

# Spanish language

## Level 3

## Curriculum Map

It is crucial that language classes focus on communication. The more a target language is used during class time, the easier its acquisition. Language is cyclical; so, the topics are often mixed and revisited. The content below and its order should not be viewed as the rule; rather, this document should be used as a simple guideline. Also, the attached vocabulary lists are only a suggestion. Teachers may use their discretion regarding the word lists they require to teach their lessons.

Topic	LOTE Content	Language Skills	LOTE Essential Questions	Assessment Strategies Formative & Summative	Literacy
<b>Marking period 1</b>  <u>Term 1</u>  10 weeks of PI & EA	<b>Personal ID (PI)</b>  Greetings Leave-takings Numbers 1-1000 Time Dates Physical descriptions Colors Body Parts Adjs. Personality Ser v. Estar Emotions Feelings Activities Family Some jobs Some leisure Activities	<b>Commands via TPR</b>  <b>Question words</b>  <b>Activities</b>  <b>Adjectives</b>  <u>All forms present tense verbs: to have, to like, to want, to ask, to say, to play, to give, to be (ser v. estar), there is/there are, there was/there were, to believe</u>	Who am I? What do I look like? What do I like to do? What do I want to be when I grow up? What do I believe in? How do I celebrate my culture? Who are my friends? What are they like? What is my family like? What was my childhood like? How does my life differ from others? How do I feel about myself and others?	<b>1.2A</b> TPR: Daily review of basic commands with gestures. Students conduct daily TPR review. <b>1.1D</b> Conduct a basic getting to know you survey. <b>1.1B/1.2B</b> Teacher leads a personalized circle to obtain information about students in the classroom. Students practice talking about themselves and others. <b>1.1E</b> Students write a letter to a pen pal in a Spanish-speaking country and share their letter and the responses with the class. <b>3.2A/4.1A/1.2B</b> Students read an article about a famous Hispanic person from NEWSELA & write a paragraph in Spanish summing up what they have read. <b>1.3A</b> Teacher tells a story in the L2. Students act it out. Students co-create a story orally in the target language with their teacher, while another student scribes or illustrates it. <b>1.3B</b> Students retell or create	Cultural readings in English & Spanish NewsELA biographical articles Current events articles Embedded readings Authentic videos & stories  <a href="https://studyspanish.com/?s=culture">https://studyspanish.com/?s=culture</a> <a href="http://www.newsela.com">www.newsela.com</a> <a href="http://www.videoele.com/">http://www.videoele.com/</a> <a href="http://www.youtube.com">www.youtube.com</a> <a href="http://www.audiria.com/index.php">http://www.audiria.com/index.php</a>

		<p>Indefinite &amp; definite articles</p> <p>Sentence structure/word order</p> <p><u>Adverbs:</u> very, a lot, a little, quickly, slowly, too much, too little, more &amp; less, before, after</p> <p><u>Connectors:</u> also, neither, nor, or, and, but, because, so, then, before, after</p>		<p>a story in the first or third person in comic strip form with text and pictures.</p> <p>Students write, practice and perform a skit in groups, where characters get to know each other for the first time.</p> <p><b>5.1A/5.1B/5.1C</b> Students attend a community event of the target culture where they can interact with native speakers.</p> <p>Students write to pen pals in countries where L2 is spoken. Responses from pen pals are then shared with the class.</p> <p>Students can connect with native speakers via SKYPE or video-messaging and discuss in small groups.</p> <p>Native-speakers, family &amp; friends can be invited to class to talk about life in another country. Students prepare questions and record their answers.</p> <p><b>5.2A/5.2B</b> Students watch authentic video (news reports, plays, movies, etc.) in the target language and complete a guided listening activity after which they recount in writing or reenact what they have seen and understood.</p> <p><b>POSSIBLE CULMINATING PROJECT:</b> Students Imagine who they will be in the future. Then they interview a person</p>	
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			in Spanish in the classroom and are, in turn, interviewed. After, they write a newspaper article about the person they interviewed in Spanish.	
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**PI suggested vocabulary may include:**

