

1/17/14 EASTERN LEBANON COUNTY SCHOOL DISTRICT
STUDENT LEARNING MAP

Course/Subject: Spanish 3
Topic: Unit 1; Mi presente

Days:3wks
Grade Level:

Key Learning

Present tense review, narration in the present tense



Unit Essential Question

How do I describe my life in the present tense?

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| Concept present tense conjugations | Concept structure of the verb gustar | Concept reflexive verbs |
| Standards: 1.1,1.2,1.3, 3.1, 4.1 | Standards: 1.1,1.2,1.3, 3.1, 4.1 | Standards: 1.1,1.2,1.3, 3.1, 4.1 |
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| Lesson Essential Question How do we use the present tense to describe our lives? | Lesson Essential Question How is the verb “to like” different in Spanish and English? | Lesson Essential Question When do we use reflexive verbs? |
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| Vocabulary from the presentation “Una persona a quien admiro” | Vocabulary common likes and dislikes | Vocabulary personal hygiene vocab |

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| Concept use of ser vs. estar | Concept por vs para | Concept present tense narration |
| Standards: 1.1,1.2,1.3, 3.1, 4.1 | Standards: 1.1,1.2,1.3, 3.1, 4.1 | Standards: 1.2,1.3, 3.2 |
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| Lesson Essential Question What are the distinct uses for ser and estar? | Lesson Essential Question What are the differences in usage of por and para? | Lesson Essential Question What is the short story “La sala de espera” about? |
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| Vocabulary location, condition, and characteristic vocab. | Vocabulary preposition vocab. | Vocabulary from “Sala de espera” and their show and tell presentation |

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Additional Information/Resources:

EASTERN LEBANON COUNTY SCHOOL DISTRICT
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Course/Subject: Spanish 3

Topic: Unit 2 La cuestión de la
inmigración Days:3wk

Key Learning
conditional and future tenses; perfect tenses; causes and effects of immigration



Unit Essential Question
What are the reasons and results of immigration in the US?

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| Concept conditional tense (and purchasing power parity) | Concept future tense | Concept immigration causes |
| Standards: 1.1, 1.2, 2.1, 3.1, 3.2 | Standards: 1.1, 1.2, 1.3, 4.1 | Standards: 1.1, 1.2, 2.1, 3.2, 4.2 |
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| Lesson Essential Question How much would you have to work to buy a sandwich in México? | Lesson Essential Question Where will you be in 10 years? Where will the US be in 10 years? | Lesson Essential Question Why do people immigrate to other countries? |
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| Vocabulary from the BigMac Index | Vocabulary future plans vocab | Vocabulary from the song “Pa’l norte” from video “Mil razones para dejar a tu país” |

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| Concept immigration journeys | Concept immigration effects | Concept perfect tenses |
| Standards: 1.1, 1.2, 2.1, 3.2, 4.2 | Standards: 1.1, 1.2, 2.1, 3.2, 4.2 | Standards: 1.1, 1.2, 4.1 |
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| Lesson Essential Question How do people immigrate to other countries? | Lesson Essential Question What are the results of immigration both in the home country and the adopted country? | Lesson Essential Question How are present, future, and conditional perfect tenses used? |
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| Vocabulary | Vocabulary | Vocabulary |

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| from an excerpt of the novel, “La travesía de Enrique” | from “La travesía de Enrique” and the song “Vengo de donde” de Orishas | haber, common verbs and participles, and vocab. from “La travesía de Enrique” |
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Additional Information/Resources:

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Course/Subject: Spanish 3
Topic: Unit 3:Lo mítico y lo mágico

Days: 3wks
Grade Level:

Key Learning

narration in the past tense; pre-Colombian creation myths, Magical Realism



Unit Essential Question

How do myths form an important part of Latin American literature?

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| Concept preterite vs imperfect | Concept Pre-Colombian creation myths | Concept Magical Realism |
| Standards: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 4.2 | Standards: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 4.2 | Standards: 1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 4.2 |
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| Lesson Essential Question How do we narrate in the past tense? | Lesson Essential Question What are creation myths and why do they exist? | Lesson Essential Question What are the characteristics of Magical Realism? |
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| Vocabulary from “Mito taíno de creación”; “Cuando los ticunas poblaron la tierra”; el “Popol Vuh” | Vocabulary from “Mito taíno de creación”; “Cuando los ticunas poblaron la tierra”; el “Popol Vuh” | Vocabulary from “Tecún Umán” “El agua es como chocolate” “La casa de los espíritus” and “La luz es como el agua” |

Additional Information/Resources:

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Course/Subject: Spanish III
Topic: Unidad 4 Raíces y romances

Days: 5 weeks

Key Learning

History of Medieval Spain (la convivencia), analysis of a medieval poem



Unit Essential Question

What is “la convivencia” and could it exist in our modern world?

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| <p>Concept History of Spain (from fall of Roman Empire until unification under the Catholic Monarchs)</p> | <p>Concept Convivencia</p> | <p>Concept Contributions of Muslim medieval world</p> |
| <p>Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.2</p> | <p>Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.2</p> | <p>Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.2</p> |
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| <p>Lesson Essential Question What are the most important historical events on the Iberian Peninsula from the 5th through the 15th century, and why are they significant?</p> | <p>Lesson Essential Question Can multiple religions and ethnicities live and work together in peace?</p> | <p>Lesson Essential Question How does Spain’s rich and varied history manifest itself in actual Spanish society?</p> |
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| <p>Vocabulary Abderramán I los árabes Averroes los bereberes el Cid los cristianos los judíos Maimonides el moro el mozárabe los musulmanes (el musulmán) el mudéjar los Omeya (la dinastía omeya) los romanos Samuel ibn Nagrila los Reyes Católicos (Isabel y</p> | <p>Vocabulary 1. el arco 2. el azulejo 3. el bullicio 4. el califa 5. el califato 6. la convivencia 7. la derrota 8. florecer 9. el hebreo 10. la herradura 11. huir 12. la llegada 13. mezclar 14. la mezquita 15. la mitad</p> | <p>Vocabulary See previous two lists</p> |

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| Fernando) Tariq ibn Zayid los visigodos numbers 1- 2000 | 16. la muralla 17. oscuro 18. el paisaje 19. el palacio 20. pavimentado 21. la población 22. el reino 23. reinar 24. el rey 25. la reina 26. el romance 27. el techo | |
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| Concept Importance of poetry in Arab world | Concept Analysis of a “romance” (type of poem) | Concept Subjunctive |
| Standards: 1.3, 2.2, 2.3, 3.1, 3.2 | Standards: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.2, 5.2 | Standards: 1.1, 1.2, 3.1, 4.1 |
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| Lesson Essential Question What were the “hanging odes” of Arabic culture? | Lesson Essential Question What are the elements of a “romance” poem? | Lesson Essential Question When must the subjunctive be used? |
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| Vocabulary synthesis of Unit vocab to write own poem | Vocabulary El moro, la morería, la señal, el signo, crecer, la mentira, labrar, dobla, huerta, el Generalife, casarse, las arras, la dote, agradecer, relucir, la viuda, el verso, la estrofa, la personificación | Vocabulary verbs that trigger the subjunctive (WEIRDOs) |

Additional Information/Resources: