

Spanish III Honors Curriculum Maps

Unit of Study: Review of Prior Knowledge

Unit of Study: En el Hotel

Unit of Study: La Ciudad y el Campo

Unit of Study: ¿Vas en Carro?

Unit of Study: Cocina Hispana

Unit of Study: ¡Cuidate bien!

<p>Grade: 11 Subject: Spanish III Honors</p>	<p style="text-align: center;">Unit of Study: Review of Prior Knowledge</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • Students describe their classes and their teachers. • Students describe their likes and dislikes. • Students describe their favorite activities and sports. • Students use reflexive verbs to describe their daily routine. • Students describe their summer activities using the regular preterit tense. • Students use verbs that are irregular in the preterit tense to say what they did in the past. • Students use the comparative and superlative forms of adjectives to describe friends and family. • Students use direct and indirect object pronouns. • Students can formulate the regular imperfect tense. • Students can formulate the irregular imperfect tense of “ir”, “ser” and “ver”. • Students tell what they used to do by using the imperfect tense. • Students determine when to use the preterit and when to use the imperfect tense. • Students will have opportunities for practice in speaking, reading, and writing in the target language
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • To have a natural conversation, students have to do more than just ask and answer questions. They have to listen to what the speaker is saying and respond appropriately. • Students can talk around words they do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond their current ability) • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Adjective endings change depending upon the word they are modifying. • Reflexive verbs are used when the subject is both the performer and the receiver of the action. • Reflexive verbs require the use of a reflexive pronoun plus a conjugated verb or infinitive. • Not all verbs that are reflexive in Spanish are reflexive in English. • Regular preterit tense verbs follow of formula of endings to be attached to the stem or root of the verb. • Verbs are conjugated and endings are usually changed in a regular pattern depending on the subject of the sentence and the infinitive ending. • The verbs “tener”, “estar”, “andar”, “saber”, “poder” and “poner” belong to a group that have the same preterit formulation.

	<ul style="list-style-type: none"> • “Ir” and “ser” are irregular and identical in the preterit. • “Ver” and “dar” form their preterit in the same way. • Stem-changing verbs are regular in the preterit, except for –ir verbs, which change in the third person singular and plural. • The imperfect formulation of verbs is completely regular with the exception of “ir”, “ser” and “ver”. • The difficulty with using the preterit and the imperfect tenses lies in their usage, not in their formation. • The imperfect is used talk about how things used to be. • The imperfect is used to describe what was happening when something else occurred. • The imperfect is used to describe things in the past. • The preterit is used to state what happened at a specific time in the past. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> • What comprehension strategies do I use when I don’t know all the words that I hear and read? • What are the most effective strategies to use when I don’t understand every word being said? • What can I do to keep the conversation going? • What techniques are involved in forming a complete sentence? • How do I start, carry on, and end a conversation more effectively? • What choices can a language-learner make to communicate clearly? • How do I make myself clearly understood when speaking and writing? • Where is Spanish spoken in the world? • How can you determine which subject pronoun to use? • How is the usage of Spanish adjectives different from English? • How can you determine the subject of a sentence by looking at the verb ending? • How can you conjugate regular –ar, -er, and –ir verbs in the present tense? • How can you conjugate stem-changing verbs in the present tense? • How can you conjugate the verbs “ir”, “dar”, and “estar” in the present tense? • What are some clue words to indicate the use of the preterit tense? • How can you conjugate regular –ar, -er, and –ir verbs in the preterit tense? • How can you conjugate “ir” in the preterit tense? • How can you conjugate –car, -gar, and –zar verbs in the preterit tense?
Content (Subject Matter)	<ul style="list-style-type: none"> • Adjective placement and agreement • Use of “ser” vs. “estar”

