



Landscape Map

Teacher: CORE INTER II SPANISH

Year: 2009-2010

Course: INTER II SPANISH

September	Mexico - Ancient culture, modern city -				
	Essential Questions	Content	Skills	Assessments	Learning Benchmarks
	<p> Lesson 1 - Una leyenda mexicana</p> <p>How do personal experiences and historical Mexican narratives connect?</p> <p></p> <p>How can I express myself in the past about my life?</p> <p></p> <p>What can we learn from archeological sites?</p> <p>How do artists represent their community?</p>	<p> Lesson 1 - Una leyenda mexicana</p> <p>Vocabulary: Legend terms. Words to describe people.</p> <p>Grammar: Past participles as adjectives. Imperfect and preterite tenses.</p> <p>Communication: Describe continuing activities in the past. Narrate past events and activities. Describe people, places, and things. Pronunciation: r and rr.</p> <p>Culture: Preserving the past in Mexico and Nicaragua. The community of Ocotlan in the art of Rodolfo Morales.</p>	<p> Communication: Describe continuing activities in the past. Narrate past events and activities. Describe people, places, and things. Describe the layout of a modern city. Ask for and give directions.</p> <p>Cultures: Recognize and describe the art of Rodolfo Morales. Relay an Oaxacan legend. Describe the ancient and modern arts in Mexico, Ecuador, and Nicaragua. Identify the indigenous legacy in Mexico and Ecuador. Describe an ancient sport. Name the indigenous cultures in Oaxaca and Otavalo. Sing the traditional songs in Mexico and Ecuador.</p> <p>Connections: <i>Social Studies:</i> write about the Mexican flag. <i>Language Arts:</i> Create place names with -tlán and write what they mean. <i>Science:</i></p>	<p> Unit 4 9/30/2009</p> <p> Vocabulary Recognition</p> <p>Skill 9/30/2009</p>	

Describe the cultures of Mexico and Nicaragua.		<p>Write about how the Aztecs built Tenochtitlán and how the lake has changed. <i>Health:</i> Write about the health effects of the ingredients in chiles en nogada.</p> <p>Comparisons: Compare legends from the Native Americans to the Aztecs'. Compare the sounds r and rr and the English d. Describe the influence of one language on other languages (aztec to English and Spanish; Spanish to English; English to Spanish). Describe similarities and difference between indigenous societies in Mexico, Ecuador, and the United States. Write a paragraph about the endurance of sports over time.</p> <p>Communities: Describe how artists are supported in Mexican communities. Sing songs in Spanish.</p>		
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October	Mexico - Ancient culture, modern city - continued				
	Essential Questions	Content	Skills	Assessments	Learning Benchmarks
	Lesson 1 - Una leyenda mexicana How do personal experiences and historical Mexican	Lesson 1- Una leyenda Mexicana. Vocabulary: Legend terms. Words to describe people.	Communication: Describe continuing activities in the past. Narrate past events and activities. Describe people, paces, and things. Describe	Unit 4 Lessons 1-2 10/31/2009 Destinos Mexico 10/31/2009	

