





Teacher: CORE INTER I SPANISH
Course: INTER I SPANISH

Year: 2007-2008

September	🏠 Republica Dominicana - Keeping a Healthy Body					
	Essential Questions	Content	Skills	Assessments	Standards	
	<p>🏠 Lección 1- What is your favorite sport? What's it like to play or watch sports with your friends?</p> <p>🏠 How do professional athletes support their home countries?</p> <p>🏠 How can artists reflect the people of their country through their artwork?</p> <p>🏠 What are some of the activities that you can enjoy at the Palacio de los Deportes?</p>	<p>🏠 Vocabulary Sports; sports equipment</p> <p>🏠 Grammar Using the verb jugar Using the verb saber and conocer The personal a</p> <p>🏠 Communication Talk about sports Talk about whom and what you know Pronunciation: The letter g with a, o, u.</p> <p>🏠 Recycle Numbers from 200 to 1,000,000 Gustar with nouns Comparatives</p>	<p>🏠 Communication Talk about sports Talk about whom you know Talk about what you know Talk about parts of the body Make excuses Say what you did Talk about staying healthy</p> <p>🏠 Cultures The Serie del Caribe Dominican artist Jaime Colson Sports clubs in Santo Domingo Healthy habits when spending time doing outdoor sports The art of Clara Ledesma The Merengue Festival of Santo Domingo The meanings of</p>	<p>🏠 <u>Unit 6 - Lesson 1</u> 9/1/2007</p>	<p>🏠 <u>Unit 6-Lesson 1-Day 1 -I-</u> 9/1/2007</p> <p>🏠 <u>Unit 6 - Lesson 1 - Day 2 -D-</u> 9/1/2007</p> <p>🏠 <u>Unit 6 - Lesson 1 - Day 3 -I-</u> 9/1/2007</p> <p>🏠 <u>Unit 6 - Lesson 1 - Day 4 -D-</u> 9/1/2007</p> <p>🏠 <u>Unit 6 - Lesson 1 - Day 5 -I-</u> 9/1/2007</p> <p>🏠 <u>Unit 6 - Lesson 1 - Day 6 -R-</u> 9/1/2007</p> <p>🏠 <u>Unit 6 - Lesson</u></p>	<p>FL.01.01 ~ Interpersonal Communication ~ Greet and respond to greetings</p> <p>FL.01.02 ~ Interpersonal Communication ~ Introduce and respond to introductions</p> <p>FL.01.03 ~ Interpersonal Communication ~ Ask and answer questions</p> <p>FL.01.04 ~ Interpersonal Communication ~ Make and respond to requests</p> <p>FL.01.05 ~ Interpersonal Communication ~ Exchange information and knowledge</p> <p>FL.01.06 ~ Interpersonal Communication ~ Express likes and dislikes</p> <p>FL.01.07 ~ Interpersonal Communication ~ Express needs and emotions</p> <p>FL.02.01 ~ Interpretive Communication ~ Follow directions*</p> <p>FL.02.02 ~ Interpretive Communication ~ Understand some ideas and familiar details*</p> <p>FL.02.03 ~ Interpretive Communication ~ Obtain information and knowledge*</p>

 What sport is popular in the Dominican Republic and Venezuela?

 hello essential question

gestures and proverbs from Spanish-speaking countries
Popular sports

Connections

Social
Studies: Researching the Dominican flag and coat of arms
History: Researching the Dominican struggle for independence
Art: Designing a flag for the school
Physical Education: Writing about the role of flags and anthems in sports

Comparisons

Sports in the Dominican Republic and the U.S.
The Serie del Caribe and other championships
The Spanish letter **g** with **a**, **o** and **u** and with **e** and **i**
Outdoor activities and staying healthy
The Merengue Festival, music festivals in the U.S.
World-class Dominican and Venezuelan athletes
Gestures and proverbs in Spanish-speaking countries

1 - Day 7 -C-
9/1/2007

Unit 6 - Lesson

1 - Day 8 -R-
9/1/2007

FL.02.04 ~ Interpretive Communication ~ Read or listen to and interpret signs, simple stories, poems, and informational texts*

FL.03.01 ~ Presentational Communication ~ Express opinions and ideas

FL.03.02 ~ Presentational Communication ~ Express needs and emotions

FL.03.03 ~ Presentational Communication ~ Express agreement and disagreement

FL.03.04 ~ Presentational Communication ~ Describe people, places, and things

FL.03.05 ~ Presentational Communication ~ Write lists and short notes

FL.03.06 ~ Presentational Communication ~ Present information in a brief report

FL.04.01 ~ Cultures ~ Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities.

FL.04.02 ~ Cultures ~ Interact appropriately in group cultural activities such as games, storytelling, celebrations, and dramatizations

FL.04.03 ~ Cultures ~ Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photograph

FL.04.04 ~ Cultures ~ Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments

FL.04.05 ~ Cultures ~ Identify distinctive contributions made by people in the target

Students' favorite ports in the Dominican Republic, Honduras, Venezuela, and the U.S.