	<ul style="list-style-type: none"> • Reflexive pronouns, both formation and placement • Reflexive verbs in the present, preterit and imperfect tenses • Idiomatic expressions with “tener” • Preterit tense conjugation of regular verbs • Preterit tense conjugation of “ir” and “ser” • Preterit tense conjugation of –car, -gar, and –zar verbs • Preterit tense conjugation of “dar” and “ver” • Preterit tense conjugation of “venir” and “hacer” • Imperfect tense formation of regular verbs • Imperfect tense formation of “ir”, “ser”, and “ver” • Uses of the preterit tense • Uses of the imperfect tense • Combination of present, preterit, and imperfect tenses
<p>Standards</p>	<ul style="list-style-type: none"> • FL.6-12.7.1.IL.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.6-12.7.1.IL.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.6-12.7.1.IL.A.G - [Content Statement] - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) • FL.6-12.7.1.IL.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. • FL.6-12.7.1.IL.A.3 - [Cumulative Progress Indicator] - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. • FL.6-12.7.1.IL.A.4 - [Cumulative Progress Indicator] - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. • FL.6-12.7.1.IL.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of conversations and written information on a variety of topics. • FL.6-12.7.1.IL.B.A.1 - Ask and answer questions related to everyday life. • FL.6-12.7.1.IL.B.A.2.1 - Initiate, maintain, and end a conversation • FL.6-12.7.1.IL.B.A.2.7 - Express an opinion and preference. • FL.6-12.7.1.IL.B.G - [Content Statement] - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.) • FL.6-12.7.1.IL.B.4 - [Cumulative Progress Indicator] - Ask and respond

	<p>to factual and interpretive questions of a personal nature or on school-related topics.</p> <ul style="list-style-type: none"> • FL.6-12.7.1.IL.B.5 - [Cumulative Progress Indicator] - Engage in short conversations about personal experiences or events and/or topics studied in other content areas. • FL.6-12.7.1.IL.C.3 - [Cumulative Progress Indicator] - Use language creatively to respond in writing to a variety of oral or visual prompts.
Materials/Resources	<ul style="list-style-type: none"> • Schmitt, Conrad J. <u>Asi Se Dice 2</u> Columbus, OH: McGraw Hill Glencoe. 2009 • McGraw Hill Glencoe online site • https://www.mheonline.com/program/view/2/15/1094/007ISD/ • Vocabulary transparencies • Audio CD • World map • Video on use of imperfect tense • Teacher-created games • Video on preterite tense formation • Photo cards • Teacher-created dittos

<p>Grade: 11 Subject: Spanish III Honors</p>	<p style="text-align: center;">Unit of Study: En el Hotel</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • Students talk about staying at a hotel or a hostel. • Students can check into a hotel or a hostel. • Students ask for things they may need while at a hotel or hostel. • Students can form and use the present perfect tense. • Students determine when to use the present perfect tense. • Students can use regular and irregular past participles. • Students use double object pronouns. • Students discuss hotel stays in Latin American and Spain. • Students will have opportunities for practice in speaking, reading, and writing in the target language
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • To have a natural conversation, students have to do more than just ask and answer questions. They have to listen to what the speaker is saying and respond appropriately. • Students can talk around words they do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond their current ability) • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Hostels are inexpensive, no-frills hotels which are often used by young people to travel in Europe and Latin America. • Hostels usually do not have private facilities. • Paradores are government-run hotels in palaces, castles, or monasteries. • The “Camino de Santiago” is a religious pilgrimage in Northern Spain to Santiago de Compostela. • Continental breakfasts are much smaller than American breakfasts. • There are many job opportunities in the hotel industry for those people who speak Spanish. • The present perfect tense is used when speaking of a past even without reference to any particular time. • In the present perfect tense, the verb “haber” and the past participle are never separated. • Many sentences have both a direct and an indirect object pronoun. In Spanish the indirect object pronoun always precedes the direct object pronoun. Both pronouns precede the conjugated form of the verb. • The indirect object pronouns “le” and “les” change to “se” when used with “lo,” “la,” “los,” and “las”. The indirect object “se” always precedes the direct object. • Real-world and situational practice in the target language increase the ability to make choices when using a new language.

	<ul style="list-style-type: none"> • Language acquisition is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> • What comprehension strategies do I use when I don't know all the words that I hear and read? • What are the most effective strategies to use when I don't understand every word being said? • What can I do to keep the conversation going? • What techniques are involved in forming a complete sentence? • How do I start, carry on, and end a conversation more effectively? • What choices can a language-learner make to communicate clearly? • How do I make myself clearly understood when speaking and writing? • How can you register in a hotel? • How can you explain what kind of room you would like? • Who will take care of your bags? • Who will clean your room? • How can you make requests if you have a problem? • How can you check out of a hotel? • What kind of a breakfast can you expect in a Spanish hotel? • What is the difference between a hotel, a hostel, and a parador? • When should you use the present perfect tense? • What past participles are irregular? • What is the difference between placement of object pronouns in Spanish and in English? • What is the order of placement of direct and indirect object pronouns in a sentence? • When do you use "se" as the indirect object pronoun?
Content (Subject Matter)	<ul style="list-style-type: none"> • Making a hotel reservation • Arriving at a hotel • Leaving a hotel • Having breakfast in a hotel • Talking about a hotel room • Talking about a bathroom • Talking about cleaning a hotel room • Present perfect tense • Irregular past participles • Double object pronoun usage and placement • Hotels, hostels, and paradors • Santiago de Campostela
Standards	<ul style="list-style-type: none"> • FL.6-12.7.1.IL.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.6-12.7.1.IL.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts.

	<ul style="list-style-type: none"> • FL.6-12.7.1.IL.A.G - [Content Statement] - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) • FL.6-12.7.1.IL.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. • FL.6-12.7.1.IL.A.3 - [Cumulative Progress Indicator] - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. • FL.6-12.7.1.IL.A.4 - [Cumulative Progress Indicator] - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. • FL.6-12.7.1.IL.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of conversations and written information on a variety of topics. • FL.6-12.7.1.IL.B.A.1 - Ask and answer questions related to everyday life. • FL.6-12.7.1.IL.B.A.2.1 - Initiate, maintain, and end a conversation • FL.6-12.7.1.IL.B.A.2.7 - Express an opinion and preference. • FL.6-12.7.1.IL.B.G - [Content Statement] - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.) • FL.6-12.7.1.IL.B.4 - [Cumulative Progress Indicator] - Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. • FL.6-12.7.1.IL.B.5 - [Cumulative Progress Indicator] - Engage in short conversations about personal experiences or events and/or topics studied in other content areas. • FL.6-12.7.1.IL.C.3 - [Cumulative Progress Indicator] - Use language creatively to respond in writing to a variety of oral or visual prompts. • FL.6-12.7.1.IL.C.2 - [Cumulative Progress Indicator] - Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports
<p>Materials/Resources</p>	<ul style="list-style-type: none"> • Schmitt, Conrad J. <u>Asi Se Dice 2</u> Columbus, OH: McGraw Hill Glencoe. 2009 • McGraw Hill Glencoe online site • https://www.mheonline.com/program/view/2/15/1094/007ISD/ • Vocabulary transparencies • Audio CD • World map • DVD Chapter 7

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| | <ul style="list-style-type: none">• “Spain, on the Road Again” DVD• Globetrekker DVD – Northern Spain• Photo cards• Teacher-created dittos |
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<p>Grade: 11 Subject: Spanish III Honors</p>	<p style="text-align: center;">Unit of Study: La Ciudad y el Campo</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • Students describe life in the city. • Students identify different methods of transportation in the city. • Students describe life in the country. • Students identify different animals. • Students formulate and use the simple future tense. • Students use object pronouns with infinitives and gerunds. • Students discuss the differences between the city and country in the United States and Latin America. • Students can identify major careers and professions. • Students can describe the educational requirements for different careers. • Students describe the major responsibilities of people in different professions. • Students identify the Hispanic influence in Miami, Florida. • Students compare and contrast cattle ranching in the United States and Argentina. • Students will have opportunities for practice in speaking, reading, and writing in the target language
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • To have a natural conversation, students have to do more than just ask and answer questions. They have to listen to what the speaker is saying and respond appropriately. • Students can talk around words they do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond their current ability) • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • The metric system is used for mileage in Spain and Hispanic countries. Cars measure speed in kilometers per hour. • Air pollution is a serious problem in many urban areas. • Because the Hispanic world is so large, there are many ways to talk about methods of transportation and life in the city and country. • The simple future tense may be interchanged with “ir + a + infinitive” to talk about what is going to happen. • The influence of the Cuban community is very strong in Miami. • Cattle ranching is the most important economic activity in Argentina. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
<p>Essential Questions</p>	<ul style="list-style-type: none"> • What comprehension strategies do I use when I don't know all the words

	<p>that I hear and read?</p> <ul style="list-style-type: none"> • What are the most effective strategies to use when I don't understand every word being said? • What can I do to keep the conversation going? • What techniques are involved in forming a complete sentence? • How do I start, carry on, and end a conversation more effectively? • What choices can a language-learner make to communicate clearly? • How do I make myself clearly understood when speaking and writing? • Describe life in the city. • What are the most common methods of transportation in the city? • Describe life in the country. • What animals are farm animals? • How does life in the country compare to life in the city? • Would you rather live in the country or the city? • What are the major professions? • What careers interest you? • What are the requirements for the careers that interest you? • How can you form the future tense? • When do you use the future tense? • What political influence does the Miami Hispanic community have in American politics?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • City life • Country life • Methods of transportation • Animals • Professions • Simple future tense • Miami's Hispanic community
<p>Standards</p>	<ul style="list-style-type: none"> • FL.6-12.7.1.IL.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.6-12.7.1.IL.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.6-12.7.1.IL.A.G - [Content Statement] - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) • FL.6-12.7.1.IL.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. • FL.6-12.7.1.IL.A.3 - [Cumulative Progress Indicator] - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.

	<ul style="list-style-type: none"> • FL.6-12.7.1.II.A.4 - [Cumulative Progress Indicator] - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. • FL.6-12.7.1.II.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of conversations and written information on a variety of topics. • FL.6-12.7.1.II.B.A.1 - Ask and answer questions related to everyday life. • FL.6-12.7.1.II.B.A.2.1 - Initiate, maintain, and end a conversation • FL.6-12.7.1.II.B.A.2.7 - Express an opinion and preference. • FL.6-12.7.1.II.B.G - [Content Statement] - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.) • FL.6-12.7.1.II.B.4 - [Cumulative Progress Indicator] - Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. • FL.6-12.7.1.II.B.5 - [Cumulative Progress Indicator] - Engage in short conversations about personal experiences or events and/or topics studied in other content areas. • FL.6-12.7.1.II.C.3 - [Cumulative Progress Indicator] - Use language creatively to respond in writing to a variety of oral or visual prompts. • FL.6-12.7.1.II.C.2 - [Cumulative Progress Indicator] - Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports
<p>Materials/Resources</p>	<ul style="list-style-type: none"> • Schmitt, Conrad J. Asi Se Dice 2 Columbus, OH: McGraw Hill Glencoe. 2009 • McGraw Hill Glencoe online site • https://www.mheonline.com/program/view/2/15/1094/007ISD/ • Vocabulary transparencies • Audio CD • World map • DVD Chapter 8 • “Spain, on the Road Again” DVD • Teacher Discovery DVD – Miami’s Hispanic Community • Photo cards • Teacher-created worksheets

<p>Grade: 11 Subject: Spanish III Honors</p>	<p>Unit of Study: ¿Vas en Carro?</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • Students talk about cars and driving. • Students give directions. • Students discuss the Pan American highway. • Students formulate and use tú commands. • Students formulate and use the conditional tense. • Students will have opportunities for practice in speaking, reading, and writing in the target language
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • To have a natural conversation, students have to do more than just ask and answer questions. They have to listen to what the speaker is saying and respond appropriately. • Students can talk around words they do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond their current ability) • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • The metric system is used for mileage in Spain and Hispanic countries. Cars measure speed in kilometers per hour. • Air pollution is a serious problem in many urban areas. • Because the Hispanic world is so large, there are many ways to describe driving terminology and parts of cars. • The familiar imperative is used to tell a friend what to do. • The conditional form of the verb is used to say what you would do under certain circumstances. • The Pan American Highway is the longest highway in the world and connects North and South America. • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
<p>Essential Questions</p>	<ul style="list-style-type: none"> • What comprehension strategies do I use when I don't know all the words that I hear and read? • What are the most effective strategies to use when I don't understand every word being said? • What can I do to keep the conversation going? • What techniques are involved in forming a complete sentence? • How do I start, carry on, and end a conversation more effectively? • What choices can a language-learner make to communicate clearly? • How do I make myself clearly understood when speaking and writing? • Describe a highway.