<p>narratives connect?</p> <p> How can I express myself in the past about my life?</p> <p> What can we learn from archeological sites?</p> <p>How do artists represent their community?</p> <p>Describe the cultures of Mexico and Nicaragua</p> <p> Lesson 2 Mexico antiguo y moderno</p> <p>do you like to visit museums? Why?</p> <p>How can one language influence another?</p> <p>How do sports last through time?</p> <p>Describe the zapotecas of Mexico and the otavaleños of Ecuador.</p> <p>Why do traditional spanish songs vary from one country to another?</p> <p>What are the indigenous cultures of Mexico and Ecuador like?</p>	<p>Grammar: Past participles as adjectives. Imperfect and preterite tenses.</p> <p>Communication: Describe continuing activities in the past. Narrate past events and activities. Describe people, places, and things. Pronunciation: r and rr.</p> <p> Lesson 2- Mexico antiguo y moderno</p> <p>Vocabulary: Words associated with ancient civilizations. words associated with modern cities. Giving directions.</p> <p>Grammar: Verbs with i-y spelling change in the preterite. Preterite of -car, -gar, and -zar verbs. More verbs with irregular preterite stems.</p> <p>Communication: Describe early civilizations and their activities. Describe the layout of a modern city. Ask for and give directions. Pronunciation: the s sound.</p> <p>Recycle: Daily activities. Arts and crafts.</p>	<p>the layout of a modern city. Ask for and give directions.</p> <p> Cultures: Recognize and describe the art of Rodolfo Morales. Relay an Oaxacan legend. Describe the ancient and modern arts in Mexico, Ecuador, and Nicaragua. Identify the indigenous legacy in Mexico and Ecuador. Describe an ancient sport. Name the indigenous cultures in Oaxaca and Otavalo. Sing the traditional songs in Mexico and Ecuador.</p> <p> Connections: <i>Social Studies:</i> write about the Mexican flag. <i>Language Arts:</i> Create place names with -tlán and write what they mean. <i>Science:</i> Write about how the Aztecs built Tenochtitlán and how the lake has changed. <i>Health:</i> Write about the health effects of the ingredients in chiles en nogada.</p> <p> Comparisons: Compare legends from the Native Americans to the Aztecs'. Compare the sounds r and rr and the English d. Describe</p>		
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		<p>the influence of one language on other languages (aztec to English and Spanish; Spanish to English; English to Spanish). Describe similarities and difference between indigegnous societies in Mexico, Ecuador, and the United States. Write a paragraph about the endurance of sports over time.</p> <p> Communities: Describe how artists are supported in Mexican communities. Sing songs in Spanish.</p>		
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November	 Spain, Let's Eat! --				
	Essential Questions	Content	Skills	Assessments	Learning Benchmarks
	<p> <u>Lesson 1 - ¡Qué rico!</u></p> <p>How do young Spaniards spend their free time? How do their choices compare to yours?</p> <p>What do style and still life themes reveal about an artist?</p> <p>What is the relationship between traditions and food?</p> <p>What are Pablo Neruda's poems like?</p>	<p> <u>Lesson 1. - ¡Qué rico!</u></p> <p>Vocabulary: Food. Food Preparation.</p> <p>Grammar: Adjectives ending in -ísimo. Usted/Ustedes commands. Pronoun placement with commands.</p> <p>Communication: Identify and describe ingredients. Talk about food preparation and follow recipes. Give instructions and make</p>	<p> Communication: Identify and describe ingredients. Follow recipes. Give instructions and make recommendations. Order meals in a restaurant. Talk about meals and dishes. Describe food and service.</p> <p>Cultures: <u>Describe:</u></p> <p>Still lifes from Angel Planells. Tapas of Spain. Food in the poetry of Pablo Neruda. Spanish artist María Blanchard. dining schedules</p>	<p> <u>Unit 5 - Lesson 1</u> 11/30/2009</p> <p> <u>Destinos</u> 11/30/2009</p>	

<p>What is the culture of Spain like?</p>	<p>recommendations</p> <p>Pronunciation: The letter d</p> <p>Recycle: Staying healthy. Chores.</p>	<p>and specialties in Spain, Uruguay, and El Salvador. Culinary traditions in Spain and Uruguay. Recipes from Spain and El Salvador.</p> <p>Connections: <i>Geography:</i> Read a map and answer questions about Spain's autonomous communities. <i>Health:</i> Research and write about healthy regional dishes in Spain. <i>History:</i> Research and write about different groups that have lived in Spain from 800 b.C. to 1492 A.D. <i>Music:</i> Listen to and describe various types of Spanish music.</p> <p>Comparisons: Compare traditional dishes and shopping activities.</p>		
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December

Spain, Let's Eat! - continued

Essential Questions	Content	Skills	Assessments	Learning Benchmarks
<p> Lesson 2 - ¡Buen provecho!</p> <p>What is good about eating at restaurants?</p> <p>How do artists choose the themes for their paintings?</p> <p>How do schedules vary among countries?</p>	<p> Lesson 2- ¡Buen provecho!</p> <p>Vocabulary: Restaurant phrases. Restaurant dishes. Table setting terms, food preparation.</p> <p>Grammar: Affirmative and negative words. Double object</p>	<p></p> <p>Communication: Identify and describe ingredients. Follow recipes. Give instructions and make recommendations. Order meals in a restaurant. Talk about meals and dishes. Describe food and service.</p> <p>Cultures: <u>Describe:</u></p>	<p> Destinos 12/31/2009</p> <p> Unit 5 - Lessons 1 and 2 - 01 12/31/2009</p>	