Simpático/a Amable, Tímido/a Deportista Talentoso/a Atrevido/a Curioso/a Joven Cómico/a Ordenado/a Inteligente Paciente Perezoso/a Fuerte Guapo/a Feo/a Bueno/a Alto/a Bajo/a Interesante Antipático Reservado/a Sociable Atlético/a Artístico/a Gracioso/a Viejo/a Serio/a Desordenado/a Estudioso/a Impaciente Trabajador/a Débil Bonito/a Lindo/a Feliz Aburrido/a Extrovertido Tenaz Valiente Pensativo Meticuloso Responsable Cabeza Pelo Orejas Piernas Brazos Dientes Rodilla Muñeca Codo Garganta Ojos Piel Nariz Manos Pies Boca Labios Lengua Cejas Pestañas Mejilla Barbilla Barba Bigote Tatuaje Tobillo Cara Cuello Dedo Dedos de los pies Pelo rizado, corto, largo, pelirrojo, calvo, castaño, rubio moreno Estudiante Alumno/a Profesor/a Maestro/a Abogado/a Doctor/doctora Médico/a Ingeniero/a Atletista Artista Pintor/a Cantante Poeta Voluntario Actor/actriz Banquero Dependiente Cajero/a Azafata Piloto Periodista Bombero Contento/a Enfermo/a Enfadado/a Enojado/a Triste Bien Cansado/a Furioso/a Confuso/a Deprimido/a Alegre Emocionado BAILLAR CORRER ESCRIBIR(cuentos, poemas, canciones) ESQUIAR IR A LA ESCUELA LEER (libros, revistas, periódicos) MONTAR EN MONOPATÍN PASAR TIEMPO CON AMIGOS PRACTICAR DEPORTES TRABAJAR MIRAR VER LA TELE CANTAR DIBUJAR ESCUCHAR MÚSICA HABLAR POR TELÉFONO JUGAR A VIDEOJUEGOS MONTAR EN BICICLETA NADAR PATINAR TOCAR LA GUITARRA USAR LA COMPUTADORA (ORDENADOR) HACER MIS DEBERES (TAREA) COMER COCINAR CAMINAR BUCEAR HACER ALPINISMO IR DE PESCA TREPAR ÁRBOLES IR DE CAMPING HACER EJERCICIO VIAJAR JUGAR IR AL CINE/PELÍCULAS JUEGOS DE MESA (monopolio, ajedrez, damas, cluedo, naipes, etc.)

Topic	LOTE Content	Language Skills	LOTE Essential Questions	Assessment Strategies Formative & Summative	Literacy
	<b>Earning a Living(EA)</b>	Present perfect Future tense Conocer/saber	How do I describe what a person does for a living? What are job conditions like in the Spanish-speaking world? How do I apply for a job in a Spanish-speaking country? What qualifications are needed for specific jobs? What is the advantage of being bilingual in the	<b>1.1,1.2,1.3</b> Students can investigate and share to the class in Spanish about what jobs will be in demand in the future and why Students listen to classmates give a description of a job/profession and guess what it is Students can fill out a job application in Spanish Students write a letter to a friend about future career	Cultural readings in English & Spanish NewsELA scientific articles Current events articles Embedded readings Authentic videos & stories  <a href="https://studyspanish.com/?s=culture">https://studyspanish.com/?s=culture</a> <a href="http://www.newsela.com">www.newsela.com</a> <a href="https://www.spanishplayground.net/online-spanish-stories-kids/">https://www.spanishplayground.net/online-spanish-stories-kids/</a> <a href="http://www.videole.com/">http://www.videole.com/</a> <a href="http://www.youtube.com">www.youtube.com</a> <a href="http://www.audiria.com/index.php">http://www.audiria.com/index.php</a> <a href="https://www.eltiempo.es/videos/actualidad">https://www.eltiempo.es/videos/actualidad</a> <a href="http://www.nationalgeographic.com.es/naturaleza">http://www.nationalgeographic.com.es/naturaleza</a> <a href="http://www.nationalgeographic.com.es/videos">http://www.nationalgeographic.com.es/videos</a>
	Professions/careers Education Classifications of occupations Personal traits Review/ (See PI above) Skills				