 **Communities**

Variations in the meaning of gestures especially in the business world

culture

FL.04.06 ~ Cultures ~ Demonstrate knowledge of artistic expression in the target culture by identifying, learning, and performing songs, dances, or memorizing poems; by identifying and making examples of crafts or visual arts using traditional techniques such as brush painting

FL.04.07 ~ Cultures ~ Demonstrate knowledge of the target culture's geography by naming features such as rivers, mountains, cities, and climate on maps

FL.05.01 ~ Linguistic Comparisons ~ Ask and answer questions regarding similar/different phonetic/writing systems used in the target language

FL.05.02 ~ Linguistic Comparisons ~ Give examples of ways in which the target language differs from/ is similar to English

FL.05.03 ~ Linguistic Comparisons ~ Give examples of borrowed and loan words









FL.05.04 ~ Linguistic Comparisons ~ Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics








FL.06.01 ~ Cultural Comparisons ~ Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays, and inscriptions

FL.06.02 ~ Cultural Comparisons ~ Describe patterns of behavior of the target culture, such as celebrations, and compare/contrast them with those of their own culture

FL.06.03 ~ Cultural Comparisons ~ Describe some cultural beliefs and perspectives

					<p>relating to family, school, and play in both target culture and their own</p> <p>FL.06.04 ~ Cultural Comparisons ~ Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture</p> <p>FL.07.01 ~ Connections ~ Obtain information and knowledge related to other disciplines from sources in the target language. Examples of this include: obtaining geographical information from printed maps and travel guides or Internet resources in the target language and using th</p> <p>FL.08.01 ~ Communities ~ Apply knowledge of the target language and culture beyond the classroom setting. Examples of this include: conversing with speakers of the target language; z reading and writing e-mail or letters; making and exchanging drawings or photographs, and discuss</p>
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October	Rep.Dominicana - Keeping a Healthy Body (cont.)					
	Essential Questions	Content	Skills	Assessments	Lessons	Standards
	<p> Lesson 2</p> <p>La Salud</p> <p> What outdoor activities do you like to do to stay healthy?</p>	<p> Vocabulary</p> <p>Parts of the Body Staying healthy Outdoor activities</p> <p> Grammar</p> <p>Using doler Preterite of -ar verbs Preterite of -car, -gar, -zar verbs</p>	<p> See September</p>	<p> <u>Unit 6 - Lesson 2</u> 10/1/2007</p>	<p> <u>Unit 6 - Lesson 2 - Day 1</u> -I- 10/1/2007</p> <p> <u>Unit 6 - Lesson 2 - Day 2</u> -D- 10/1/2007</p>	<p>FL.01.01 ~ Interpersonal Communication ~ Greet and respond to greetings</p> <p>FL.01.02 ~ Interpersonal Communication ~ Introduce and respond to introductions</p> <p>FL.01.03 ~ Interpersonal Communication ~ Ask and answer questions</p> <p>FL.01.04 ~ Interpersonal Communication ~ Make and respond to requests</p> <p>FL.01.05 ~ Interpersonal Communication ~</p>

<p> How do artists reflect their values through their style of painting?</p>	<p> Communication</p>	<p>Exchange information and knowledge</p>
<p> How do music and dance reflect the culture of a country?</p>	<p>Make excuses Say what you did Talk about staying healthy Pronunciation: the letter g with e, i.</p>	<p>FL.01.06 ~ Interpersonal Communication ~ Express likes and dislikes</p>
<p> Who are two world-class athletes representing the Dominican Republic and Venezuela?</p>	<p> Recycle</p>	<p>FL.01.07 ~ Interpersonal Communication ~ Express needs and emotions</p>
<p> How can gestures and proverbs facilitate communication?</p>	<p>Stem-changing verbs: o-ue Telling time</p>	<p>FL.02.01 ~ Interpretive Communication ~ Follow directions*</p>
<p> What are some elements of Dominican culture?</p>		<p>FL.02.02 ~ Interpretive Communication ~ Understand some ideas and familiar details*</p>
		<p>FL.02.03 ~ Interpretive Communication ~ Obtain information and knowledge*</p>
		<p>FL.02.04 ~ Interpretive Communication ~ Read or listen to and interpret signs, simple stories, poems, and informational texts*</p>
		<p>FL.03.01 ~ Presentational Communication ~ Express opinions and ideas</p>
		<p>FL.03.02 ~ Presentational Communication ~ Express needs and emotions</p>
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		<p>FL.03.04 ~ Presentational Communication ~ Describe people, places, and things</p>
		<p>FL.03.05 ~ Presentational Communication ~ Write lists and short notes</p>
		<p>FL.03.06 ~ Presentational Communication ~ Present information in a brief report</p>
		<p>FL.04.01 ~ Cultures ~ Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities.</p>

