

Spanish Language

Level 3

Curriculum Map

It is crucial that language classes focus on communication. The more a target language is used during class time, the easier its acquisition. Language is cyclical; so, the topics are often mixed and revisited. The content below and its order should not be viewed as the rule; rather, this document should be used as a simple guideline. Resources for Teaching Proficiency through Reading and Storytelling, as well as Personalized Circling, can be found in the literacy section at the end of each LOTE topic. Wherever possible we have linked SOMOS FLEX units to possible corresponding sub-topics under the column: **LOTE Content**.

Topic	LOTE Content	Language Skills	LOTE Essential Questions	Assessment Strategies Formative & Summative	Literacy
Marking Period 1 Weeks 1-10 A. Identity & Social Relationships PI, Family & Social Relationships, Celebrations, Customs & Traditions B. Contemporary Life School & Education, Earning a Living C. Science, Technology & the Arts Technology, Media & Social Media When using authentic reading, viewing or listening materials, do not hesitate to introduce the necessary vocabulary, even if it doesn't enter into the categories listed above. There are NO set rules.	A. Personal ID (PI) Numbers 1-1000 Time Review Dates Review Physical descriptions, including colors Body Parts Adjs. Personality Ser v. Estar Emotions/feelings Activities, including Leisure activities Family Friends Jobs C. Technology, Media & Social Media (TECH) Computer terms Internet terms	Commands and conjugations review via TPR Question words Activities Adjectives Subject & Object Pronouns <u>Present tense verbs</u> : to have, to like, to want, to ask, to say, to play, to give, to be (ser v. estar), there is/there are, there was/there were, to believe Positive v. negative statements Present progressive: ESTAR + gerund <u>Preterite & Imperfect Tense verbs</u> (Stories may be told in the past tense with dialogue in the present tense) Soler <u>Future & Conditional tenses</u> (as they apply to essential questions)	PI & TECH Who am I? How would I describe myself? What dreams do I have? What do I believe in? What was my childhood like? How do I feel about myself and others? Where do I see myself in the future? What would I like to do in the future? How do I use social media as a way to get to know people? How does technology help me stay in touch with others?	PI & TECH 1.2A TPR: Daily review of basic commands with gestures. Students conduct daily TPR review NY1, NY3 1.2B Bellwork NY1, NY2, NY3 1.1D Conduct a survey where students have to ask 5 different people their names, their ages and what they like to do. Students must ask and answer in the target language. NY2, NY3 4.2A Students watch an Easy Spanish Video & discuss differences & similarities between cultures. NY1, NY2, NY3, NY4, NY5 1.1B, 1.2B Teacher leads a personalized circle to obtain information about students in the classroom. Students practice talking about themselves and others. NY2 1.1E Students create an Instagram post or create a FaceBook page as a way to help others get to know them NY2, NY3 3.2A/4.1A/1.2B Students read an article about a famous Hispanic person from	Cultural readings in English & Spanish NewsELA biographical articles Current events articles Embedded readings Authentic videos & stories https://studyspanish.com/?s=culture www.newsela.com https://www.spanishplayground.net/online-spanish-stories-kids/ http://www.videoele.com/ www.youtube.com http://www.audiria.com/index.php TPRS resources: https://martinabex.com/training/essential-strategies-for-tpisci-teachers/how-to-circle/ https://embeddedreading.com/http://glesismore.com/movietalk/preview.html Easy Spanish Videos

		Indefinite & definite articles review Sentence structure/word order <u>Adverbs</u>: very, a lot, a little, quickly, slowly, too much, too little, more & less, before, after, often, never, sometimes, rarely, after, before, then, so <u>Connectors</u>: also, neither, nor, or, and, but, because, for example, however, therefore, for this reason Vocabulary specific to events, videos, plays, interviews, guest visits, etc., will need to be prepared and practiced by students in preparation for upcoming experiences/materials to be watched, heard, etc. Teachers should not limit vocabulary to any single topic or shelter grammar, in order to help students better express themselves when they want to communicate about		NEWSELA. Class-wide Q&A session and discussion.NY1,NY5 4.1A Offer incentives to students who recognize cognates or word roots throughout the year. NY1, NY3 1.3E Students participate in a teacher-led personalized circle practicing personal ID vocabulary and structures.NY1, NY2 1.3A Teacher tells a story in the L2 while students act it out. Students co-create a story orally in the target language with their teacher, while another student scribes or illustrates it.NY1, NY2, NY3 1.3B Students retell or create a simple story in the first or third person present or past tense in comic strip form with text and pictures.NY2, NY3 Students write, practice and perform a skit in groups practicing PI vocabulary and grammar structures. NY2, NY3 5.1A/5.1B/5.1C Students attend a community event of the target culture where they can interact with native speakers.NY1 Students write to pen pals in countries where L2 is spoken. Responses from pen pals are then shared with the class. Students can connect with native speakers via SKYPE or video-messaging and discuss in small groups.	
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		any given theme. Opportunities to increase vocabulary should be offered in “student-choice” vocabulary discovery activities: students search for 10 additional words that they want to learn in order to complete an assignment. Those words can be shared with the class to be added to already-covered vocab.		Heritage speakers, family & friends can be invited to class to talk about life in another country. Students prepare questions and record their answers. NY1, NY2, NY3, NY4 5.2A/5.2B Students watch authentic video (news reports, plays, movies, etc.) in the target language and complete a guided listening activity after which they recount in writing or reenact what they have seen and understood.NY1, NY2, NY3	
	A. Family Life (FL) Family members Family events Personality traits Roles & Responsibilities Jobs		FL What is my family like? What do they do for a living? What are my responsibilities in my family? How does my family celebrate special occasions? What are the similarities/differences between the concept of family in my culture vs. TL family culture?	FL 1.2B Bellwork NY1, NY2, NY3 1.2A, TPR daily commands with gestures. Students conduct daily TPR review NY1, NY3 1.2B-D Vocabulary quizzes NY1 1.3E Classroom PQA (personalized questions and answers)NY1, NY2 1.2D, 1.3A, 1.3B Students co-create a story with the teacher using TL structures then answer questions in English about the story or illustrate sections of the story to then retell in pairs. NY1, NY2, NY3 4.1A, 4.1C, 4.2C Students listen to a podcast about a cultural family celebration (ex.Quinceañera) in TL and answer questions NY1, NY4 1.2B, 1.2C, 1.2D Students read	