		workplace?	<p>plans</p> <p>Students role play a scene between a school counselor and student who does not find any career appealing</p> <p>Students participate in a job fair. In pairs, students create a company and have students apply and interview for a job</p> <p><b>2.1, 2.2</b> Students investigate how jobs are classified in the Spanish speaking world</p> <p>Students read classified ads in the TL newspaper or on line</p> <p>Students take an aptitude quiz in Spanish to find out what kind of career is best for them</p> <p><b>4.1, 4.2</b> Students learn about the educational system of Spanish speaking countries and compare it to their own</p> <p><b>5.1, 5.2</b> Students research professions in which people come in contact of the Spanish speaking community</p>
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			Students explore what professions in their community it would be necessary to be bilingual
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**EA suggested vocabulary may include:**  
Nombre Apodo Apellido Apellido de soltero/a Fecha de Nacimiento Estado de Residencia Domicilio Nacionalidad Firma Dirección Solicitar Puesto Disponible  
Especialidad Habilidades Empresa Ciudad Provincia Código postal Currículum Historial laboral Universitaria Estudios Título/Licenciatura Especialidad Especializar  
en Sueldo Empatía Liderazgo Interrelación con otros Escucha activa Persuasión Capacidad de comunicación Innovación Creatividad Iniciativa Respeto  
Sinceridad Trabajar en equipo Organización Estudiante Alumno/a Profesor/a Maestro/a Abogado/a Doctor/doctora Ingeniero/a Astronauta Atleta  
Técnico/a de... Barbero Artista Pintor/a Cantante Policia Dentista Guía turística Mesero Camarero/a Cajero/a Secretario/a Médico/a Enfermero/a Piloto  
Programador/a Peluquera Bailarín/bailarina Actor/actriz Bombero Mecánico/a Gerente Granjero/a Banquero/a Cocinero/a Dependiente trabajo escuela  
colegio universidad supermercado Juzgado aeropuerto cine películas hotel campo ciudad playa biblioteca restaurante cocina casa oficina hospital  
peluquería centro comercial estudio De vacaciones pueblo tienda iglesia teatro estación de bomberos banco dinero dólares euros experiencia  
trabajar cortar enseñar estudiar cuidar ayudar actuar servir viajar explorar conducir proteger programar reparar arreglar defender diseñar crear  
medicina ciencia música deportes la ley tecnología jefe cliente paciente avión amo coche/carro/automóvil

Topic	LOTE Content	Language Skills	LOTE Essential Questions	Assessment Strategies Formative & Summative	Literacy
<b>Marking period 2</b> 10 weeks of PE w/ CE and HW w/MT	<b>Physical Environment (PE) Current Events (CE)</b> Natural disasters Geography News Rescues Treatment of medical conditions Words related to accidents Body parts Review Weather expressions Environmental issues Places Weather Natural resources	Lexical use of Imperfect tense Preterit tense of regular verbs Preterit tense of the verbs: oír, leer, creer, and destruir Irregular preterit tense of the verbs: venir, poner, decir, and traer Prepositions The verb HABER in present, past & imperfect tenses Future tense	What is the weather like where I live and in other countries? How do weather and seasons differ from where I live in Spanish-speaking countries? What natural disasters occur in the US and in other countries? How can I respond in the event of an emergency? How does geography affect the types of weather we	<b>1.1,1.2,1.3</b> Students can talk/read and listen about natural disasters, disaster preparations and disaster relief Students watch a newscast on natural disasters and fill in information Students write a newspaper article on a recent natural disaster while using the preterit and imperfect tense Role play: students work in partners as a reporter and victim of a natural disaster Vocabulary quizzes	Cultural readings in English & Spanish News/ELA scientific articles Current events articles Embedded readings Authentic videos & stories Weather reports from different Spanish-speaking countries <a href="https://www.encuentos.com/leyendas/">https://www.encuentos.com/leyendas/</a> <a href="https://studyspanish.com/?s=culture">https://studyspanish.com/?s=culture</a> <a href="http://www.newsela.com">www.newsela.com</a> <a href="https://www.spanishplayground.net/online-spanish-stories-kids/">https://www.spanishplayground.net/online-spanish-stories-kids/</a> <a href="http://www.videoele.com/">http://www.videoele.com/</a> <a href="http://www.youtube.com">www.youtube.com</a> <a href="http://www.audiria.com/index.php">http://www.audiria.com/index.php</a> <a href="https://www.eltempo.es/videos/actualidad">https://www.eltempo.es/videos/actualidad</a> <a href="http://www.nationalgeographic.com.es/naturaleza">http://www.nationalgeographic.com.es/naturaleza</a> <a href="http://www.nationalgeographic.com.es/videos">http://www.nationalgeographic.com.es/videos</a>

	Animals	<p>Conditional tense</p> <p>Subjunctive adjective phrases: <i>es mejor que, es importante que...</i></p> <p>Por/ para</p>	<p>experience?</p> <p>How can I support the environment and my community?</p> <p>How do others help the preserve nature &amp; the environment?</p>	<p><b>1.1, 1.2, 1.3</b> Students identify environmental problems with visual prompts</p> <p>Students work in partners with A/B papers with questions and pictures</p> <p>Students watch a video on helping the environment filling out a 1,2, 3 information sheet</p> <p>Students listen to descriptions of the environment and guess the vocabulary words</p> <p>Students create a poster encouraging others about saving the environment</p> <p>Students write a letter to the principal to start a recycling program at the school</p> <p><b>2.1,2.1</b> Students can read and answer questions about volcano legends in Hispanic countries</p> <p>Students can research emergency symbols for disasters in Spanish speaking countries</p> <p>Read the Mexican legend of Popo y Ixtla</p>	
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				<p><b>2.1, 2.2</b> Students read an article on Ecotourism of Costa Rica and discuss the impact on the environment</p> <p>Students research the impact of deforestation in South American countries</p> <p><b>3.1, 3.2</b> Geography: Reading comprehension</p> <p>Students read and look at a map and find regions affected by natural disasters and answer questions</p> <p><b>4.1, 4.2</b> Students use cognates for better comprehension</p> <p>Students learn word families to increase vocabulary</p> <p><b>5.1, 5.2</b> Students explore volunteer programs that help the community in times of emergencies</p> <p><b>5.1, 5.2</b> Students investigate what kinds of environmental programs exist in the school or community</p>	
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**PE & CE suggested vocabulary may include:**

Continente País (list of different countries) Océano Desierto Jungla Selva Mar Río Montaña Lago Ciudad Pueblo Campo Estado Paisaje Vista Europa  
 Norteamérica Sudamérica África Asia Antártica Medio Oriente Mes Año Semana Día Tiempo Hace fresco Está templado Hace viento Nieva Está nevando Trueno Relámpago Hace sol Está soleado Tornado Tormenta de hielo Está despejado Hace frío Hace calor Está nublado Lueve Está lloviendo

Hay torneos  
 Huracán Terremoto Tornado Estaciones Primavera Verano ~~Verano~~ Otoño Primavera Invernal Otoñal Veraniego/estival Quinceañera El cuatro de julio Todos los Santos Pascua El día de los reyes Navidad El día de la Independencia de los Estados Unidos Cumpleaños El día de la acción de gracias El cinco de mayo El Día de los Muertos Carnaval El sol La luna Los planetas Bosque Jungla Desierto Ciudad Campo Árbol Flores Hierba / Césped Tulipanes Cacto Rosas Trigo Granja Gallina Gallo Vaca Toro Cerdo Pato Pájaro Paloma Perro Gato León Lobo Caballo Burro Ballena Elefante Mariposa Mosca Pavo Cisne Mono Gorila Zorro Serpiente Pez/peces Ecoturismo Conservación Reciclaje Reciclar Mantener Mantiene Medioambiente Preservar Salvar Calentamiento global Contaminación Cambio climático Ecológico Deforestación Efecto Invernadero Orgánico Capa de ozono Extinción

LOTE Content	Language Skills	LOTE Essential Questions	Assessment Strategies Formative & Summative	Literacy
<p><b>Health &amp; Welfare (HW)</b>  <b>w/Meal-taking/Food/Drink (MT)</b></p> <p>Food</p> <p>Nutrition/health</p> <p>Body parts Review (See PI above)</p> <p>Exercise</p> <p>Feelings/emotions (See PI above)</p>	<p>Formal/informal commands</p> <p>Simple subjunctive</p> <p>Indirect object pronouns</p> <p>Express opinions</p> <p>Reflexive verbs</p> <p>Expressions with tener</p> <p>Following directions</p>	<p>What factors influence lifestyle choices in a given culture?</p> <p>How does a person's culture impact awareness of social/health issues?</p> <p>What decisions are teenagers expected to make?</p> <p>How does being a teenager vary from culture to culture?</p> <p>How do health habits differ from culture to culture?</p> <p>What foods do I like?</p> <p>How can I describe the foods I eat?</p> <p>How do I order food in a restaurant?</p> <p>What do people in other countries eat?</p> <p>How do I prepare.</p>	<p><b>1.1.1.2.1.3</b> Students will discuss what they like to eat and why and what is healthy and unhealthy habits</p> <p>Students will read a Pablo Neruda food poem and create a cinquain poem of their favorite food</p> <p>Students take a virtual trip to a supermarket and read food labels</p> <p>Students solve each other's problems related to diet and health (partner work)</p> <p>Students make a poster giving advice for a healthy and unhealthy lifestyle</p> <p>Students will discuss with the teacher about what their eating habits are and how they deal with stress</p> <p><b>2.1, 2.2</b> Using the internet to search for foods that are Imported into the USA</p>	<p>Cultural readings in English &amp; Spanish</p> <p>NewsELA articles</p> <p>Current events articles</p> <p>Embedded readings</p> <p>Authentic videos &amp; stories</p> <p><a href="https://www.fluentu.com/blog/english-esp/todo-el-vocabulario-intermedio-de-ingles-que-necesitas-para-tener-una-vida-saludable/">https://www.fluentu.com/blog/english-esp/todo-el-vocabulario-intermedio-de-ingles-que-necesitas-para-tener-una-vida-saludable/</a></p> <p><a href="https://studyspanish.com/?s=culture">https://studyspanish.com/?s=culture</a></p> <p><a href="http://www.newsela.com">www.newsela.com</a></p> <p><a href="http://www.videole.com/">http://www.videole.com/</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p> <p><a href="http://www.audiria.com/index.php">http://www.audiria.com/index.php</a></p> <p><a href="https://www.eltiempo.es/videos/actualidad">https://www.eltiempo.es/videos/actualidad</a></p> <p><a href="http://www.nationalgeographic.com.es/videos">http://www.nationalgeographic.com.es/videos</a></p>