							<p>FL.04.02 ~ Cultures ~ Interact appropriately in group cultural activities such as games, storytelling, celebrations, and dramatizations</p> <p>FL.04.03 ~ Cultures ~ Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photograph</p> <p>FL.04.04 ~ Cultures ~ Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments</p> <p>FL.04.05 ~ Cultures ~ Identify distinctive contributions made by people in the target culture</p> <p>FL.04.06 ~ Cultures ~ Demonstrate knowledge of artistic expression in the target culture by identifying, learning, and performing songs, dances, or memorizing poems; by identifying and making examples of crafts or visual arts using traditional techniques such as brush painting</p> <p>FL.04.07 ~ Cultures ~ Demonstrate knowledge of the target culture's geography by naming features such as rivers, mountains, cities, and climate on maps</p> <p>FL.05.01 ~ Linguistic Comparisons ~ Ask and answer questions regarding similar/different phonetic/writing systems used in the target language</p> <p>FL.05.02 ~ Linguistic Comparisons ~ Give examples of ways in which the target language differs from/ is similar to English</p> <p>FL.05.03 ~ Linguistic Comparisons ~ Give examples of borrowed and loan words</p> <p>FL.05.04 ~ Linguistic Comparisons ~ Identify linguistic characteristics of the target</p>
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					<p>language and compare and contrast them with English linguistic characteristics</p> <p>FL.06.01 ~ Cultural Comparisons ~ Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays, and inscriptions</p> <p>FL.06.02 ~ Cultural Comparisons ~ Describe patterns of behavior of the target culture, such as celebrations, and compare/contrast them with those of their own culture</p> <p>FL.06.03 ~ Cultural Comparisons ~ Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own</p> <p>FL.06.04 ~ Cultural Comparisons ~ Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture</p> <p>FL.07.01 ~ Connections ~ Obtain information and knowledge related to other disciplines from sources in the target language. Examples of this include: obtaining geographical information from printed maps and travel guides or Internet resources in the target language and using them</p> <p>FL.08.01 ~ Communities ~ Apply knowledge of the target language and culture beyond the classroom setting. Examples of this include: conversing with speakers of the target language; reading and writing e-mail or letters; making and exchanging drawings or photographs, and discuss</p>
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[Home](#) **Argentina - An incredible week!**

November	Essential Questions	Content	Skills	Assessments	Lessons	Standards
	<p data-bbox="163 224 369 289">🏠 Lesson 1 - En el cibercafé</p> <p data-bbox="163 321 369 435">What special beverage or food does your region have?</p> <p data-bbox="163 524 369 589">🏠 How do slang words develop?</p> <p data-bbox="163 630 390 727">🏠 How can artwork capture the feeling of a place?</p> <p data-bbox="163 776 369 906">🏠 What happens when a virus infects your computer?</p> <p data-bbox="163 946 390 1044">🏠 What are some aspects of Argentine culture?</p>	<p data-bbox="405 224 642 354">🏠 Vocabulary: Technology words. Sequence vocabulary.</p> <p data-bbox="405 418 642 581">🏠 Grammar: Preterite of regular -er and -ir verbs. Affirmative and negative words.</p> <p data-bbox="405 613 657 954">🏠 Communication: Talk about technology. Talk about a series of events. Say what you did. Talk about indefinite or negative situations. <i>Pronunciation:</i> The combination: qu.</p> <p data-bbox="405 987 642 1230">🏠 Recycle: Affirmative commands. Telling time. Foods and beverages. Preterite of regular -ar verbs.</p>	<p data-bbox="672 224 926 621">🏠 Communication: Talk about technology. Talk about a series of events. Say what you did. Talk about indefinite or negative situations. Talk on the phone. Say where you went, what you did, and how it was. Extend invitations.</p> <p data-bbox="672 662 926 1174">🏠 Culture: The use of lunfardo in Argentina. The Mar del Plata beach and Argentinean artist Daniel Kaplan. A Spanish-language virus protection questionnaire. The port of La Boca and artist Benito Quinquela Martín. Argentinean cuisine. Places to have fun in Latin America. Last names, family trees, and photo albums.</p> <p data-bbox="672 1230 926 1513">🏠 Connections: <i>Language:</i> Learning the language game jeringozo. <i>Social Studies:</i> Discussing the origin and purpose of language games. <i>Geography:</i> determining how</p>	<p data-bbox="940 224 1192 289">🏠 Unit 7 - Lesson 1 11/1/2007</p>		<p data-bbox="1465 215 1986 280">FL.01.01 ~ Interpersonal Communication ~ Greet and respond to greetings</p> <p data-bbox="1465 313 1986 378">FL.01.02 ~ Interpersonal Communication ~ Introduce and respond to introductions</p> <p data-bbox="1465 410 1986 475">FL.01.03 ~ Interpersonal Communication ~ Ask and answer questions</p> <p data-bbox="1465 508 1986 573">FL.01.04 ~ Interpersonal Communication ~ Make and respond to requests</p> <p data-bbox="1465 605 1986 670">FL.01.05 ~ Interpersonal Communication ~ Exchange information and knowledge</p> <p data-bbox="1465 703 1986 768">FL.01.06 ~ Interpersonal Communication ~ Express likes and dislikes</p> <p data-bbox="1465 800 1986 865">FL.01.07 ~ Interpersonal Communication ~ Express needs and emotions</p> <p data-bbox="1465 898 1986 963">FL.02.01 ~ Interpretive Communication ~ Follow directions*</p> <p data-bbox="1465 995 1986 1060">FL.02.02 ~ Interpretive Communication ~ Understand some ideas and familiar details*</p> <p data-bbox="1465 1092 1986 1157">FL.02.03 ~ Interpretive Communication ~ Obtain information and knowledge*</p> <p data-bbox="1465 1190 1986 1255">FL.02.04 ~ Interpretive Communication ~ Read or listen to and interpret signs, simple stories, poems, and informational texts*</p> <p data-bbox="1465 1287 1986 1352">FL.03.01 ~ Presentational Communication ~ Express opinions and ideas</p> <p data-bbox="1465 1385 1986 1450">FL.03.02 ~ Presentational Communication ~ Express needs and emotions</p> <p data-bbox="1465 1482 1986 1515">FL.03.03 ~ Presentational Communication ~</p>

geographical location affects the cultures of Chile and Argentina. *Science*: Researching the characteristics and value of silver.



Comparisons:

Mate and regional foods and beverages. Slang terms in Argentina and the U.S. The sound of Spanish **qu**. Amusement parks. The Spanish letters **ll** and **y**. Summertime activities and places. Port cities in Argentina and the U.S. Foods in Argentina and the U.S. Museums around the world. Comparing last names. Fun places to visit in Argentina, Bolivia, Nicaragua, and the U.S.



Communities:

Inquiring about family names of Spanish-speaking members of the community.

Express agreement and disagreement

FL.03.04 ~ Presentational Communication ~ Describe people, places, and things

FL.03.05 ~ Presentational Communication ~ Write lists and short notes

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FL.04.01 ~ Cultures ~ Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities.

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December	🏠 Argentina - An incredible week! cont.				
	Essential Questions	Content	Skills	Assessments	Standards
	<p>🏠 Lesson 2 - Un día en el parque de diversiones</p> <p>What are some amusement parks that you have visited like?</p> <p>🏠 How do paintings reflect a city's character?</p> <p>🏠 What factors influence a country's cuisine?</p> <p>🏠 What do you</p>	<p>🏠 Vocabulary: Amusement parks and places of interest. Phone etiquette. Invitations.</p> <p>🏠 Grammar: Preterite of -ir, ser and hacer. Pronouns after prepositions.</p> <p>🏠 Communication: Talk on the phone. Extend invitations. Say where you went, how it was, and what you did.</p> <p>🏠 Recycle: Places around town</p>	<p>🏠 See November</p>	<p>🏠 <u>Unit 7 Lesson 2</u> 12/6/2007</p>	<p>FL.01.01 ~ Interpersonal Communication ~ Greet and respond to greetings</p> <p>FL.01.02 ~ Interpersonal Communication ~ Introduce and respond to introductions</p> <p>FL.01.03 ~ Interpersonal Communication ~ Ask and answer questions</p> <p>FL.01.04 ~ Interpersonal Communication ~ Make and respond to requests</p> <p>FL.01.05 ~ Interpersonal Communication ~ Exchange information and knowledge</p> <p>FL.01.06 ~ Interpersonal Communication ~ Express likes and dislikes</p> <p>FL.01.07 ~ Interpersonal Communication ~ Express needs and emotions</p> <p>FL.02.01 ~ Interpretive Communication ~</p>

<p>imagine when you think of a museum?</p>	<p>Stem-changing verbs: e - >i.</p>	<p>Follow directions*</p>
<p> How do last names show family ties across generations?</p>		<p>FL.02.02 ~ Interpretive Communication ~ Understand some ideas and familiar details*</p>
<p> What are some elements of Argentine culture?</p>		<p>FL.02.03 ~ Interpretive Communication ~ Obtain information and knowledge*</p>
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January	🏠 Costa Rica - A different routine -					
	Essential Questions	Content	Skills	Assessments	Lessons	Standards
	<p>🏠 Lesson 1 - Pensando en las vacaciones</p>	<p>🏠 Vocabulary: Daily routine. Talk about grooming. Vacation words.</p>	<p>🏠 Communication: Talk about a typical day. Talk about what you are doing. Talk about your daily routine while on</p>	<p>🏠 <u>Unit 8 - Lesson 1</u> 1/10/2008</p>	<p>🏠 <u>Lesson 1</u> 1/10/2008</p>	<p>FL.01.01 ~ Interpersonal Communication ~ Greet and respond to greetings</p> <p>FL.01.02 ~ Interpersonal Communication ~ Introduce and respond to introductions</p>

