

Map: **Spanish 3R** Grade Level: **10**District: **Island Trees**Created: **11/10/2007** Last Updated: **11/10/2007**

	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>	

<p>Unit 2</p>	<p><b>Chapter 7</b>                  "El Vuelo" / "The Flight"  <b>What vocabulary is essential when discussing air travel ?</b>                   What vocabulary can be used to talk about geography?                   How do you express conditions using regular verbs?                   How do you express conditions using irregular verbs?</p>	<p><b>Vocabulary</b>                  conditional, conjugate, irregular,   <b>appropriate vocabulary selection</b>                   related to airplanes, air travel and airport objects  <b>repetition and circumlocution</b>   <b>appropriate vocabulary selection for geographic terms and Spain's geography</b>   <b>comprehension of short conversation sustained face-to-face with more fluent individuals</b>                   rules for conjugation of regular verbs in the conditional tense   <b>use of conditional with regular verbs in spontaneous and familiar interactions</b>                   rules for conjugation of irregular verbs in the conditional tense   <b>use of conditional with irregular verbs in spontaneous and familiar interactions</b></p>	<p>create dialogue using travel vocabulary                   predict responses to conversation between travel partners on video                   memorize vocabulary                   read and answer questions based on Spain's geography                   match vocabulary to illustrations                   list cities in Spanish-speaking countries                   conjugate ar er ir verbs into the conditional                   deliver dialogue using the conditional                   demonstrate proper use of conditional in complete sentences                   recognize and translate written sentences in conditional tense                   conjugate irregular verbs into the conditional                   memorize verb endings for regular and irregular verbs in the conditional</p>		<p>LOTE1-K1-1A                   LOTE1-K1-1C                   LOTE1-K1-1D                   LOTE1-K1-1F                   LOTE2-K1-1B                   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><i>"La cocina hispana/The Spanish Kitchen "</i></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>

		<p>compare The Fressiner-Parada wedding to a wedding in the USA</p> <p><b>comprehensive knowledge of cultural traits and practices</b></p>			
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#### 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]