	<ul style="list-style-type: none"> • Tell how to get to your house from the school. • What are the common traffic signs? • What are the kinds of cars? • What are the main parts of a car? • How do you ask for a full tank of gas? • How can you ask for help if you get a flat tire? • How can you pay for a car? • How can you tell a friend what to do? • How can you form the conditional tense? • When do you use the conditional tense? • Where is the Pan American highway? Why is it important?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Driving on the highway • Giving directions • Talking about the city • Parts of a car • Driving terminology • Informal • Conditional tense • Pan-American highway
<p>Standards</p>	<ul style="list-style-type: none"> • FL.6-12.7.1.II.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.6-12.7.1.II.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.6-12.7.1.II.A.G - [Content Statement] - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) • FL.6-12.7.1.II.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. • FL.6-12.7.1.II.A.3 - [Cumulative Progress Indicator] - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. • FL.6-12.7.1.II.A.4 - [Cumulative Progress Indicator] - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. • FL.6-12.7.1.II.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of conversations and written information on a variety of topics. • FL.6-12.7.1.II.B.A.1 - Ask and answer questions related to everyday life. • FL.6-12.7.1.II.B.A.2.1 - Initiate, maintain, and end a conversation

	<ul style="list-style-type: none"> • FL.6-12.7.1.II.B.A.2.7 - Express an opinion and preference. • FL.6-12.7.1.II.B.G - [Content Statement] - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.) • FL.6-12.7.1.II.B.4 - [Cumulative Progress Indicator] - Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. • FL.6-12.7.1.II.B.5 - [Cumulative Progress Indicator] - Engage in short conversations about personal experiences or events and/or topics studied in other content areas. • FL.6-12.7.1.II.C.3 - [Cumulative Progress Indicator] - Use language creatively to respond in writing to a variety of oral or visual prompts. • FL.6-12.7.1.II.C.2 - [Cumulative Progress Indicator] - Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports
<p>Materials/Resources</p>	<ul style="list-style-type: none"> • Schmitt, Conrad J. <u>Asi Se Dice 2</u> Columbus, OH: McGraw Hill Glencoe. 2009 • McGraw Hill Glencoe online site • https://www.mheonline.com/program/view/2/15/1094/007ISD/ • Vocabulary transparencies • Audio CD • World map • DVD Chapter 9 • “Spain, on the Road Again” DVD • Globetrekker DVD – South America and the Pan American Highway • Photo cards • Teacher-created dittos

<p>Grade: 11 Subject: Spanish III Honors</p>	<p>Unit of Study: Cocina Hispana</p>
<p>Big Idea/Rationale</p>	<ul style="list-style-type: none"> • Students talk about foods. • Students talk about food preparation. • Students can identify Hispanic foods of different countries. • Students talk about Hispanic recipes. • Students compare and contrast the usage of tenses in the indicative and the subjunctive moods. • Students can use the subjunctive to write formal commands. • Students formulate and use negative informal commands. • Students will have opportunities for practice in speaking, reading, and writing in the target language • Students can watch and understand an authentic, award-winning movie in Spanish • Students can discuss movie themes and significance.
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • To have a natural conversation, students have to do more than just ask and answer questions. They have to listen to what the speaker is saying and respond appropriately. • Students can talk around words they do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond their current ability) • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • The metric system is used for recipes in Spain and Hispanic countries. Recipes use grams and kilos, not pounds and ounces. • Because the Hispanic world is so large, there are many different Hispanic cuisines and ways to refer to foods. Each Hispanic country has its own specialties. • The formal command comes from the subjunctive and is used to tell a group of people what to do. • The negative informal command also comes from the subjunctive and is used to tell a friend or family member what not to do. • What constitutes good nutrition? • What are foods typically served in Spain and other Spanish-speaking countries? • How does the background of the Spanish Civil War set the background for “Pan’s Labyrinth”? • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.