	B. Education (ED) Classes Extracurricular Activities Class activities Types of schools Majors/minors Feelings Opinions C. Technology, Media & Social Media (TECH) Internet terms		ED & TECH How do I feel about going to university? How could university help me to achieve my long-term goals? What will I do after High School? What would I like to study? What is a gap year? What is a scholarship? How do I qualify for a scholarship? How can the internet help me learn about universities? How is the internet a valuable tool when I have to write a paper?	statements in the TL about an image of family members and determine whether it is an accurate description or not. (correct the statements to match the illustration)NY1 1.1B, 1.1C Students roll a die with different question words on each side and ask a question about family life, the teacher (or a peer responds) rolls the die and asks the student/peer a question about the topic, repeating the process 2-3 times (vary level of questioning).NY1, NY2 1.1A, 1.1B, 1.1C Teacher conducts a 3 minute interview in the TL with individual students using target vocab/grammar. NY1, NY2 ED & TECH 1.1A PowerPoint-based vocabulary Circle guides class in spontaneous discussion about different classes. NY1, NY2 1.1B,C & D, 1.3E Student <i>encuesta</i> has students ask and share with at least 5 different individuals 5 different questions about what they would like to study in university and why NY1 NY2 1.2C,D, 2.1A, 2.1B, 3.2D, 4.1B, 4.2C Students watch a video about university life in a Spanish-speaking country. Active listening exercise asks students to answer questions. Students are then asked to write a summary of what they learned from the	
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	B. Earning a Living (EA) Jobs Responsibilities Qualifications Applications Money Numbers review Places where people work	Along with any/all skills practiced to date: Adjectives relating to professions Verbs: to be, to go, to turn, to come (from), to become, to prefer, to buy, to put, to apply, to attend, to help, to interview The future tense	EA What do I need to know to describe what a person does for a living? What is the advantage of being bilingual in the workplace? What are job conditions like in the Spanish-speaking world? How do I interview for a job? What are my qualifications? How do I fill out an application?	video. Share out in discussion groups and as a class. NY1 NY2 NY3 5.1A/5.1B/5.1C Students conduct guided research on 3 different universities in 3 different Spanish speaking countries. What can they study there? What do they need to qualify to go to university in those countries? How much does it cost? What does the application look like? Why would they (or wouldn't they) like to go there? NY1 NY4 NY5 EA 1.2B Bellwork 1.2A, TPR daily commands with gestures. Students conduct daily TPR review NY1, NY3 1.2B-D Vocabulary quizzes 1.3E Classroom PQA (personalized questions and answers) NY2 1.2D, 1.3A, 1.3B Students co-create a story with the teacher using target language structures then students answer questions in English about the story or illustrate sections of the story then retell in pairs NY2, NY3 1.3C, 2.1A Students are assigned a TL country and conduct research into ways people earn a living there, then present their findings in class NY3, NY4 1.1D, 1.3A, 1.3D Students will play charades or Pictionary with the professions. NY1, NY2	
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	A. Celebrations, Customs & Traditions (CCT) Customs in different families, countries Holidays review CCT is an ongoing		CCT How do I celebrate my culture? How does my culture differ from other cultures in Spanish-speaking countries?	1.2D, 1.1D Students work in pairs. Student A has a picture of a person representing a profession. Student A will describe the profession and Student B will guess what the profession is. Students will switch roles with each profession. NY1, NY2 1.3E, 3.2A, Students search classifieds in the TL for a job and keep a chart to compare and contrast the pros and cons of each job. When finished, they write a brief summary of the job chosen and the reasons why. Teacher leads class discussion afterwards where students share findings. NY1, NY2, NY3 1.3C Student findings can be added to the school newsletter. NY3 1.3A, 1.3C, 1.3E, 5.2D Students imagine they are spending a semester studying abroad and have decided to stay for the summer and will need to find a job. They must present to the job placement program at the school where they are studying and tell them why they should be hired and for what kind of work. NY3 CCT 2.1 Students read articles about life in other countries and fill out a graphic organizer detailing similarities and differences to their own culture. NY1 Students watch videos about different holidays in different countries and write a letter home	
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	part of the school year; it has been placed in each Marking Period.			pretending that they were there detailing activities, sights, sounds, and the reason behind the celebration. NY1, NY3 2.2 Students discuss the fascination of telenovelas and compare them with American soap operas. NY1, NY4, NY5 5.1A/5.1B/5.1C Students attend a community event of the target culture where they can interact with native speakers. NY1 Students write to pen pals in countries where L2 is spoken. Responses from pen pals are then shared with the class. Students can connect with native speakers via SKYPE or video-messaging and discuss in small groups. NY1, NY2, NY3, NY4, NY5 Heritage speakers, family & friends can be invited to class to talk about life in another country. Students prepare questions and record their answers. NY1, NY2, NY4 <u>FORMATIVE ASSESSMENT:</u> Students read 3 short biographies of famous Hispanic people. Then they answer 10 prompts that ask them to identify which person is being described. NY1, NY4, NY5 <u>CULMINATING PROJECT MP1:</u> <u>Step 1: Students imagine who they will be in the future.</u> What will their lives be like? Where will they be working? Where will they live? Where did they attend university--if they attended	
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				university? Students create a detailed profile of who they will be in the future in the target language using guided questions then write a paragraph summarizing the information (TL). Paragraphs Rubric NY3 Step 2: Afterwards, each student will interview one student and be interviewed in the TL by another student. They will take notes and then write an article about the person they interviewed in the target language. Paragraphs Rubric NY1, NY2, NY3	
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PI suggested vocabulary may include: Simpático/a Amable, Tímido/a Deportista Talentoso/a Atrevido/a Curioso/a Joven Cómico/a Ordenado/a Inteligente Paciente Perezoso/a Fuerte Guapo/a Feo/a Bueno/a Alto/a Bajo/a Interesante Antipático Reservado/a Sociable Atlético/a Artístico/a Gracioso/a Viejo/a Serio/a Desordenado/a Estudioso/a Impaciente Trabajador/a Débil Bonito/a Lindo/a Feliz Aburrido/a Extrovertido Tenaz Valiente Pensativo Meticuloso Responsable Cabeza Pelo Orejas Piernas Brazos Dientes Rodilla Muñeca Codo Garganta Ojos Piel Nariz Manos Pies Boca Labios Lengua Cejas Pestañas Mejilla Barbilla Barba Bigote Tatuaje Tobillo Cara Cuello Dedo Dedos de los pies Pelo rizado, corto, largo, pelirrojo, calvo, castaño, rubio moreno Estudiante Alumno/a Profesor/a Maestro/a Abogado/a Doctor/doctora Médico/a Ingeniero/a Atleta Artista Pintor/a Cantante Poeta Voluntario Actor/actriz Banquero Dependiente Cajero/a Azafata Piloto Periodista Bombero escuela colegio universidad supermercado juzgado aeropuerto cine películas hotel campo ciudad playa biblioteca restaurante cocina casa oficina hospital peluquería centro comercial estudio De vacaciones pueblo tienda iglesia teatro estación de bomberos banco dinero dólares euros experiencia trabajar cortar enseñar estudiar cuidar ayudar actuar servir viajar explorar conducir proteger programar reparar arreglar defender diseñar crear medicina ciencia música deportes la ley tecnología jefe cliente paciente avión amo coche/carro/automóvil Contento/a Enfermo/a Enfadado/a Enojado/a Triste Bien Cansado/a Furioso/a Confuso/a Deprimido/a Alegre Emocionado

Nombre Apodo Apellido Apellido de soltero/a Fecha de Nacimiento Estado de Residencia Domicilio Nacionalidad Firma Dirección Solicitar Puesto Disponible Especialidad Habilidades Empresa Ciudad Provincia Código postal Currículum Historial laboral Universitaria Estudios Título/Licenciatura Especialidad Especializar en Sueldo Empatía Liderazgo Interrelación con otros Persuasión Capacidad de comunicación Innovación Creatividad Iniciativa Respeto Sinceridad Trabajar en equipo Organización BAILAR CORRER ESCRIBIR(cuentos, poemas, canciones)

ESQUIAR IR A LA ESCUELA LEER (libros, revistas, periódicos) MONTAR EN MONOPATÍN PASAR TIEMPO CON AMIGOS PRACTICAR DEPORTES TRABAJAR MIRAR VER LA TELE CANTAR DIBUJAR ESCUCHAR MÚSICA HABLAR POR TELÉFONO JUGAR A VIDEOJUEGOS MONTAR EN BICICLETA NADAR PATINAR TOCAR LA GUITARRA USAR LA COMPUTADORA (ORDENADOR) HACER MIS DEBERES (TAREA) COMER COCINAR CAMINAR BUCEAR HACER ALPINISMO IR DE PESCA TREPAR ÁRBOLES IR DE CAMPING HACER EJERCICIO VIAJAR JUGAR IR AL CINE/PELÍCULAS JUEGOS DE MESA (monopolio, ajedrez, damas, cluedo, naipes, etc.) PENSAR, CREER, OPINAR, AVERIGUAR, DESCUBRIR, ARREGLAR, INTENTAR, SOLER

FL suggested vocabulary may include:

MADRE PADRE HERMANA HERMANO ABUELA ABUELO TÍA TÍO PRIMA PRIMO MADRASTRA PADRASTRO HERMANASTRA HERMANASTRO FAMILIA HIJO HIJA NIETO NIETA ESPOSA/MUJER MARIDO/ESPOSO SOBRINO/SOBRINA MIEMBROS BAUTIZO CUMPLEAÑOS ANIVERSARIO BODA QUINCEAÑERA NAVIDAD REUNIÓN CASA CIUDAD CAMPO BAUTIZO FIESTA Visitar Cuidar Compartir Vivir Ir de vacaciones Asistir Jugar Viajar Cocinar Acompañar Preparar la comida Ir de compras Ayudar Bailar Cantar Pasar tiempo juntos Tener que Trabajar Simpático/a Amable Tímido/a Deportista Talentoso/a Atrevido/a Curioso/a Joven Cómico/a Ordenado/a Inteligente Paciente Perezoso/a Fuerte Guapo/a Feo/a Bueno/a Alto/a Bajo/a Interesante Antipático Reservado/a Sociable Atlético/a Artístico/a Gracioso/a Viejo/a Serio/a Alegre Desordenado/a Estudioso/a Impaciente Trabajador/a Débil Bonito/a Lindo/a Feliz Aburrido/a Distinto/a Diferente Único/a Especial

ED suggested vocabulary may include:

Asistir a Ir a la universidad, Título, maestría, especialidad, doctorado, posgrado, licenciatura, año sabático, bachillerato, hacer una prueba/examen beca Ganar Gustar Odiar Preferir Hablar Estudiar Necesitar Cantar Enseñar Trabajar Leer Escribir Deber intentar Aburrido-a Fácil Interesante Fascinante Divertido-a Dibujar Pintar Usar Bailar Practicar Pasar Escuchar Querer Hacer Tener que/ Hay que Difícil Horroroso Favorito-a Preferido-a Práctico-a Tarea Deberes Practicar Deportes (a list of different sports) Pasar tiempo con amigos Clubs de: español (and other foreign languages) cine fotografía ajedrez drama conservación cocinar equipo de debate/matemáticas, etc. Español Inglés Italiano Francés Japonés Chino Alemán Las clases de: Tecnología Arte Música Matemáticas Álgebra Geometría Trigonometría Ciencias Naturales Biología Química Dibujo Técnico Diseño Gráfico Ciencias Sociales Historia Estudios Globales Filosofía Producción Teatro Religión

EA suggested vocabulary may include:

Estudiante Alumno/a Profesor/a Maestro/a Abogado/a Doctor/doctora Ingeniero/a Astronauta Atleta Técnico/a de... Barbero Artista Pintor/a Cantante Policía Dentista Guía turística Mesero Camarero/a Cajero/a Secretario/a Médico/a Enfermero/a Piloto Programador/a Peluquera Bailarín/bailarina Actor/actriz Bombero Mecánico/a Gerente Granjero/a Banquero/a Cocinero/a trabajo escuela colegio universidad supermercado juzgado aeropuerto cine películas hotel campo ciudad playa biblioteca restaurante cocina casa oficina hospital peluquería centro comercial estudio De vacaciones pueblo tienda iglesia teatro estación de bomberos banco dinero dólares euros experiencia trabajar cortar enseñar estudiar cuidar ayudar actuar servir viajar explorar conducir proteger programar reparar arreglar defender diseñar crear medicina ciencia música deportes la ley tecnología jefe cliente paciente avión coche/carro/automovil

TECH suggested vocabulary may include:

Computadora /ordenador Pantalla Teclado Ratón Computadora portátil Tablet/tableta/ipad Teléfono móvil/celular Correo electrónico Informática Hacer compras en línea La red informática Descargar/Bajar expedientes Cargar/Subir expedientes Buscar fuentes de información Citar Evidencia Artículos Válido/a Fuentes creíbles en línea Sitio web Querer Tener Comprar Vender Escoger Elegir Necesitar Hace falta...