			<p>food? What do I need to prepare meals? What foods are healthy?</p>	<p>from Spanish speaking countries Compare food pyramids from different Spanish countries Students can research ethnic food that have become fast food in the US and how it differs to the authentic version <b>3.1, 3.2</b> Students use the Internet to search for foods that are imported into the USA from Spanish speaking countries Convert metric units to US measurements Reading comprehension discussing growing popularity of natural remedies throughout the world <b>4.1, 4.2</b> Students will use knowledge and reference sources to build word families</p>	
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**HW & MT suggested vocabulary may include:**

Cita Garganta Gotas Hombro Yeso Muletas Tiritas Prescripción Despacho de médico Sala de espera Resfriado Gripe Cirujano Oídos Venda Oculista Herida  
Pulmonía Presión de sangre Análisis de sangre Fiebre Jarabe para la tos Pastillas/Píldoras Cuidarse Receta médica Tomar Padecer Marearse Cansado Desmayarse  
Tragar Antibiótico Aspirina Bronquitis Consultorio Dolor de muela Inyección Temperatura Radiografía Vitaminas Minerales Pirámide alimenticia Sano Saludable  
Estar en forma Levantar pesas Ejercicio aeróbico Ponerse en forma Mantenerse en forma Orgánico Vegetariano Vegano Tapear Desayunar Merendar Almorzar  
Cenar Postre Cena Almuerzo Merienda Desayuno Tapas Congelado Frito A la parrilla Azucarado Salado Nutritivo Malsano Dieta Régimen Rico Sabor Fresco  
Nutrición Porciones Aceite Acetoso Grasa Grasoso Carbohidratos Proteína Calorías Sodlo Azúcar Colesterol Productos lácteos Granos Avena Pan Integral Arroz

Frutas Vegetables/ Verduras Carne Comida Cereales Guisantes Judías verdes Lechuga Cebollas Brócoli Coliflor Pimiento Calabaza Ajo Apio Papas(ritas)  
 Ensalada Zanahorias Melocotón Manzanas Fresas Mangos Piña Naranja Uvas Cerezas Plátanos Bananas Peras Tocino Hamburguesa Bistec Pollo Pavo  
 Salchichas Perrito caliente Chuleta Pescado Camarones Gambas Mariscos Pizza Espaguetis Arroz Pan Sopa de... Panqueques Huevos Leche Nata  
 Queso Mantequilla Helado de... Crema de cacahuete Mermelada Batido Jugo de... Agua Gaseosa Café Té Horchata Sal/Pimienta Desayuno Almuerzo  
 Cena Postre Tapas Merienda Cuchara Tenedor Cuchillo Plato Vaso Taza Servilleta Mesero/Camarero Cocinero/Chef Delicioso Asqueroso Maravilloso  
 Rico Blando Salado Amargo Suave Dulce Crujiente Picante Comer Beber Tomar Pedir Gustar Remover Añadir Batir Cocinar Hornear Freír Servir  
 Frío Caliente, etc.

Topic	LOTE Content	Language Skills	LOTE Essential Questions	Assessment Strategies Formative & Summative	Literacy
<b>Marking period 3</b>  10 weeks of CN w/HH, SE & TR w/PP	<b>Community Neighborhood (CN)</b> Places Activities Directions Recreational opportunities <b>House &amp; Home (HH)</b> Types of dwellings <b>Public/ Private Svcs (SE)</b> People in the neighborhood	Ser v. estar  Preterit & imperfect  Future  Conditional	How do local surroundings affect how we live, work and play?  How does where you live influence how you view different aspects of culture?  What vocabulary is essential in order to give someone who speaks the TL directions?  How do I get somewhere?  How do I find a place to live in a foreign country?  How do I get something fixed in a foreign country?	<b>1.2</b> Students write a letter to a university in a Spanish-speaking country looking for an ideal place to live while they are studying abroad.  <b>1.3C, 1.3E</b> Students create a map of downtown Rochester that better serves the community to present to TL speaking urban planners. They must include places in TL.  <b>1.2D, 1.3A, 1.3B</b> Students write a skit and act out a situation in which they need something in their house repaired.  <b>4.1, 4.2</b> Students will use knowledge and reference sources to build word families	Cultural readings in English & Spanish News ELA biographical articles Current events articles Embedded readings Authentic videos & stories  <a href="https://studyspanish.com/?s=culture">https://studyspanish.com/?s=culture</a> <a href="http://www.newsela.com">www.newsela.com</a> <a href="http://www.videole.com/">http://www.videole.com/</a> <a href="http://www.youtube.com">www.youtube.com</a> <a href="http://www.audiria.com/index.php">http://www.audiria.com/index.php</a>