Essential Questions

- What comprehension strategies do I use when I don't know all the words that I hear and read?
- What are the most effective strategies to use when I don't understand every word being said?
- What can I do to keep the conversation going?
- What techniques are involved in forming a complete sentence?
- How do I start, carry on, and end a conversation more effectively?
- What choices can a language-learner make to communicate clearly?
- How do I make myself clearly understood when speaking and writing?
- How are meals different in the United States and Spanish-speaking countries?
- Tell how recipes are different in the United States and Spanish-speaking countries.
- What are the common terms needed to write a recipe in Spanish?
- What are the metric equivalents of American measurements?
- What are common ingredients in the foods of different Spanish-speaking countries?
- How do you write a recipe in Spanish?
- How can you order in a Hispanic restaurant?
- How does the view of good nutrition vary in different Spanish-speaking countries and the United States?
- How can you tell a group of people what to do and what not to do?
- How can you tell a friend what not to do?
- How can you form the present subjunctive tense?
- When do you use the present subjunctive tense?
- What are "paella", "ropa vieja", and "arroz con pollo"? Where are they popular?

**Content
(Subject Matter)**

- The kitchen
- Cooking
- Types of food
- Using a recipe
- The subjunctive mood
- The formation and basic usage of the present subjunctive tense
- Formal commands
- Negative informal commands

Standards

- **FL.6-12.7.1.IL.A.A.2** - Understand the gist and some supporting details of conversations dealing with everyday life.
- **FL.6-12.7.1.IL.A.A.3** - Infer the meaning of some unfamiliar words when used in familiar contexts.
- **FL.6-12.7.1.IL.A.G** - [Content Statement] - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in

	<p>the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)</p> <ul style="list-style-type: none"> ● FL.6-12.7.1.II.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. ● FL.6-12.7.1.II.A.3 - [Cumulative Progress Indicator] - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. ● FL.6-12.7.1.II.A.4 - [Cumulative Progress Indicator] - Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions. ● FL.6-12.7.1.II.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of conversations and written information on a variety of topics. ● FL.6-12.7.1.II.B.A.1 - Ask and answer questions related to everyday life. ● FL.6-12.7.1.II.B.A.2.1 - Initiate, maintain, and end a conversation ● FL.6-12.7.1.II.B.A.2.7 - Express an opinion and preference. ● FL.6-12.7.1.II.B.G - [Content Statement] - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.) ● FL.6-12.7.1.II.B.4 - [Cumulative Progress Indicator] - Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. ● FL.6-12.7.1.II.B.5 - [Cumulative Progress Indicator] - Engage in short conversations about personal experiences or events and/or topics studied in other content areas. ● FL.6-12.7.1.II.C.3 - [Cumulative Progress Indicator] - Use language creatively to respond in writing to a variety of oral or visual prompts. ● FL.6-12.7.1.II.C.2 - [Cumulative Progress Indicator] - Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports
<p>Materials/Resources</p>	<ul style="list-style-type: none"> ● Schmitt, Conrad J. <u>Asi Se Dice 2</u> Columbus, OH: McGraw Hill Glencoe. 2009 ● McGraw Hill Glencoe online site ● https://www.mheonline.com/program/view/2/15/1094/007ISD/ ● Vocabulary transparencies ● Audio CD ● World map ● DVD Chapter 10 ● “Spain, on the Road Again” DVD ● Teacher Discover video – Foods of Spain