<p>What are some traditional plates of Madrid and Montevideo?</p> <p>How can food represent the life-style of a culture?</p> <p>What are some aspects of culture in Spain, El Salvador and Uruguay?</p>	<p>pronouns.</p> <p>Communication: Order meals in a restaurant. Talk about meals and dishes. Describe food and service.</p> <p>Pronunciation: The letters h, g, and j.</p> <p>Recycle: Staying healthy. Chores.</p>	<p>Still lifes from Angel Planells. Tapas of Spain. Food in the poetry of Pablo Neruda. Spanish artist María Blanchard. Dining schedules and specialties in Spain, Uruguay, and El Salvador. Culinary traditions in Spain and Uruguay. Recipes from Spain and El Salvador.</p> <p>Connections: Geography: Read a map and answer questions about Spain's autonomous communities.</p> <p>Health: Research and write about healthy regional dishes in Spain. History: Research and write about different groups that have lived in Spain from 800 b.C. to 1492 A.D. Music: Listen to and describe various types of Spanish music.</p> <p>Comparisons: Compare traditional dishes and shopping activities.</p>		
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Argentina

Essential Questions	Content	Skills	Assessments	Learning Benchmarks
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January	Unit 6 - United States - Lights, Camera, Action!-			
Essential Questions	Content	Skills	Assessments	Learning Benchmarks
<p data-bbox="155 337 495 431">  Lesson 1 - ¿Te gusta el cine? What does a movie studio look like? How do artists express their cultural identity? What is the importance of movie festivals? What is the story <i>The House of the Spirits</i> like? What is the latino culture of Los Angeles like? </p>	<p data-bbox="512 337 863 407">  Lesson 1 - ¿Te gusta el cine? </p> <p data-bbox="512 440 856 532"> Vocabulary: On a movie set. People and equipment in movies. Types of movies. </p> <p data-bbox="512 565 800 695"> Grammar: Vamos + a + infinitive. Affirmative tú commands. Negative tú commands. </p> <p data-bbox="512 727 869 889"> Communication: Tell others what to do and what not to do. Make suggestios. Talk about movies and how they affect you. </p> <p data-bbox="512 922 842 954"> Pronunciation: The letter f. </p> <p data-bbox="512 987 877 1049"> Recycle: Daily routines. Telling time. </p>	<p data-bbox="890 337 1255 667">  Communication:Tell others what to do and what not to do. Make suggestions and future plans. Talk about movies and how they affect you. Express hopes and wishes. Influence others. Extend and respond to invitations. Talk about technology. </p> <p data-bbox="890 732 1255 1146"> Cultures: Identify and describe Los Angeles film studios and theaters;Chicano art of Gilbert "Magu" Luján and Patti Valdez; international film festivals in Los Angeles and Buenos Aires, Argentina; the movie adaptation of "La casa de los Espíritus"; hispanic actors in Hollywood; film awards and activities in L.A., Mexico, and Argentina; travel and tourism. </p> <p data-bbox="890 1179 1255 1503"> Connections: Social Studies: Learn and write about The History of California mural. Art: Make a mural with social themes. Science: Explain how people and the environment can damage murals and how to prevent this damage. History: Describe a historical mayan mural. </p>	<p data-bbox="1268 337 1520 407">  Unit 6 - Lesson 1 1/31/2010 </p> <p data-bbox="1268 440 1478 513">  Destinos - 02 1/31/2010 </p>	