**CN with HH & SE suggested vocabulary may include:**

Almacén Edificio Colegio Escuela secundaria Escuela primaria Fábrica Gasolinera (estación de servicio) Rascacielos Mercado Cuadra/manzana /bloque  
 La parada del autobús camión una guagua las afueras la autopista el semáforo la fuente la universidad la biblioteca la iglesia el gimnasio el cine  
 el pueblo la ciudad el campo el país Agencia de automóviles Barbería Carnicería Peluquería Farmacia Floristería Frutería Joyería Librería

<p>Mueblería Mueblería Supermercado Centro comercial Museo Monumento Parque de atracciones Droguería Zapatería Papelería Mercería bodega  Tienda de electrodomésticos Tienda de ropa (moda) Piscina pública Agencia de viajes la estación de tren aeropuerto Ayuntamiento la estación de autobuses Calle Avenida derecho Izquierdo a la derecha siga recto a la izquierda cerca de al lado de detrás de enfrente de delante de sobre lejos de abajo entre en medio debajo de arriba de encima de frente a Afueras Centro Cercano Alrededor Suburbio Paleta Lampista Plomero Arquitecto Obrero Electricista Abogado Agente inmobiliario Anuncios Periódico Mensajero Carpintero Estoy perdido (a) Puedo ir a pie caminar andar Dar la vuelta Girar Perdón, ¿dónde queda (está) ...? Subir Bajar Salir Ir a/a la Cruzar Tomar (as in transportation) Cogor Comprar Ir de compras Vender Trabajar Estudiar Escoger Elegir Necesitar Querer Leer Tener ganas de... Nadar Comer Casa Hogar Apartamento Piso Cabaña Mansión Sala Comedor Garaje Ático Dormitorio Cocina Baño Oficina Sótano Jardín Patio Porche Piscina Suelo Techo Paredes Vender Alquiler Comprar Pagar si fuera... Quisiera...</p>					
<b>LOTE Content</b>	<b>Language Skills</b>	<b>LOTE Essential Questions</b>	<b>Assessment Strategies Formative &amp; Summative</b>	<b>Literacy</b>	
<b>Travel (TR) w/ Public &amp; Private Services (PP)</b> Making travel plans Modes of transportation Tourist sites Accommodations Tourist behaviors and activities Nationalities (PI) Places and attractions (CN) Time schedules Customs Telegrams Currency Exchange	Verbs that take infinitives: <i>desear, Querer, pensar, deber, tener que, preferir</i> Preterit/Imperfect tense Adjectives Idioms with <i>hacer</i>	Where can I go on vacation? How will I get there? When will I go? What will I do while I'm there? What is the culture of the place I am going to? What do I need to travel? What do I do in the event of an emergency?	<b>1.1,1.2,1.3</b> Students will participate in a gallery walk of vacation spots set up around the room (beach, city, countryside, mountains..) as they identify the location and make a list of activities they can do there Students discuss what is needed for international travel Students role play (dialogue) travel agent/traveler, custom agent/traveler, flight attendant / passenger Students listen to statements and decide who said each statement (pilot, travel agent, custom agent...) Students will read flight and train schedules and	Cultural readings in English & Spanish NewsELA biographical articles Current events articles Embedded readings Authentic videos & stories <a href="https://www.thinkinglink.com/login">https://www.thinkinglink.com/login</a> <a href="http://www.videoele.com/">http://www.videoele.com/</a> <a href="http://www.newsela.com">www.newsela.com</a> <a href="https://studyspanish.com/?s=culture">https://studyspanish.com/?s=culture</a> <a href="http://www.youtube.com">www.youtube.com</a> <a href="http://www.audiria.com/index.php">http://www.audiria.com/index.php</a>	