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| | <ul style="list-style-type: none">• Photo cards• Food bingo• Teacher-created worksheets |
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Grade: 11 Subject: Spanish III Honors	Unit of Study: ¡Cuidate bien!
Big Idea/Rationale	<ul style="list-style-type: none"> • Students identify more parts of the body. • Students talk about exercise and physical activity. • Students describe an accident. • Students describe a trip to the emergency room. • Students can identify major illnesses. • Students discuss physical fitness and what they do to keep in shape.. • Students use the subjunctive with impersonal expressions. • Students use “ojalá,” “quizás”, and “tal vez”. • Students can form the subjunctive of stem-changing verbs. • Students make comparisons of like things. • Students compare health care in the United States and Spanish-speaking countries. • Students talk about Doctors Without Borders. • Students will have opportunities for practice in speaking, reading, and writing in the target language
Enduring Understandings	<ul style="list-style-type: none"> • To have a natural conversation, students have to do more than just ask and answer questions. They have to listen to what the speaker is saying and respond appropriately. • Students can talk around words they do not know by using circumlocution (Use of alternate words and expressions to convey meaning or express an idea that is beyond their current ability) • Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. • Health care varies widely throughout the Spanish-speaking world and in the United States. • Different types of sports and physical activity are stressed in Hispanic countries and in the United States. • The subjunctive mood is used with impersonal expressions. • The subjunctive mood is used when something might happen. • How much physical activity should teenagers have? • What would you need to know how to say in a hospital emergency room in case of an accident? • Real-world and situational practice in the target language increase the ability to make choices when using a new language. • Language acquisition is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> • What comprehension strategies do I use when I don’t know all the words that I hear and read? • What are the most effective strategies to use when I don’t understand

	<p>every word being said?</p> <ul style="list-style-type: none"> • What can I do to keep the conversation going? • What techniques are involved in forming a complete sentence? • How do I start, carry on, and end a conversation more effectively? • What choices can a language-learner make to communicate clearly? • How do I make myself clearly understood when speaking and writing? • What kinds of physical activities are practiced in the United States and in different Spanish-speaking countries? • Discuss which sports you play. • How can I get help with a minor medical problem? • How can I get help after a major accident? • How can I describe which part of the body hurts? • How can the doctor tell you what you need to do? • How can the doctor tell you what not to do? • What are common recommendations that the doctor can give you? • How can I help someone out after an accident?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> • Parts of the body • Exercise and physical activity • Types of exercises • Minor medical problems • The emergency room • Hospitals in the Spanish-speaking world • Good health practices • The use of the subjunctive mood with impersonal expressions • The subjunctive of stem-changing verbs • Doctors Without Borders
<p>Standards</p>	<ul style="list-style-type: none"> • FL.6-12.7.1.IL.A.A.2 - Understand the gist and some supporting details of conversations dealing with everyday life. • FL.6-12.7.1.IL.A.A.3 - Infer the meaning of some unfamiliar words when used in familiar contexts. • FL.6-12.7.1.IL.A.G - [Content Statement] - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) • FL.6-12.7.1.IL.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. • FL.6-12.7.1.IL.A.3 - [Cumulative Progress Indicator] - Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture. • FL.6-12.7.1.IL.A.4 - [Cumulative Progress Indicator] - Use the target language to describe people, places, objects, and daily activities learned

	<p>about through oral or written descriptions.</p> <ul style="list-style-type: none"> • FL.6-12.7.1.IL.A.5 - [Cumulative Progress Indicator] - Demonstrate comprehension of conversations and written information on a variety of topics. • FL.6-12.7.1.IL.B.A.1 - Ask and answer questions related to everyday life. • FL.6-12.7.1.IL.B.A.2.1 - Initiate, maintain, and end a conversation • FL.6-12.7.1.IL.B.A.2.7 - Express an opinion and preference. • FL.6-12.7.1.IL.B.G - [Content Statement] - The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.) • FL.6-12.7.1.IL.B.4 - [Cumulative Progress Indicator] - Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. • FL.6-12.7.1.IL.B.5 - [Cumulative Progress Indicator] - Engage in short conversations about personal experiences or events and/or topics studied in other content areas. • FL.6-12.7.1.IL.C.3 - [Cumulative Progress Indicator] - Use language creatively to respond in writing to a variety of oral or visual prompts. • FL.6-12.7.1.IL.C.2 - [Cumulative Progress Indicator] - Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports
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