Topic	LOTE Content	Language Skills	LOTE Essential Questions	Assessment Strategies Formative & Summative	Literacy
Marking Period 2 Weeks 11-20 C. Science, Technology & the	C. Physical Environment (PE) Technology, Media & Social Media	Commands and conjugations review via TPR	PE, TECH & EI What is the weather like where I live and in other countries?	PE, TECH & EI 1.1,1.2,1.3 Students can talk/read and listen about natural disasters, disaster preparations and disaster relief	Cultural readings in English & Spanish NewsELA scientific articles Current events articles

Arts Physical Environment Technology, Media & Social Media D. Global Awareness & Community Engagement Environmental Issues & Sustainability Social Justice & Human Rights B. Contemporary Life Communities & Neighborhood, Shopping A. Identity & Social Relationships Customs & Traditions Practice test-taking skills for midterm When using authentic reading, viewing or listening materials, do not hesitate to introduce the necessary vocabulary, even if it doesn't enter into the categories listed above. There are NO rules.	(TECH) Weather Seasons Animals Nature Activities/hobbies revisited Geography D. Environmental Issues & Sustainability (EI) Conservation Recycling Global warming Natural resources Alternate power sources	Question words Activities Adjectives Indirect and Direct Object Pronouns <u>Present tense verbs:</u> to have, to like, to want, to ask, to say, to play, to give, to be (ser v. estar), there is/there are, there was/there were, to believe, to put, to apply, to attend, to help, to recycle, to reuse, to bring, to take, to get, to change, to choose, to save, to destroy Present progressive: ESTAR + gerund The verb HABER in present, past & imperfect tenses Future tense Present perfect & past perfect (participles) Positive v. negative statements Prepositional phrases of location (next to, in front of, etc.) <u>Preterite & Imperfect Tense verbs</u> (Stories may be told in the past tense with dialogue in the present tense)	How does technology affect the way we understand weather, conservation and the world? How do weather and seasons differ from where I live in Spanish-speaking countries? What natural disasters occur in the US and in other countries? How can I respond in the event of an emergency? How does geography affect the types of weather we experience? How does pollution affect our lives? How can I support environmental issues in my community? How can we help preserve nature & the environment? How can technology and social media help preserve nature and the environment?	Students watch a newscast on natural disasters and fill in information Students write a newspaper article on a recent natural disaster while using the preterite & imperfect tense Role play: students work in partners as a reporter and witness to a natural disaster NY1, NY2 Students watch Nature, National Geographic, or other programs that discuss environmental issues or sustainability. Students create a video of their own that details how they can directly address environmental issues in their community. NY1, NY3 1.1, 1.2, 1.3 Students identify environmental problems with visual prompts NY1 Students work in partners with A/B papers with questions and pictures Students watch a video on helping the environment filling out a 1,2, 3 information sheet NY2 Students create a poster encouraging others about saving the environment NY3 Students write a letter to the principal to start a recycling program at the school NY3 2.1,2.1 Students can read and answer questions about volcano legends in Hispanic countries NY1 Students can research emergency symbols for disasters in Spanish speaking countries NY1 Read the Mexican legend of Popo y Ixtla NY1 2.1, 2.2 Students read an article on Ecotourism of Costa Rica and discuss the impact on the environment NY1, NY2 Students research the impact of deforestation in South American countries NY1	Embedded readings Authentic videos & stories Weather reports from different Spanish-speaking countries https://www.encuentos.com/leyendas/ https://studyspanish.com/?s=culture www.newseila.com https://www.spanishplayground.net/online-spanish-stories-kids/ http://www.videoele.com/ www.youtube.com http://www.audiria.com/index.php https://www.eltiempo.es/videos/actualidad http://www.nationalgeographic.com/es/naturaleza http://www.nationalgeographic.com/es/videos Easy Spanish Videos
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		<u>Future & Conditional tenses</u> (as they apply to essential questions) Indefinite & definite articles review Sentence structure/word order Conditional tense Subjunctive adjective phrases: <i>es mejor que, es importante que...</i> Por/ para <u>Adverbs</u>: very, a lot, a little, quickly, slowly, too much, too little, more & less, before, after, often, never, sometimes, rarely, without, hardly, after, before, then, so <u>Connectors</u>: also, neither, nor, or, and, but, because, for example, however, therefore, for this reason, even though		3.1, 3.2 Geography: Reading comprehension Students read and look at a map and find regions affected by natural disasters and answer questions NY1, NY2 4.1, 4.2 Students use cognates and roots for better comprehension NY1, NY2, NY4 Students understand root word families to increase vocabulary NY1 5.1, 5.2 Students explore volunteer programs that help the community in times of emergencies NY1, NY5 5.1, 5.2 Students investigate what kinds of environmental programs exist in the school or community NY1, NY5	
	B. Communities & Neighborhood (CN) & Shopping (SH) Places Buildings Activities	In addition to all of the above: Tener que + infinitive Transitions of time: entonces (then), próximo (next), después (after), antes	CN, SH, TECH & SJ How do local surroundings affect how we live, work and play?	CN, SH, TECH & SJ 1.2 Students write a letter to a university in a Spanish-speaking country looking for an ideal place to live while they are studying abroad. NY3	

	Directions Recreational opportunities Ser v. estar Ir Public & Private Services Clothing Money Specialty stores Necesitar Me gustaría Quisiera Hace falta Size & quantity Colors review Internet shopping C. Technology, Media & Social Media (TECH) Online Services D. Social Justice & Human Rights (SJ) Community topics and issues	(before) Ir + a + infinitive (going to do something) Negation of sentences Comparisons of equality/inequality: as . . . as; more/less . . . than	How does where you live influence how you view different aspects of culture? What vocabulary is essential in order to give someone who speaks the TL directions? How do I get somewhere? How do I find a place to live in a foreign country? How do I get something fixed in a foreign country? Where do I go to buy different products in Spanish speaking countries? How do I purchase items on a Spanish language website? How does culture influence interactions between the customer and the merchant? What types of social media are interesting to me? What social issues are most discussed in my community? How can I help to change my community for the better? How can I use the internet as a tool for social justice?	1.3C, 1.3E Students create a map of downtown Rochester that better serves the community to present to TL speaking urban planners. They must include places in TL. Students in groups design a sustainable city, label the places, and create a map. NY3 1.2D, 1.3A, 1.3B Students write a skit and act out a situation in which they need something in their house repaired. NY3 Students write a letter to the City Council addressing an identified problem and suggesting possible solutions. NY3 4.1, 4.2 Students will use knowledge and reference sources to build word families NY3 1.2B-D, 4.1A, 4.1C Students listen to authentic audio about a shopping trip and identify which person purchased which items.NY1 1.3A, 1.2D Students are shown variety of images from sales flyers, then describe what the models are wearing.NY1, NY3 1.2B, 1.2C, 4.1A, 4.1C Students put in order a conversation between a customer and salesperson. NY1, NY3 1.3A Students state how long they have had an item and how long ago that item was purchased and from where. NY3 1.3C, 1.3A, 1.3B Students create a shopping area for a community in the target culture via a diagram of the shopping area in the country, that shows what it looks like. (Label what shops are included, and what kinds of goods are sold in each store. Also a written dialogue	
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**A. Celebrations,
Customs &
Traditions (CCT)**

Customs in different
countries

Holidays review

CCT is an ongoing
part of the school
year; it has been
placed in each
Marking Period.

CCT

How do I celebrate my
culture?

How does my culture differ
from other cultures in
Spanish-speaking countries?

between a customer and
salesperson where the customer
attempts to bargain). DI- include an
individual oral component. [NY1](#),
[NY2](#), [NY3](#)

1.3E, 1.3C, 1.3B Write a message to
a friend to tell him/her about a real
or imagined shopping trip in the
target language country you went
on with your family/friends using
the past tense to tell the sequence
of events that occurred during that
day. [NY1](#), [NY2](#), [NY3](#)

CCT

2.1 Students read articles about
daily life in other countries and fill
out a graphic organizer detailing
similarities and differences to their
own culture. [NY1](#), [NY3](#)

Students watch videos about
different holidays in different
countries and write a letter home
pretending that they were there
detailing activities, sights, sounds,
and the reason behind the
celebration. [NY1](#), [NY3](#)

2.2 Students discuss the
fascination of telenovelas and
compare them with American soap
operas [NY2](#), [NY4](#)

5.1A/5.1B/5.1C Students attend
a community event of the target
culture where they can interact
with native speakers. [NY1](#), [NY2](#),
[NY5](#)

Students write to pen pals in
countries where L2 is spoken.
Responses from pen pals are
then shared with the class. [NY1](#),
[NY3](#)

				Students can connect with native speakers via SKYPE or video-messaging and discuss in small groups. NY1, NY2 Heritage speakers, family & friends can be invited to class to talk about life in another country. Students prepare questions and record their answers. NY1, NY2, NY3 FORMATIVE ASSESSMENT: Reading comprehension practice. and answer comprehension questions. Students will read 10 short passages NY1 MIDTERM EXAM: Teachers may use an old REGENTS exam as a midterm. However, it must be noted that the old exams do not reflect the new format of the regionally-produced, Checkpoint B exams. NY1, NY2, NY3, NY4, NY5	
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PE suggested vocabulary may include:

Continente País (list of different countries) Océano Desierto Jungla Selva Mar Río Montaña Lago Ciudad Pueblo Campo Estado Paisaje Vista Europa Norteamérica Sudamérica África Asia Antártica Medio Oriente Mes Año Semana Día Tiempo Hace fresco Está templado Hace viento Nieva Está nevando Trueno Relámpago Hace sol Está soleado Tornado Tormenta de hielo Está despejado Hace frío Hace calor Está nublado Llueve Está lloviendo Hay tormenta Huracán Terremoto Tornado Estaciones Primavera Verano Invierno Otoño Primavera Invernal Otoño Veraniego/estival Quinceañera El cuatro de julio Todos los Santos Pascua El día de los reyes Navidad El día de la independencia de los Estados Unidos Cumpleaños El día de la acción de gracias El cinco de mayo El Día de los Muertos Carnaval El sol La luna Los planetas Bosque Jungla Desierto Ciudad Campo Árbol Flores Hierba / Césped Tulipanes Cacto Rosas Trigo Granja Gallina Gallo Vaca Toro Cerdo Pato Pájaro Paloma Perro Gato León Lobo Caballo Burro Ballena Elefante Mariposa Mosca Pavo Cisne Mono Gorila Zorro Serpiente Pez/peces Ecoturismo Conservación Reciclaje Reciclar Mantenimiento Medioambiente Preservar Salvar Calentamiento global Contaminación Cambio climático Ecológico Deforestación Efecto invernadero Orgánico Capa de ozono Extinción Sustentabilidad

CN suggested vocabulary may include:

Almacén Edificio Colegio Escuela secundaria Escuela primaria Fábrica Gasolinera (estación de servicio) Rascacielos Mercado Cuadra/manzana /bloque La parada del autobús camión una guagua las afueras la autopista el semáforo la fuente la universidad la biblioteca la iglesia el gimnasio el cine el pueblo la ciudad el campo el país Agencia de automóviles Barbería Carnicería Peluquería Farmacia Floristería Frutería Joyería Librería Mueblería Panadería Supermercado Centro comercial Museo Monumento Parque de atracciones Droguería Zapatería Papelería Mercería Bodega Tienda de electrodomésticos Tienda de ropa (moda) Piscina pública Agencia de viajes la estación de tren aeropuerto Ayuntamiento la estación de autobuses Calle

Avenida derecho izquierdo a la derecha siga recto a la izquierda cerca de al lado de detrás de enfrente de delante de sobre lejos de abajo entre en medio debajo de arriba de encima de frente a Afueras Centro Cercano Alrededor Suburbio Paleta Lampista Plomero Arquitecto Obrero Electricista Abogado Agente inmobiliario Anuncios Periódico Mensajero Carpintero Estoy perdido (a) Puedo ir a pie caminar andar Dar la vuelta Girar Perdón, ¿dónde queda (está) ...? Subir Bajar Salir Ir a/a la Cruzar Tomar (as in transportation) Cogir Comprar Ir de compras Vender Trabajar Estudiar Escoger Elegir Necesitar Querer Leer Tener ganas de...