				<p><b>answer questions</b></p> <p>Students will write travel itineraries after reviewing a variety of travel brochures</p> <p>Students will watch tourist videos of Spanish speaking countries and write down information to include in a writing assessment</p> <p>Students will write a composition of an international trip they took</p> <p><b>2.1</b> Students can explore and exchange program in a Spanish speaking country and suggest ways of dealing with cultural differences</p> <p><b>3.1</b> Mathematics: students can calculate the exchange rate of Spanish currency with the United States dollar</p> <p>Students will read an article on Ecuador and answer questions</p> <p><b>4.1 , 4.2</b> Students will recognize the importance of accents of certain words that can change the meaning of the words (<b>dé and de</b>)</p>	
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**5.1, 5.2** Students can plan a real trip to a Spanish speaking country in the future

**TR&PP suggested vocabulary may include:**

Viajar Ir de vacaciones Visitar Llegar Quedar Regresar Ir de pesca Ir de camping Relajar Nadar Tomar el sol Ir a la playa Descansar Nadar Esquiar  
 Correr Hacer alpinismo Caminar Ir de Windsurf Bucear Hacer paravelismo (parasailing) Jugar a... Comer Beber Hacer compras/comprar Hacer  
 ejercicio Puerto Ir de excursión Hacer turismo Cambiar dinero Parque de atracciones Monumentos Museos Océano Mar Río Lago Barco Crucero  
 Estación de trenes Tren Ferrocarril Aeropuerto Avión Vuelo Estación de Autocares Autobús/Autocar Horario Asiento Litera Billete/boleto Ida y Vuelta  
 Equipaje Maleta Equipaje Pasaporte Identificación Dinero Aduana Telegrama Horario Metro Taxi Tranvía Coche/Carro Hotel Reservación  
 Habitación Cama Cambio Dólares Pesos Euros Francos Libras Yenes Gerente Emocionado Enfermo Ocupado Triste Contento Mal Preocupado  
 Enfadado/Enojado Divertido Interesante Corto Largo Aburrido Emocionante He perdido... Necesito ayuda... Perdón Me puede ayudar...?

Topic	LOTE Content	Language Skills	LOTE Essential Questions	Assessment Strategies Formative & Summative	Literacy
<b>Marking Period 4</b>  10 weeks of LE & TECH w/SH	<b>Leisure (LE)</b>  Movie/television categories Emotions Media terms Entertainment	Verbs that take indirect object pronoun: <i>gustar, molestar, interesar, fascinar, importar, encantar</i>  Indirect object pronouns Present perfect Irregular past participles Reflexive verbs	What do I like to do in my free time? How do other cultures spend their free time?  What types of programs do people watch in Spanish-speaking countries?	<b>1.1,1.2,1.3</b> Students can describe the difference watching a sporting event on tv and watching it in person  Students can listen as people talk about a program on television and try to identify the type of show it is  Personalized questions and answers  Students read samples of television guides and answer questions orally  Students describe and give opinions about a favorite television or movie	Cultural readings in English & Spanish NewsELA biographical articles Current events articles Embedded readings Authentic videos & stories  <a href="https://www.thinglink.com/login">https://www.thinglink.com/login</a> <a href="http://www.videoele.com/">http://www.videoele.com/</a> <a href="http://www.newsela.com">www.newsela.com</a> <a href="https://studyspanish.com/?s=culture">https://studyspanish.com/?s=culture</a> <a href="http://www.youtube.com">www.youtube.com</a> <a href="http://www.audiria.com/index.php">http://www.audiria.com/index.php</a>

				<p>Students role play a popular movies scene in TL and have class guess the movie</p> <p>Students write a movie review of a recent movie they have seen for a school newspaper</p> <p><b>2.1, 2.2</b> Students compare movie ratings in Spanish speaking countries and the United States</p> <p>Students can investigate how many networks broadcast entirely in Spanish</p> <p>Students discuss the fascination of telenovelas and compare them with American soap operas</p> <p>Students watch a TL movie</p> <p><b>4.1, 4.2</b> Students explore Spanish suffixes of –oso(a) and –dor(a) for adjectives</p>	
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**LE suggested vocabulary may include:**

Telenovela Culebrón película Cine Género Romanza Misterio Aventura Acción Ciencia ficción Suspense Terror Melodrama Comedia Musical Drama Bélico Cine catástrofe Fantasía Histórico Policiaco Animación Cortometraje Cine surrealista Cine político Documental Programas Concursos Mesas redondas Noticieros Infantiles Deportivos Didácticos De revista Series Crítica/resena Espectador Director Actor Actriz Productor