		<p>Comparisons: The Spanish f and the English f. Artistic expressions and mediums. Heritage of Hollywood actors. Film awards.</p> <p>Communities: Resources for tourists in the community.</p> <p> Cultures: Identify and describe Los Angeles film studios and theaters; Chicano art of Gilbert "Magu" Luján and Patti Valdez; international film festivals in Los Angeles and Buenos Aires, Argentina; the movie adaptation of "La casa de los Espíritus"; hispanic actors in Hollywood; film awards and activities in L.A., Mexico, and Argentina; travel and tourism.</p>		
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February	 Unit 6 - United States - Lights, Camera, Action! c				
	Essential Questions	Content	Skills	Assessments	Learning Benchmarks
	<p> Lesson 2 - ¡Somos estrellas!</p> <p>What's good about going to the movies?</p> <p>Why do artists use different mediums?</p>	<p> Lesson 2 - ¡Somos estrellas!</p> <p>Vocabulary: Invitations, convincing others. Using e-mail and the telephone. Movie premieres, acceptance speeches.</p>	<p> See January skills.</p>	<p> Unit 6 - Lesson 2 2/28/2010</p> <p> Destinos - 03 2/28/2010</p>	

<p>How much do you know about the contributions and heritage of popular actors?</p> <p>How are the Oscar and Ariel awards similar and different?</p> <p>What are the benefits of tourism for the tourist and for the residents of a given place?</p> <p>What influence do hispanics have in the movie industry?</p>	<p>Grammar: Present subjunctive with ojalá. Spelling changes in the subjunctive. Subjunctive of stem-changing verbs. Subjunctive of irregular verbs.</p> <p>Communication: Make future plans. Express hopes and wishes. Extend and respond to invitations and influence others. Talk about technology. Pronunciation: Linking vowels.</p> <p>Recycle: School subjects. Vacation activities and sports.</p>			
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March	🏠 República Dominicana - I am a journalist--				
	Essential Questions	Content	Skills	Assessments	Learning Benchmarks
	<p>🏠 Lesson 1 - Nuestro periódico escolar</p> <p>What activities do you participate in in school?</p> <p>What attracts tourists to a region?</p> <p>What are the influences of indigenous cultures in modern art?</p> <p>What do you think of the advice given in newspapers?</p> <p>What is the Dominican culture</p>	<p>🏠 Lesson 1 - Nuestro periódico escolar</p> <p>Vocabulary: Discussing important issues. The school newspaper. Expressing opinions, school-related issues.</p> <p>Grammar: Subjunctive with impersonal expressions. Impersonal expressions with haya. Por and para.</p> <p>Communication: Discuss school-related issues. State and respond to opinions.</p>	<p>🏠</p> <p>Communication: Discuss school-related issues. State and respond to opinions. Present logical and persuasive arguments. Identify and explain relationships. Compare personalities, attitudes, and appearance. Describe things and people.</p> <p>Cultures: tourist sites in Santo Domingo. Taino art. Resolving problems in school. Neighborhood parks. The</p>	<p>🏠 <u>Unit 7 - Lesson 1</u> 3/31/2010</p> <p>🏠 <u>Destinos - 04</u> 3/31/2010</p>	

like?	<p>Present logical and persuasive arguments. Pronunciation: The letters b and v.</p> <p>Recycle: Present subjunctive. Events around town.</p>	<p>oldest university in the Americas. How illustrations tell a story. Los padrinos and other adults. Playing word games. Important people in your life.</p> <p>Connections: <i>Art:</i> Design an outfit influenced by the tropics. <i>Social Studies:</i> Research and write about Oscar de la Renta's humanitarian contributions. <i>Mathematics:</i> Calculate the cost of three designer outfits in Dominican pesos. <i>Language Arts:</i> Create a Spanish perfume slogan.</p> <p>Comparisons: School activities. The Spanish b and v. Influence of indigenous cultures on modern art. Advice columns in newspapers. Spanish diphthongs ie and ue. How universities change over time. Illustrations and story-telling. Bonds among families and friends.</p> <p>Communities: Spanish tongue twisters.</p>		
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April	 República Dominicana - Soy periodista - continued			
	Essential Questions	Content	Skills	Assessments
 Lesson 2: Somos familia		 See March skills.	 <u>Unit 7 - Lesson 2</u> 4/30/2010	