TECH & SH suggested vocabulary may include:

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

SJ suggested vocabulary may include:

Desigualdad, Justicia, Tolerancia, Protesta, Ley, Cambio, Esfuerzo, Planear, Resolver, Cultura de Cancelación, Discriminación, Racismo, Empatía, Poder, Prejuicio, Estereotipo, Privilegio, Peligro, Seguridad, Tranquilidad, Luchar, Derechos, Reforma, Orgullo, Raza, Etnia, Desobediencia civil

	LOTE Content	Language Skills	LOTE Essential Questions	Assessment Strategies Formative & Summative	Literacy
Marking Period 3 Weeks 21-30 B. Contemporary Life House & Home Food & Meal-taking C. Science Technology & the Arts Health & Wellness A. Identity & Social Relationships	B. House & Home (HH) Types of dwellings Chores Public & Private Services	Commands and conjugations review via TPR In addition to all of the above: Formal/informal commands Express opinions Reflexive verbs <i>Espero que, Qué & Ojalá</i> phrases with	HH How do local surroundings affect how we live, work and play? How does where you live influence how you view different aspects of culture? everywhere? What are my responsibilities at home? How do I find a place to live in a foreign country? How do I get something fixed in a foreign country?	HH 1.3A, 1.3D Students write and perform a skit about a visit to a doctor or dentist office. NY2, NY3 1.2 Students write a letter to a university in a Spanish-speaking country looking for an ideal place to live while they are studying abroad. NY3 1.2D, 1.3A, 1.3B, 1.3C, 1.3E In groups, students design and decorate a dream house in blueprint form. The rooms and items must all be labeled. Students then write a sales pitch to	Cultural readings in English & Spanish Embedded readings Authentic videos & stories https://studyspanish.com/?s=culture www.newsela.com https://www.spanishplayground.net/online-spanish-stories-kids/ http://www.videoele.com/ www.youtube.com http://www.audiria.com/index.php http://senorwooly.com/ (Me Duele) TPRS resources:

Customs & Traditions When using authentic reading, viewing or listening materials, do not hesitate to introduce the necessary vocabulary, even if it doesn't enter into the categories listed above. There are NO rules.	C. Health & Welfare (HW) Reflexive verbs Daily routine Body parts review Ser v. estar Doler Describing symptoms & feelings Doctor visit Exercise Feelings/emotions Review B. Food & Meal-Taking (MT) Food groups Different foods Drinks Preparing meals Cooking Vocab Nutrition/health	the subjunctive tense Si clauses + Conditional Tense Expressions with tener Following directions	HW & MT What factors influence lifestyle choices in a given culture? How does a person's culture impact awareness of social/health issues? What decisions are teenagers expected to make? How does being a teenager vary from culture to culture? How do health habits differ from culture to culture? What foods do I like? How can I describe the foods I eat? What do people in other countries eat? How do I prepare food? What foods are healthy?	explain why their design should be built for the class. NY3 HW & MT 1.1,1.2,1.3 Students will discuss what they like to eat and what foods are healthy to build healthy habits. NY2, NY3 1.1,1.2,1.3, Students will read a Pablo Neruda food poem and create a cinquain poem or an ode to their favorite food. NY3 Students make a video of themselves reading their poems. NY3 Students take a virtual trip to a supermarket and read food labels NY1, NY3 Students solve each other's problems related to diet and health (partner work) NY2 Students make a poster giving advice for a healthy and unhealthy lifestyle NY3 Students will discuss with the teacher about what their eating habits are and how they deal with stress NY2 2.1, 2.2 Using the internet to search for foods that are imported into the USA from Spanish speaking countries NY3 Compare food pyramids from different Spanish countries NY2, NY3, NY4	https://martinabex.com/training/essential-strategies-for-tpsci-teachers/how-to-circle/ https://embeddedreading.com/ http://glesismore.com/movietalk/preview.html Easy Spanish Videos
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A. Celebrations, Customs & Traditions (CCT)
 Customs in different countries
 Holidays review
 CCT is an ongoing part of the school year; it has been placed in each Marking Period.

CCT
 How do I celebrate my culture?
 How does my culture differ from other cultures in Spanish-speaking countries?

Students can research ethnic food that has become fast food in the US and how it differs from the authentic version. [NY3](#), [NY4](#)
3.1, 3.2 Students use the internet to search for foods that are imported into the USA from Spanish speaking countries
 Convert metric units to US measurements [NY3](#)
 Reading comprehension: discussing growing popularity of natural remedies throughout the world
[NY1](#), [NY2](#)
4.1, 4.2 Students will use knowledge and reference sources to build word families [NY3](#), [NY4](#)

CCT
2.1 Students read articles about daily life in other countries and fill out a graphic organizer detailing similarities and differences to their own culture. [NY1](#), [NY4](#)
 Students watch videos about different holidays in different countries and write a letter home pretending that they were there detailing activities, sights, sounds, and the reason behind the celebration. [NY1](#), [NY3](#)
2.2 Students discuss the fascination of telenovelas and compare them with American soap operas. [NY2](#), [NY4](#)
5.1A/5.1B/5.1C Students attend a community event of the target culture where they can interact with native speakers. [NY2](#), [NY5](#)
 Students enjoy a meal in a restaurant/home of the target

				culture where they can interact with native speakers. NY2, NY5 Students write to pen pals in countries where L2 is spoken. Responses from pen pals are then shared with the class. NY2, NY3 Students can connect with native speakers via SKYPE or video-messaging and discuss in small groups. NY1, NY2 Heritage speakers, family & friends can be invited to class to talk about life in another country. Students prepare questions and record their answers. NY1, NY2, NY3 <u>FORMATIVE ASSESSMENT:</u> Students listen to 10 audio prompts and answer questions related to them. NY1 <u>CULMINATING PROJECT MP3:</u> Students create a Public Service Announcement regarding healthy living. Students must write a script, and create their video. They may use ADOBE SPARK or FLIPGRID. Rubric for MP3 project NY1,NY3	
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HH suggested vocabulary may include:

Coger Comprar Ir de compras Vender Trabajar Estudiar Escoger Elegir Necesitar Querer Leer Tener ganas de... Nadar Comer Casa Hogar Apartamento Piso Cabaña Mansión Sala Comedor Garaje Ático Dormitorio Cocina Baño Oficina Sótano Jardín Patio Porche Piscina Suelo Techo Paredes Vender Alquiler Comprar Pagar Si fuera... Quisiera... Preferiría Casa Hogar Apartamento Piso Cabaña Mansión Sala Comedor Garaje Ático Dormitorio Cocina Baño Oficina Sótano Jardín Patio Porche Piscina Suelo Techo Paredes Vender Alquiler Comprar Pagar lámpara sofá sillón televisor/una televisión La radio estéreo mesita cama almohada manta sábanas armario computadora pantalla teclado ratón estante de libros estantería ventana puerta alfombra cuadro mesa horno refrigerador basura lavaplatos fregona fregadero escoba microondas trapo nevera sillas vitrina mantel servilleta cuchillo tenedor cuchara vasos platos aspiradora aire acondicionado calefacción la luz la electricidad lavadora secadora de ropa papel higiénico pasta de dientes espejo gabinete retrete/inodoro ducha bañera toalla césped flores árboles Grande Pequeño Viejo Moderno Limpio Sucio Espacioso Barrio Ruidoso Tranquilo Seguro Aspirar Poner la mesa Quitar la mesa Regar las plantas Cortar el césped Quitar polvo de los muebles Doblar la ropa Lavar Limpiar Secar Dar de comer Preparar la comida Planchar Fregar los platos Cuidar Sacar la basura Hacer la cama Arreglar