<p> What plants and trees are native to your region?</p>	<p> Grammar: Using reflexive verbs. Using present progressive.</p>	<p>vacation. Talk about buying souvenirs on vacation. Talk about vacation activities.</p>	<p>FL.01.03 ~ Interpersonal Communication ~ Ask and answer questions</p>
<p> How can a painting reflect the geography of a country?</p>	<p> Communication: Talk about a typical day. Talk about what you are doing. Talk about your daily routine while on vacation.</p>	<p> Cultures: The art of Manuel de la Cruz Gonzalez. The use of usted, tu, and vos.. Vacation spots in Costa Rica. Transportation in Costa Rica. The coffee industry and the art of Antonio Mejia. Travel destinations in Costa Rica, Ecuador, and Uruguay.</p>	<p>FL.01.04 ~ Interpersonal Communication ~ Make and respond to requests</p>
<p> How do forms of address differ among countries?</p>	<p>Pronunciation: diphthongs.</p>	<p> Connections: <i>Science:</i> Sections of the La Salle Museum. <i>Mathematics:</i> Museum entry fee in colones and dollars. <i>Language Arts:</i> Latin and Greek roots of some Spanish words. <i>Art:</i> Animals or insects found in the museum.</p>	<p>FL.01.05 ~ Interpersonal Communication ~ Exchange information and knowledge</p>
<p> What do you like to do in Costa Rica?</p>	<p> Recycle: Preterite of hacer, chores, houses. Direct object pronouns. Parts of the body, telling time.</p>	<p> Comparisons: Plant life in Costa Rica and the U.S. Features of landscapes in various countries. Diphthongs vs.</p>	<p>FL.01.06 ~ Interpersonal Communication ~ Express likes and dislikes</p>
<p> What are some aspects of culture in Costa Rica, Ecuador, and Uruguay?</p>			<p>FL.01.07 ~ Interpersonal Communication ~ Express needs and emotions</p>
			<p>FL.02.01 ~ Interpretive Communication ~ Follow directions*</p>
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			<p>FL.03.06 ~ Presentational Communication ~</p>

separately pronounced pairs of vowels. Variations in language in different situations. Modes of transportation in Costa Rica and the U.S. Ecotourism and other vacation activities. Linking words together in Spanish. Important industries in Costa Rica and the U.S. Market places in Costa Rica, Uruguay, and the U.S. Desserts in Costa Rica and Uruguay. Vacations of students from Costa Rica, Ecuador, Uruguay, and the U.S.



Communities:
How knowledge of other languages and cultures would be an asset to a professional chef.

Present information in a brief report

FL.04.01 ~ Cultures ~ Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities.

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FL.04.07 ~ Cultures ~ Demonstrate knowledge of the target culture's geography by naming features such as rivers, mountains, cities, and climate on maps

FL.05.01 ~ Linguistic Comparisons ~ Ask and answer questions regarding similar/different phonetic/writing systems used in the target language

FL.05.02 ~ Linguistic Comparisons ~ Give

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include: conversing with speakers of the target language; z reading and writing e-mail or letters; making and exchanging drawings or photographs, and discuss

February	🏠 Costa Rica - A different routine cont.				
Essential Questions	Content	Skills	Assessments	Lessons	Standards
<p>🏠 Lesson 2 - Vamos de vacaciones</p> <p>🏠 Where do you like to go and what do you like to do during vacation?</p> <p>🏠 How is transportation important to a country?</p> <p>🏠 How can artists depict an important industry of their country through their art?</p> <p>🏠 How can you bargain in Costa Rica and Uruguay?</p>	<p>🏠 Vocabulary: Leisure and vacation activities. Shopping and bargaining. Jewelry and handicrafts.</p> <p>🏠 Grammar: Indirect object pronouns. Demonstrative adjectives.</p> <p>🏠 Communication: Talk about buying souvenirs on vacation. Bargain at a market. Talk about vacation activities.</p> <p>Pronunciation: Linking words.</p> <p>🏠 Recycle: Family, classroom objects. Numbers from 200 to 1,000,000. Gustar with an infinitive. Present progressive.</p>	<p>🏠 See January</p>	<p>🏠 Unit 8 - Lesson 2 2/7/2008</p>	<p>🏠 Unit 8 Lesson 2 2/7/2008</p>	<p>FL.01.01 ~ Interpersonal Communication ~ Greet and respond to greetings</p> <p>FL.01.02 ~ Interpersonal Communication ~ Introduce and respond to introductions</p> <p>FL.01.03 ~ Interpersonal Communication ~ Ask and answer questions</p> <p>FL.01.04 ~ Interpersonal Communication ~ Make and respond to requests</p> <p>FL.01.05 ~ Interpersonal Communication ~ Exchange information and knowledge</p> <p>FL.01.06 ~ Interpersonal Communication ~ Express likes and dislikes</p> <p>FL.01.07 ~ Interpersonal Communication ~ Express needs and emotions</p> <p>FL.02.01 ~ Interpretive Communication ~ Follow directions*</p> <p>FL.02.02 ~ Interpretive Communication ~ Understand some ideas and familiar details*</p> <p>FL.02.03 ~ Interpretive Communication ~ Obtain information and knowledge*</p> <p>FL.02.04 ~ Interpretive Communication ~ Read or listen to and interpret signs, simple</p>



What are some cultural elements of Costa Rica and Uruguay?

stories, poems, and informational texts*

FL.03.01 ~ Presentational Communication ~ Express opinions and ideas

FL.03.02 ~ Presentational Communication ~ Express needs and emotions

FL.03.03 ~ Presentational Communication ~ Express agreement and disagreement

FL.03.04 ~ Presentational Communication ~ Describe people, places, and things

FL.03.05 ~ Presentational Communication ~ Write lists and short notes

FL.03.06 ~ Presentational Communication ~ Present information in a brief report

FL.04.01 ~ Cultures ~ Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities.