<p>Why are there parks in many cities and towns?</p> <p>How do universities change overtime?</p> <p>How do illustrations help in telling a story?</p> <p>What is the relevance of godparents in Latin America and in the United States?</p> <p>How can you have fun with Spanish?</p> <p>What is the Dominican culture like?</p>	<p>Unit 7 - Lesson 2 - Somos familia</p> <p>Vocabulary: The extended family. Relationships with others. Personality characteristics.</p> <p>Grammar: Long form of possessive adjectives. Comparatives. Comparatives with más de/menos de. Superlatives.</p> <p>Communication: Identify and explain relationships. Compare personalities, attitudes, and appearance. Describe things and people. Pronunciation: The diphthongs ie and ue.</p> <p>Recycle: Clothing. Family. Classroom Objects.</p>		<p> <u>Destinos - 05</u> 4/30/2010</p>	
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May	 Ecuador - Nuestro futuro--			
	Essential Questions	Content	Skills	Assessments
<p> Lesson 1 - El mundo de hoy</p> <p>Describe a pretty park that you have visited.</p> <p>What can countries do to protect animals?</p> <p>How can artists incorporate</p>	<p> Lesson 1 - El mundo de hoy</p> <p>Vocabulary: Natural resources, recycling. Environmental issues and responsibilities.</p> <p>Grammar: Spelling change of -ger verbs. Other impersonal expressions. Future tense of</p>	<p> Communication: Express what is true and not true. Discuss environmental problems and solutions. Point out specific people and things. Talk about future actions or events. Talk about</p>	<p> <u>Unit 8 - Lesson 1</u> 5/31/2010</p> <p> <u>Destinos - 06</u> 5/31/2010</p>	

<p>crafts into their art?</p> <p>What voluntary work is there in Ecuador?</p> <p>What are the cultures in Ecuador and Venezuela like?</p>	<p>regular verbs.</p> <p>Communication: Express what is true and not true. Discuss environmental problems and solutions. Talk about future actions or events. Pronunciation: The letter p.</p> <p>Recycle: Expressions of frequency. Vacation activities.</p>	<p>professions. Predict future events and people's actions or reactions. Ask and respond to questions about the future.</p> <p>Cultures: Parks in Ecuador. Protecting wildlife in Ecuador and Venezuela. Cultural heritage represented through art. Volunteer programs in Ecuador. Interscholastic competitions in Ecuador. Artists Eduardo Kingman and Yucef Merhi. Ecuadorian mountain climber Iván Vallejo. The news in Ecuador and Venezuela. Professions in Ecuador, Honduras, and Venezuela.</p> <p>Connections: <i>Science:</i> Research and write a report on animals of the Amazon region. <i>Geography:</i> Name three rivers in the Amazon region; explain where they begin, end, and pass through. <i>Physical Education:</i> Explain physical training needed to go on an adventure trip. Health: How does the destruction of the rainforest affect human health?</p> <p>Comparisons: the Spanish p and the English p. Incorporating traditional crafts in art. Fire stations; firefighters and how they dress. Spanish suffixes -ción and -cción and the English /s/ of city and /ks/ of accent. Points of view in art. Uncommon professions</p>		
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and personal achievements.

Communities: Local communities presented on Spanish newscasts.

June

 **Ecuador - Our future - continued--**

Essential Questions

Content

Skills

Assessments

Learning Benchmarks

 Lesson 2 - In the future...

What does a fire station look like?

How do artists express their view through their art?

How do students benefit from academic competitions?

What types of professions are there and which ones are most interesting to you?

How do news about other countries affect us?

What are the cultures of Ecuador and Venezuela like?

 **Lesson 2 - In the future...**

Vocabulary: Careers and professions. Scientific advances, career choices, pastimes.

Grammar: Impersonal **se**. Future tense of irregular verbs. Pronouns.

Communication: Talk about professions. Predict future events and people's actions or reactions. Ask and respond to questions about the future. Pronunciation: Words ending in **-ción** and **-cción**.

Recycle: Clothing. Telling time, daily routines.

 See May skills.

 Unit 8 - Lesson 2
6/30/2010

 Destinos - 07
6/30/2010