HW and MT suggested vocabulary may include:

Cita Garganta Gotas Hombro Yeso Muletas Tirta Prescripción Despacho de médico Sala de espera Resfriado Gripe Cirujano Oídos Venda Oculista Herida Pulmonía Presión de sangre Análisis de sangre Fiebre Jarabe para la tos Pastillas/Píldoras Cuidarse Receta médica Tomar Padecer Marearse Cansado Desmayarse Tragar Antibiótico Aspirina Bronquitis Consultorio Dolor de muela Inyección Temperatura Radiografía Vitaminas Minerales Pirámide alimenticia Sano Saludable Estar en forma Levantar pesas Ejercicio aeróbico Ponerse en forma Mantenerse en forma Orgánico Vegetariano Vegano Tapear Desayunar Merendar Almorzar Cenar Postre Cena Almuerzo Merienda Desayuno Tapas Congelado Frito A la parrilla Azucarado Salado Nutritivo Malsano Dieta Régimen Rico Sabor Fresco Nutrición Porciones Aceite Acetoso Grasa Grasoso Carbohidratos Proteína Calorías Sodio Azúcar Colesterol Productos lácteos Granos Avena Pan integral Arroz Frutas Vegetales/ Verduras Carne Comida Cereales Guisantes Judías verdes Lechuga Cebollas Brócoli Coliflor Pimiento Calabaza Ajo Apio Papas(fritas) Ensalada Zanahorias Melocotón Manzanas Fresas Mangos Piña Naranja Uvas Cerezas Plátanos Bananas Peras Tocino Hamburguesa Bistec Pollo Pavo Salchichas Perrito caliente Chuleta Pescado Camarones Gambas Mariscos Pizza Espaguetis Arroz Pan Sopa de... Panqueques Huevos Leche Nata Queso Mantequilla Helado de... Crema de cacahuete Mermelada Batido Jugo de... Agua Gaseosa Café Té Horchata Sal/Pimienta Desayuno Almuerzo Cena Postre Tapas Merienda Cuchara Tenedor Cuchillo Plato Vaso Taza Servilleta Mesero/Camarero Cocinero/Chef Delicioso Asqueroso Maravilloso Rico Blando Salado Amargo Suave Dulce Crujiente Picante Comer Beber Tomar Pedir Gustar Remover Añadir Batir Cocinar Hornear Freír Servir Frío Caliente, etc.

	LOTE Content	Language Skills	LOTE Essential Questions	Assessment Strategies Formative & Summative	Literacy
Marking Period 4 Weeks 31-40 B. Contemporary Life Travel Leisure Food & Meal-taking C. Science, Technology & the Arts The Arts D. Global Awareness & Community Engagement Social Justice & Human Rights When using authentic reading, viewing or listening materials, do not hesitate to introduce the necessary vocabulary,	B. Travel (TR) Making travel plans Modes of transportation Tourist sites Accommodations Tourist behaviors and activities Nationalities (PI) Places and attractions (CN) Time schedules Customs Telegrams Currency Exchange B. Leisure (LE) Pastimes Activities Review Movie/television categories Emotions Media terms Entertainment B. Meal Taking/Food &	Commands and conjugations review via TPR Question words Activities Adjectives Indirect and Direct Object Pronouns <u>Present tense verbs</u> Present progressive: ESTAR + gerund The verb HABER in present, past & imperfect tenses Future tense Present perfect & past perfect (participles) Positive v. negative statements <u>Preterite & Imperfect Tense verbs</u> (Stories)	TR, LE & MT How do I plan a vacation? What will I do while I'm there? What is the culture of the place I am going? What do I need to travel? What do I do in the event of an emergency? How do foods differ in other countries? How do I order food in a Spanish-speaking country?	TR, LE & MT 1.1,1.2,1.3 Students will participate in a gallery walk of vacation spots set up around the room (beach, city, countryside, mountains..) as they identify the location and make a list of activities they can do there NY3 Students discuss what is needed for international travel Students role play (dialogue) travel agent/traveler, custom agent/traveler, flight attendant / passenger NY2 Students listen to statements and decide who said each statement (pilot, travel agent, custom agent...)NY1 Students will read flight and train schedules and answer questions about them NY1 Students will write travel itineraries after reviewing a variety of travel brochures NY1, NY3 Students will watch tourist videos of Spanish speaking countries and write down information to include in a writing assessment NY1 Students will write a composition of an international trip they took NY3 2.1 Students can explore an exchange program in a Spanish speaking country	Begin TPRS novel: <i>Los Bakers van a Peru, Nuevo Houdini</i> , etc. Cultural readings in English & Spanish NewsELA articles Current events articles Embedded readings Authentic videos & stories https://www.elcorteingles.es/ http://www.videoele.com/ www.newsela.com https://studyspanish.com/?s=culture www.youtube.com http://www.audiria.com/index.php TPRS resources: https://martinabex.com/training/essential-strategies-for-tpsci-teachers/how-to-circle/ https://embeddedreading.com/ http://glesismore.com/movietalk/preview.html Easy Spanish Videos

