

**World Languages: Spanish  
Unit 4: Let's Celebrate**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Language enables communication.</li> <li>▪ Language is inextricably linked to culture.</li> <li>▪ Different cultures use different languages.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What are the steps involved in planning a party?</li> <li>▪ What are some Hispanic celebrations and how are they celebrated?</li> <li>▪ How do celebrations reflect culture?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Food shopping is different in Spanish speaking countries.</li> <li>▪ Different cultures celebrate in different ways.</li> <li>▪ Different cultures use different currency and systems of measurement.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> Ar, er, ir verbs, food, quantity expressions, simple future, metric system and currency.</li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Prepare a list for planning a celebration.</li> <li>▪ Research celebrations in Hispanic countries.</li> <li>▪ Discuss party plans with a friend.</li> <li>▪ Compare/contrast holiday traditions among cultures.</li> <li>▪ Express ones preferences in relation to celebrations.</li> <li>▪ Find recipes for typical foods in Hispanic cultures.</li> <li>▪ Read/interpret a party invitation written in the target language.</li> </ul>
<b>Related Maine Learning Results</b>	<p>A. <u>Communication:</u> Students communicate in the target language.</p> <p>A1 Interpersonal <b>Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns, which are comprehensible to speakers accustomed to interacting with language learners.</b></p> <p>a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing.</p> <p>b. Participate in conversations on a variety of everyday topics to meet personal needs.</p> <p>A2 Interpretive <b>Students comprehend brief conversations, narratives, and recorded material in familiar contexts.</b></p> <p>a. Identify main ideas, topics, and details from simple oral/signed and written texts.</p> <p>A3 Presentational <b>Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a</b></p>

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**level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.**

- a. Write/sign messages using a prescribed, culturally-appropriate format.
- b. Produce and present simple creative works orally and in writing.
- c. Convey personal preferences or information pertaining to everyday life orally and in writing.

**A4 Language Comparisons**

**Students compare the target language with English in order to better understand language systems.**

- a. Compare basic grammatical structures and syntax between languages.
- b. Compare idiomatic expressions between languages.
- c. Compare pronunciation systems between languages. \*
- d. Recognize that there are regional and/or historical variations in spoken language.
- e. Explain connections between languages through the identification of cognates.

**B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.**

**B1 Practices and perspectives**

**Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.**

- a. Describe examples of common beliefs of a culture(s) in which the target language is spoken.
- b. Describe common attitudes of a culture(s) in which the target language is spoken.
- c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.

**B2 Products and perspectives**

**Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.**

**B3 Comparisons with Own Culture**

**Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.**

- a. Compare verbal and non-verbal communication in a culture(s) in which the target language is spoken to communication in the culture in which the student lives.
- b. Recognize contributions of a culture(s) in which the target language is spoken to life in the United States including foods, celebrations, dress, and/or architecture

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	<p>C. <u>Connections</u>: Students expand their knowledge by connecting their study of a world language(s) with other content areas.</p> <p>C1 Knowledge of Other Learning Results Content Areas <b>Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.</b></p> <ol style="list-style-type: none"> <li>a. Use the writing process learned in English Language Arts when writing for the target language class.</li> <li>b. Apply research skills to further knowledge in the target language.</li> <li>c. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.</li> </ol> <p>C2 Distinctive Viewpoints <b>Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.</b></p> <ol style="list-style-type: none"> <li>a. Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the students' own viewpoints and/or behaviors.</li> </ol> <p>D. <u>Communities</u> Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.</p> <p>D1 Communities <b>Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).</b></p> <ol style="list-style-type: none"> <li>a. Participate in and summarize school/community events related to the target language or associated culture(s).</li> <li>b. Identify community and online resources that can be used to gain information about the target language or associated culture(s).</li> <li>c. Communicate with students in the target language.</li> <li>d. Describe language skills and cultural insights gained through real or virtual travel.</li> </ol>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Ongoing formative assessments</li> <li>▪ Use of vocabulary in context</li> <li>▪ Oral and written quizzes</li> <li>▪ Poster advertising a local celebration</li> </ul>
<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ Teacher created materials</li> <li>▪ Videos about Hispanic countries</li> </ul>

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