FL.04.02 ~ Cultures ~ Interact appropriately in group cultural activities such as games, storytelling, celebrations, and dramatizations

FL.04.03 ~ Cultures ~ Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photograph

FL.04.04 ~ Cultures ~ Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments







FL.04.05 ~ Cultures ~ Identify distinctive contributions made by people in the target culture

FL.04.06 ~ Cultures ~ Demonstrate

						<p>knowledge of artistic expression in the target culture by identifying, learning, and performing songs, dances, or memorizing poems; by identifying and making examples of crafts or visual arts using traditional techniques such as brush painting</p> <p>FL.04.07 ~ Cultures ~ Demonstrate knowledge of the target culture's geography by naming features such as rivers, mountains, cities, and climate on maps</p> <p>FL.05.01 ~ Linguistic Comparisons ~ Ask and answer questions regarding similar/different phonetic/writing systems used in the target language</p> <p>FL.05.02 ~ Linguistic Comparisons ~ Give examples of ways in which the target language differs from/ is similar to English</p> <p>FL.05.03 ~ Linguistic Comparisons ~ Give examples of borrowed and loan words</p> <p>FL.05.04 ~ Linguistic Comparisons ~ Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics</p> <p>FL.06.01 ~ Cultural Comparisons ~ Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays, and inscriptions</p> <p>FL.06.02 ~ Cultural Comparisons ~ Describe patterns of behavior of the target culture, such as celebrations, and compare/contrast them with those of their own culture</p> <p>FL.06.03 ~ Cultural Comparisons ~ Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own</p>
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					<p>FL.06.04 ~ Cultural Comparisons ~ Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture</p> <p>FL.07.01 ~ Connections ~ Obtain information and knowledge related to other disciplines from sources in the target language. Examples of this include: obtaining geographical information from printed maps and travel guides or Internet resources in the target language and using th</p> <p>FL.08.01 ~ Communities ~ Apply knowledge of the target language and culture beyond the classroom setting. Examples of this include: conversing with speakers of the target language; z reading and writing e-mail or letters; making and exchanging drawings or photographs, and discuss</p>
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March	🏠 Costa Rica - Let's know new places!					
	Essential Questions	Content	Skills	Assessments	Lessons	Standards
<p>🏠 Lesson 1 - ¡Vamos de viaje!</p> <p>🏠 Do you know other countries? Where would you like to travel?</p> <p>🏠 How is art a reflection of life and the values of a country?</p>	<p>🏠 Vocabulary: Travel preparations. At the airport. Around town.</p> <p>🏠 Grammar: Using personal a. Using direct object pronouns. Using indirect object pronouns.</p> <p>🏠 Communication:</p>	<p>🏠 Communication: Discuss travel preparations. Talk about things you do at an airport. Ask how to get around town. Say where you went and what you did on vacation. Ask information questions. Talk about buying gifts and souvenirs.</p>	<p>🏠 <u>Unit 1 - Lesson 1</u> 3/1/2008</p>	<p>🏠 <u>Lesson 1 - 01</u> 3/1/2008</p>	<p>FL.01.01 ~ Interpersonal Communication ~ Greet and respond to greetings</p> <p>FL.01.02 ~ Interpersonal Communication ~ Introduce and respond to introductions</p> <p>FL.01.03 ~ Interpersonal Communication ~ Ask and answer questions</p> <p>FL.01.04 ~ Interpersonal Communication ~ Make and respond to requests</p> <p>FL.01.05 ~ Interpersonal Communication ~ Exchange information and knowledge</p> <p>FL.01.06 ~ Interpersonal Communication ~</p>	

<p> Why must a country preserve nature?</p>	<p>Discuss travel preparations. Talk about things you do at an airport. Ask how to get around town. Pronunciation: The sound of L and LL.</p>	<p> Cultures: Pura vida and the art of Adrián Gómez. Nature and adventure parks in Costa Rica. Playa Hermosa, Costa Rica. Costa Rican painter Jeannette Carballo. National parks in Costa Rica and Chile. Batidos de fruta and chocolate con leche.</p>	<p>Express likes and dislikes</p>
<p> What activities can you do in ecological parks?</p>	<p> Recycle: Possessions. Prepositions of location. Places around town. Daily activities.</p>	<p> Connections: <i>Mathematics:</i> Graph the slope of the Pacuare River. <i>Science:</i> Create a weather report for Costa Rica. <i>Art:</i> Make a drawing of the river showing the animals of the jungle. <i>Social Studies:</i> Write about the preservation of the Pacuare River.</p>	<p>FL.01.07 ~ Interpersonal Communication ~ Express needs and emotions</p>
<p> What is the culture of Costa Rica like?</p>			<p>FL.02.01 ~ Interpretive Communication ~ Follow directions*</p>
			<p>FL.02.02 ~ Interpretive Communication ~ Understand some ideas and familiar details*</p>
			<p>FL.02.03 ~ Interpretive Communication ~ Obtain information and knowledge*</p>
			<p>FL.02.04 ~ Interpretive Communication ~ Read or listen to and interpret signs, simple stories, poems, and informational texts*</p>
			<p>FL.03.01 ~ Presentational Communication ~ Express opinions and ideas</p>
			<p>FL.03.02 ~ Presentational Communication ~ Express needs and emotions</p>
			<p>FL.03.03 ~ Presentational Communication ~ Express agreement and disagreement</p>
			<p>FL.03.04 ~ Presentational Communication ~ Describe people, places, and things</p>
			<p>FL.03.05 ~ Presentational Communication ~ Write lists and short notes</p>
			<p>FL.03.06 ~ Presentational Communication ~ Present information in a brief report</p>
			<p>FL.04.01 ~ Cultures ~ Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities.</p>
			<p>FL.04.02 ~ Cultures ~ Interact appropriately in group cultural activities such as games, storytelling, celebrations, and</p>

Spanish **h** and **ch** and the English **h** and **ch**. **National dishes in Costa Rica and Chile. Vacation destinations in Costa Rica, Chile, and Puerto Rico.**



Communities:
Local restaurants that serve food from Spanish-speaking countries.

dramatizations

FL.04.03 ~ Cultures ~ Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photograph

FL.04.04 ~ Cultures ~ Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games, traditional crafts, and musical instruments

FL.04.05 ~ Cultures ~ Identify distinctive contributions made by people in the target culture

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FL.05.01 ~ Linguistic Comparisons ~ Ask and answer questions regarding similar/different phonetic/writing systems used in the target language














FL.05.02 ~ Linguistic Comparisons ~ Give examples of ways in which the target language differs from/ is similar to English


FL.05.03 ~ Linguistic Comparisons ~ Give examples of borrowed and loan words

FL.05.04 ~ Linguistic Comparisons ~ Identify linguistic characteristics of the target language and compare and contrast them

				<p>with English linguistic characteristics</p> <p>FL.06.01 ~ Cultural Comparisons ~ Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays, and inscriptions</p> <p>FL.06.02 ~ Cultural Comparisons ~ Describe patterns of behavior of the target culture, such as celebrations, and compare/contrast them with those of their own culture</p> <p>FL.06.03 ~ Cultural Comparisons ~ Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own</p> <p>FL.06.04 ~ Cultural Comparisons ~ Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture</p> <p>FL.07.01 ~ Connections ~ Obtain information and knowledge related to other disciplines from sources in the target language. Examples of this include: obtaining geographical information from printed maps and travel guides or Internet resources in the target language and using th</p> <p>FL.08.01 ~ Communities ~ Apply knowledge of the target language and culture beyond the classroom setting. Examples of this include: conversing with speakers of the target language; reading and writing e-mail or letters; making and exchanging drawings or photographs, and discuss</p>
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[Home](#) **Costa Rica - Tell me about your vacation --**

April	Essential Questions	Content	Skills	Assessments	Lessons	Standards
	<p> Lesson 2 - Cuéntame de tus vacaciones</p> <p> Where do you go on vacation?</p> <p> How do artists show the customs of a country?</p> <p> What benefits does the establishment of national parks bring to a country?</p> <p> How are vacation activities in Costa Rica and Chile affected by climate and geography?</p> <p> How do the traditional dishes of a country relate to its geography and climate?</p>	<p> Vocabulary: Vacation activities. Vacation lodgings. Gifts and souvenirs.</p> <p> Grammar: Using interrogatives. Using preterite of -ar verbs. Using preterite of ir, ser, hacer, ver, and dar.</p> <p> Communication: Say where you went and what you did on vacation. Ask information questions. Talk about buying gifts and souvenirs. Pronunciation: the sound of h and ch.</p> <p> Recycle: Food. Days of the week. Parties</p>	<p> See March</p>	<p> <u>Unit 1 Lesson 2</u> 4/1/2008</p>	<p> <u>Lesson 2</u> 4/1/2008</p>	<p>FL.01.01 ~ Interpersonal Communication ~ Greet and respond to greetings</p> <p>FL.01.02 ~ Interpersonal Communication ~ Introduce and respond to introductions</p> <p>FL.01.03 ~ Interpersonal Communication ~ Ask and answer questions</p> <p>FL.01.04 ~ Interpersonal Communication ~ Make and respond to requests</p> <p>FL.01.05 ~ Interpersonal Communication ~ Exchange information and knowledge</p> <p>FL.01.06 ~ Interpersonal Communication ~ Express likes and dislikes</p> <p>FL.01.07 ~ Interpersonal Communication ~ Express needs and emotions</p> <p>FL.02.01 ~ Interpretive Communication ~ Follow directions*</p> <p>FL.02.02 ~ Interpretive Communication ~ Understand some ideas and familiar details*</p> <p>FL.02.03 ~ Interpretive Communication ~ Obtain information and knowledge*</p> <p>FL.02.04 ~ Interpretive Communication ~ Read or listen to and interpret signs, simple stories, poems, and informational texts*</p> <p>FL.03.01 ~ Presentational Communication ~ Express opinions and ideas</p> <p>FL.03.02 ~ Presentational Communication ~ Express needs and emotions</p> <p>FL.03.03 ~ Presentational Communication ~</p>

 What can you do on vacation in Costa Rica and Chile?