even if it doesn't enter into the categories listed above. There are NO rules. <u>Test-taking skills should also be practiced.</u> <u>Students should be made familiar with the types of writing tasks and their rubrics.</u>	Drink (MT) Restaurant Vocab Special menus *events Regional & national specialties	may be told in the past tense with dialogue in the present tense) <u>Future & Conditional tenses</u> (as they apply to essential questions) Indefinite & definite articles review Sentence structure/word order Conditional tense Subjunctive adjective phrases: <i>es mejor que, es importante que...</i> Por/ para <u>Adverbs</u>: very, a lot, a little, quickly, slowly, too much, too little, more & less, before, after, often, never, sometimes, rarely, without, hardly, after, before, then, so <u>Connectors</u>: also, neither, nor, or, and, but, because, for example, however, therefore, for this reason, even though Tener que + infinitive Transitions of time: entonces (then), próximo (next),	and suggest ways of dealing with cultural differences. NY2, NY4 3.1 Mathematics: students can calculate the exchange rate of Spanish currency with the United States dollar. NY3, NY4 Students will read an article on Ecuador and answer questions. NY1, NY2, NY3 4.1 , 4.2 Students will recognize the importance of accents of certain words that can change the meaning of the words (dé and de) NY1, NY4 5.1, 5.2 Students can plan a real trip to a Spanish speaking country in the future. NY3 1.1,1.2,1.3 Students can describe the difference watching a sporting event on tv and watching it in person NY1, NY3 Students can listen as people talk about a program on television and try to identify the type of show it is NY1 Personalized questions and answers NY2 Students read samples of television guides and answer questions orally NY1, NY2 Students describe and give opinions about a favorite television or movie NY3 Students role play a popular movies scene in TL and have class guess the movie NY2 Students write a movie review of a recent movie they have seen for a school newspaper NY2 2.1, 2.2 Students compare movie ratings in Spanish speaking countries and the United States NY2, NY4 Students can investigate how many networks broadcast entirely in Spanish Students discuss the fascination of telenovelas and compare them with American soap operas NY3, NY4	
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	después (after), antes (before) Ir + a + infinitive (going to do something) Negation of sentences Comparisons of equality/inequality: as . . . as; more/less than		Students watch a TL movie 4.1, 4.2 Students explore Spanish suffixes of –oso(a) and –dor(a) for adjectives NY1, NY4	
	C. The Arts (ART) combined with D. Social Justice & Human Rights (SJ) Painting Graffiti Sculpture Poems Novels Dance Music Protest Social change	ART & SJ What role does art play in protest? What is art activism? Why is art important in our daily lives? How can I best express my thoughts and feelings?	ART & SJ 1.3, 3.1, 4.2, 5.1 Students research an Hispanic artist and his/her work. They will put the information into a PREZI, ADOBE SPARK, or GOOGLE SLIDES presentation to be presented to their class. 1.2,1.3,2.2, 3.2,4.2,5.1 In small groups, students are asked to research how art can be used as a form of protest. Individually students are then asked to choose one work of art by a Hispanic artist and explain its social and political significance. FORMATIVE ASSESSMENT: Students complete an interpersonal, read to write task. NY1, NY2, NY3 Rubric for interpersonal writing task FINAL CHECKPOINT B EXAM: Please keep in mind the new format of the regionally-produced, Checkpoint B exams. There is now a read-to-write task, in addition to a presentational writing task. NY1, NY2, NY3, NY4, NY5	
TR & LE suggested vocabulary may include: Viajar Ir de vacaciones Visitar Llegar Quedar Regresar Ir de pesca Ir de camping Relajar Nadar Tomar el sol Ir a la playa Descansar Nadar Esquiar Correr Hacer alpinismo Caminar Ir de Windsurf Bupear Hacer paravelismo (parasailing) Jugar a... Comer Beber Hacer compras/comprar Hacer ejercicio				

Puerto Ir de excursión Hacer turismo Cambiar dinero Parque de atracciones Monumentos Museos Océano Mar Río Lago Barco Crucero Estación de trenes Tren Ferrocarril Aeropuerto Avión Vuelo Estación de Autocares Autobús/Autocar Horario Asiento Litera Billete/boleto Ida y Vuelta Equipaje Maleta Equipaje Pasaporte Identificación Dinero Aduana Telegrama Horario Metro Taxi Tranvía Coche/Carro Hotel Reservación Habitación Cama Cambio Dólares Pesos Euros Francos Libras Yenes Gerente Emocionado Enfermo Ocupado Triste Contento Mal Preocupado Enfadado/Enojado Divertido Interesante Corto Largo Aburrido Emocionante He perdido... Necesito ayuda... Perdón Me puede ayudar...?

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

MT suggested vocabulary may include:

Orgánico Vegetariano Vegano Tapear Desayunar Merendar Almorzar Cenar Postre Cena Almuerzo Merienda Desayuno Tapas Congelado Frito A la parrilla Azucarado Salado Nutritivo Malsano Dieta Régimen Rico Sabor Fresco Nutrición Porciones Aceite Acetoso Grasa Grasoso Carbohidratos Proteína Calorías Sodio Azúcar Colesterol Productos lácteos Granos Avena Pan integral Arroz Frutas Vegetales/ Verduras Carne Comida Cereales Guisantes Judías verdes Lechuga Cebollas Brócoli Coliflor Pimiento Calabaza Ajo Apio Papas(fritas) Ensalada Zanahorias Melocotón Manzanas Fresas Mangos Piña Naranja Uvas Cerezas Plátanos Bananas Peras Tocino Hamburguesa Bistec Pollo Pavo Salchichas Perrito caliente Chuleta Pescado Camarones Gambas Mariscos Pizza Espaguetis Arroz Pan Sopa de... Panqueques Huevos Leche Nata Queso Mantequilla Helado de... Crema de cacahuete Mermelada Batido Jugo de... Agua Gaseosa Café Té Horchata Sal/Pimienta Desayuno Almuerzo Cena Postre Tapas Merienda Cuchara Tenedor Cuchillo Plato Vaso Taza Servilleta Mesero/Camarero Cocinero/Chef Delicioso Asqueroso Maravilloso Rico Blando Salado Amargo Suave Dulce Crujiente Picante Comer Beber Tomar Pedir Gustar Remover Añadir Batir Cocinar Hornear Freír Servir Frío Caliente, etc.

ARTE suggested vocabulary may include: Ocio, Baile, Pintura, Escultura, Poesía, Obra, Novela, Ciencia Ficción, Romance, Tragedia, Obra de Teatro, Comedia, Aventura, Suspenso, Película, Clásico, Moderno, Cubismo, Realismo, Verso, Canción, Oda, Soneto, Comentario, Estético, Representar, Reproducción, Reproducir, Realizar, Símbolo, Simbolizar, Surrealista, Movimiento, Protestar

SJ suggested vocabulary may include:

Desigualdad, Justicia, Tolerancia, Protesta, Ley, Cambio, Esfuerzo, Planear, Resolver, Cultura de Cancelación, Discriminación, Racismo, Empatía, Poder, Prejuicio, Estereotipo, Privilegio, Peligro, Seguridad, Tranquilidad, Luchar, Derechos, Reforma, Orgullo, Raza, Etnia, Desobediencia civil, Activismo artístico

New York State Learning Standards for World Languages

STANDARDS WL	CRITERIA
ANCHOR STANDARD: COMMUNICATION	Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.
Standard 1: Interpretive Communication	Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse

	texts, including authentic resources.
Standard 2: Presentational Communication	Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.
Standard 3: Interpersonal Communication	Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers* to describe, inform, narrate, explain, or persuade.

ANCHOR STANDARD: CULTURE	Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.
Standard 4: Relating Cultural Practices and Products to Perspectives	Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.
Standard 5: Cultural Comparisons	Learners use the target language to compare the products and practices of the cultures studied and their own.