular and irregular verbs to express commands?</p> <p>How do we use direct object pronouns with a command?</p> <p>What foods do you need to prepare some regional Hispanic main dishes?</p>	<p><b>Vocabulary command</b></p> <p>appropriate vocabulary selection <b>related to food and food preparation while using repetition and circumlocution</b></p> <p>comprehension of short conversations in face to face interactions with peers and more fluent individuals</p> <p>appropriate use of regular and irregular commands with and without direct object pronouns in spontaneous and familiar interactions</p> <p>recipe for paella and the history of corn and potatoes in Hispanic countries</p> <p>comprehensive knowledge of cultural traits and practices in a</p>	<p>identify and label vocabulary related to food items</p> <p>conjugate regular and irregular verbs to express commands</p> <p>refer to people and things previously mentioned</p> <p>demonstrate knowledge of the history of hispanic cuisine</p>		<p>LOTE1-K1-1B</p> <p>LOTE1-K1-1D</p> <p>LOTE1-K1-1E</p> <p>LOTE1-K1-1F</p> <p>LOTE2-K1-1A</p> <p>LOTE2-K1-1D</p> <p>LOTE2-K1-1B</p>

		Spanish kitchen				
Unit 6	<p>Chapter 11</p> <p><i>"El coche y la carretera/ The car and the highway"</i></p> <p>How do we check in for a flight and talk about services on board a plane?</p> <p>How do we get through the airport after deplaning?</p> <p>How do we form affirmative and negative regular and irregular tu commands?</p> <p>What does one need to know about highways and ecosystems in Hispanic countries?</p>	<p><b>Vocabulary</b></p> <p><b>deplaning</b></p> <p><b>affirmative</b></p> <p><b>appropriate vocabulary selection related to the airport and other transportation methods while using repetition and circumlocution</b></p> <p><b>comprehension of short conversations in face to face interactions with peers and more fluent individuals</b></p> <p><b>appropriate use of affirmative and negative regular and irregular tu commands in spontaneous and familiar interactions</b></p> <p>International traffic signs,highways and ecology</p> <p><b>Comprehensive knowledge of cultural traits and practices</b></p>	<p>describe transportation and airport vocabulary</p> <p>demonstrate the usage of affirmative and negative regular and irregular tu commands.</p> <p>tell family and friends what to do and what not to do</p> <p>discuss the ecological concerns and the highway system in Spanish - speaking countries</p>		<p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1D</p> <p>LOTE1-K1-1E</p> <p>LOTE1-K1-1F</p> <p>LOTE2-K1-1A</p> <p>LOTE2-K1-1D</p> <p>LOTE2-K1-1B</p>	

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Unit 7	<p><b>Chapter 12</b></p> <p><i>"Los servicios publicos/Public Services"</i></p> <p><b>How do we talk about going to the hair salon?</b></p> <p>How do we talk about having your clothes cleaned?</p> <p>What do we do at the post office and at the bank?</p> <p>How do you use the subjunctive tense to determine what may or may not happen?</p> <p>What historical attractions do people visit in Spain?</p>	<p><b>Vocabulary</b></p> <p>subjunctive, nominal clauses</p> <p><b>appropriate vocabulary selection vocabulary associated with a hair salon via repetition and circumlocution</b></p> <p>appropriate vocabulary selection related to <b>clothing and cleaning</b> through the use of repetition and circumlocution</p> <p>appropriate vocabulary selection related to <b>the post office and the bank</b></p> <p>comprehension of short conversations in face to face interactions with peers and more fluent individuals</p> <p>appropriate use of <b>the subjunctive tense</b> in spontaneous and familiar interactions</p> <p>information about the historical and architectural importance of La Alhambra, La Mezquita and El Alcazar</p>	<p>identify words related to the hair salon</p> <p>select words associated with having your clothes cleaned to complete sentences</p> <p>demonstrate words related to the post office and the bank</p> <p>conjugate and use the subjunctive tense properly</p> <p>describe and compare historical sites in Spain</p>		<p>LOTE1-K1-1A</p> <p>LOTE1-K1-1B</p> <p>LOTE1-K1-1D</p> <p>LOTE1-K1-1E</p> <p>LOTE1-K1-1F</p> <p>LOTE2-K1-1A</p> <p>LOTE2-K1-1D</p> <p>LOTE2-K1-1B</p>	

Unit 8	<p><b>Chapter 13</b></p> <p><i>"Fiestas/Parties"</i></p> <p>How do we talk about family celebrations?</p> <p>How do we discuss some important holidays?</p> <p>How do we tell what may or may not happen?</p> <p>How do we give advice and make recommendations?</p> <p>How do we express doubt, emotion, uncertainty and disbelief?</p> <p>What holidays do they celebrate in Spain?</p> <p>What is a typical Spanish wedding like?</p>	<p><b>Vocabulary</b></p> <p><b>subjunctive</b></p> <p><b>Vocabulary related to holidays and family celebrations via repetition and circumlocution</b></p> <p><b>comprehension of short conversations in face to face communication with peers and more fluent individuals</b></p> <p>conjugate the subjunctive with stem changing verbs</p> <p>use of the subjunctive with doubt and emotion</p> <p>use of the subjunctive with pedir and aconsejar</p> <p>appropriate use of the subjunctive tense in spontaneous and familiar situation</p> <p>compare and contrast holidays in Spanish - speaking countries with holidays in the United States</p>	<p>memorize vocabulary related to holidays and celebrations</p> <p>Conjugate the subjunctive with stem changing verbs</p> <p>illustrate the use of the subjunctive with doubt and emotion</p> <p>interpret the subjunctive with pedir and aconsejar</p> <p>demonstrate an understanding holiday celebrations and of a typical New Year's eve celebration in Madrid</p> <p>discover the details of a marriage as it is reported in a newspaper article</p>		<p>LOTE1-K1-1A</p> <p>LOTE1-K1-1C</p> <p>LOTE1-K1-1D</p> <p>LOTE1-K1-1E</p> <p>LOTE1-K1-1B</p> <p>LOTE2-K1-1D</p> <p>LOTE2-K1-1B</p> <p>LOTE2-K1-1C</p>

compare The Fressiner-Parada wedding to a wedding in the USA

**comprehensive knowledge of cultural traits and practices**

#### Key to Standards used in this Map

- LOTE1-K1-1A** [1 occurrence] - 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** [2 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** [1 occurrence] - 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** [7 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** [6 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** [3 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-K1-1E** [4 occurrences] - LOTE Standard 1 - Key Idea 1 [Modern Languages i] - Performance Indicator 1E - exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances. [Checkpoint B]
- LOTE1-K1-1F** [5 occurrences] - 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]
- LOTE2-K1-1A** [6 occurrences] - LOTE Standard 2 - Key Idea 1 [Modern Languages] - Performance Indicator 1A - exhibit more comprehensive knowledge of cultural traits and patterns. [Checkpoint B]
- LOTE2-K1-1B** [7 occurrences] - LOTE Standard 2 - Key Idea 1 [Modern Languages] - Performance Indicator 1B - draw comparisons between societies. [Checkpoint B]
- LOTE2-K1-1C** [1 occurrence] - LOTE Standard 2 - Key Idea 1 [Modern Languages] - Performance Indicator 1C - recognize that there are important linguistic and cultural variations among groups that speak the same target language. [Checkpoint B]
- LOTE2-K1-1D** [4 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]