Express agreement and disagreement

FL.03.04 ~ Presentational Communication ~ Describe people, places, and things

FL.03.05 ~ Presentational Communication ~ Write lists and short notes

FL.03.06 ~ Presentational Communication ~ Present information in a brief report

FL.04.01 ~ Cultures ~ Use appropriate words, phrases, expressions, and gestures in interactions such as greetings, farewells, school routines, and other daily activities.

FL.04.02 ~ Cultures ~ Interact appropriately in group cultural activities such as games, storytelling, celebrations, and dramatizations

FL.04.03 ~ Cultures ~ Identify distinctive cultural aspects of the target culture presented in stories, dramas, films, and photograph

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FL.05.03 ~ Linguistic Comparisons ~ Give examples of borrowed and loan words

FL.05.04 ~ Linguistic Comparisons ~ Identify linguistic characteristics of the target language and compare and contrast them with English linguistic characteristics

FL.06.01 ~ Cultural Comparisons ~ Ask and answer questions regarding different forms of communication in the target culture and their own such as signs, symbols, displays, and inscriptions













FL.06.02 ~ Cultural Comparisons ~ Describe patterns of behavior of the target culture, such as celebrations, and compare/contrast them with those of their own culture


FL.06.03 ~ Cultural Comparisons ~ Describe some cultural beliefs and perspectives relating to family, school, and play in both target culture and their own

FL.06.04 ~ Cultural Comparisons ~ Identify and discuss cultural characteristics of the target culture and compare and contrast them to cultural characteristics of their own culture


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May	Argentina - ¡We are healthy!					
	Essential Questions	Content	Skills	Assessments	Standards	
	<p> Lesson 1 - La Copa Mundial</p> <p> Which are the sports or games that you and your friends practice?</p> <p> How can sport songs/chants unite the members of a community?</p> <p> How do the personal interests of an artist influence his/her art?</p> <p> What is the World Cup?</p>	<p> Vocabulary: Sports. Staying healthy</p> <p> Grammar: Adverbs with -mente. Preterite of -er and -ir verbs. Demonstrative adjectives and pronouns.</p> <p> Communication: Talk about sporting events and athletes. Discuss ways to stay healthy. Point out specific people and things. Retell events from the past. Pronunciation:</p>	<p> Communication: Talk about sporting events and athletes. Discuss ways to stay healthy. Point out specific people and things. Retell events from the past. Discuss your daily routine. Clarify sequence of events. Say what you did and what others are doing.</p> <p> Cultures: Soccer. Sports chants. Sports and Argentinian culture in the art of Antonio Berni. The history of the World Cup. Abstract art and comic strips. Daily</p>	<p> Unit 2 - Lesson 1 5/1/2008</p>	<p> Unit 2 - Lesson 1 5/1/2008</p>	<p>FL.01.01 ~ Interpersonal Communication ~ Greet and respond to greetings</p> <p>FL.01.02 ~ Interpersonal Communication ~ Introduce and respond to introductions</p> <p>FL.01.03 ~ Interpersonal Communication ~ Ask and answer questions</p> <p>FL.01.04 ~ Interpersonal Communication ~ Make and respond to requests</p> <p>FL.01.05 ~ Interpersonal Communication ~ Exchange information and knowledge</p> <p>FL.01.06 ~ Interpersonal Communication ~ Express likes and dislikes</p> <p>FL.01.07 ~ Interpersonal Communication ~ Express needs and emotions</p> <p>FL.02.01 ~ Interpretive Communication ~ Follow directions*</p> <p>FL.02.02 ~ Interpretive Communication ~</p>


 What are the cultures of Argentina and Spain like?

the /k/ sound.

 **Recycle:** Food. Sports equipment, colors. Clothing. Classroom objects.

routines in rural Argentina and Colombia. Body language, gestures, and idioms. Athletic routines in Argentina, Colombia, Spain.

 **Connections:**
Physical Education:
 Exercises that train players for **cinchada**.
Mathematics:
 Compare dimensions of a pato field and another field using metrics. History:
 Research the **gauchos** and their traditions.
Language Arts:
 Read and summarize a poem; explain its meaning.

 **Comparisons:**
 The Spanish /k/ sound and accents. The influence of artists' personal interests on their art. Special places in downtown areas. How an artist communicates through abstract art. How comic strips represent culture.

 **Communities:**

Understand some ideas and familiar details*

FL.02.03 ~ Interpretive Communication ~ Obtain information and knowledge*

FL.02.04 ~ Interpretive Communication ~ Read or listen to and interpret signs, simple stories, poems, and informational texts*

FL.03.01 ~ Presentational Communication ~ Express opinions and ideas

FL.03.02 ~ Presentational Communication ~ Express needs and emotions

FL.03.03 ~ Presentational Communication ~ Express agreement and disagreement

FL.03.04 ~ Presentational Communication ~ Describe people, places, and things

FL.03.05 ~ Presentational Communication ~ Write lists and short notes

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FL.04.04 ~ Cultures ~ Identify distinctive cultural products from the target culture such as toys, clothes, foods, currencies, games,

Gestures used in different cultures.

traditional crafts, and musical instruments

FL.04.05 ~ Cultures ~ Identify distinctive contributions made by people in the target culture

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