	LOTE Content	Language Skills	LOTE Essential Questions	Assessment Strategies Formative & Summative	Literacy
	<p><b>Technology (TECH) w/Shopping (SH)</b></p> <p>Technology terms</p> <p>Social media</p> <p>Modes of communications</p> <p>Technical devices</p> <p>Shopping online</p>	<p>Present perfect</p> <p>Imperfect</p> <p>subjunctive with <i>si...</i></p> <p>clauses</p> <p>Adverbs</p>	<p>How do I navigate the Internet?</p> <p>What do I search for something online?</p> <p>How do I purchase something online?</p> <p>What types of social media are interesting to me?</p> <p>How can I use the Internet as a tool?</p>	<p><b>1.1,1.2,1.3</b> Students observe a picture with people working on computer</p> <p>Ask each other 5 personal questions about technology use</p> <p>Students present pros and cons for technology using <a href="http://thinglink.com">thinglink.com</a></p> <p>You are on a talk show with a friend and the host asks you about how the internet influences young adults</p> <p>Students create a presentation on different Hispanic inventors and their impact on the technology field</p> <p>Students/teacher conversation about giving up social media or device for a month</p> <p>Students use the internet to shop for specific items on Spanish web sites</p> <p><b>1.2B-D, 4.1A, 4.1C</b></p> <p>Students listen to authentic audio about a shopping trip and identify which person</p>	<p>Cultural readings in English &amp; Spanish</p> <p>NewsELA biographical articles</p> <p>Current events articles</p> <p>Embedded readings</p> <p>Authentic videos &amp; stories</p> <p><a href="https://www.elcorteingles.es/">https://www.elcorteingles.es/</a></p> <p><a href="https://www.thinglink.com/login">https://www.thinglink.com/login</a></p> <p><a href="http://www.videole.com/">http://www.videole.com/</a></p> <p><a href="http://www.newsela.com">www.newsela.com</a></p> <p><a href="https://studyspanish.com/?s=culture">https://studyspanish.com/?s=culture</a></p> <p><a href="http://www.youtube.com">www.youtube.com</a></p> <p><a href="http://www.audiria.com/index.php">http://www.audiria.com/index.php</a></p>

purchased which items.

**1.1E, 1.3C, 3.1A** Students create a website selling a product of their choice. Descriptions, prices, and customer service text will be in Spanish.

Students go on a Scavenger hunt/shopping trip to the Corte Ingles with a predetermined budget.

**2.1** What is the impact of technology in Spanish speaking countries

**3.1** Students compare a list of terms they are learning in their technology to the Spanish versions

**4.1, 4.2** Students learn to recognize patterns of language similarities between Spanish and English (adverbs –mente = ly)

Students research current abbreviations used in text messages in Spanish

**5.1, 5.2** Students explore Web sites that provide Spanish lessons for extra help



**TECH/SH students, this vocabulary may include:**

Computadora/ordenador Pantalla Teclado Ratón Computadora portátil Tablet/tableta/ipad Teléfono móvil/celular Correo electrónico Informática  
Hacer compras en línea Querer Tener Comprar Vender Escoger Elegir Necesitar Hace falta... Hay... Atractivo/a Feo/a Otro/otros Grande Mediano  
Pequeño Tamaño más menos Dinero Dólares Pesos Euros Sitio web Usuario Contraseña Mi cesta Mi cuenta Pedido Oferta Pantalones Camiseta Sombrero  
Buscar Tarjeta de crédito Pagar en efectivo Embalaje Envío Caro En venta Barato Ganga Rebajas Descuento Oferta Pantalones Camiseta Sombrero  
Zapatos Falda Traje Pantalones cortos Chaqueta Bufanda Camisa Suéter Vestido Calcetines Blusa Traje de baño Sudadera Abrigo Impermeable  
Aretes Gafas/anteojo s Pulsera Guantes Anillo Corbata Gafas de sol Paraguas Llevar Vestirse Ponerse Querer Tener Comprar Escoger Elegir Necesitar  
Hace falta... Hay... Atractivo/a Feo/a Otro/otros Me va... Grande Pequeño Tamaño más menos Dinero Dólares Pesos Euros Sitio web Medios de  
comunicación social Usuario Contraseña Tarjeta de crédito Pagar en efectivo Embalaje Envío Caro Barato Rebajas Ganga Descuento Oferta Colores:  
blanco, negro, anaranjado, amarillo, rojo, verde, azul, marrón/café/pardo, dorado, plateado, gris, púrpura/violeta/morado, rosado/rosa Agencia de  
automóviles Barbería Carnicería Peluquería Farmacia Floristería Frutería Joyería Papelería Mercería Librería Mueblería Panadería Supermercado  
Centro comercial Droguería Zapatería Tienda de electrodomésticos Tienda de ropa (moda)