

**World Languages
Spanish I
Unit 3: The Family**

Essential Understandings	<ul style="list-style-type: none"> ▪ Communication is the central purpose of language; it reveals characteristics and peculiarities of distinct cultures. ▪ Comparing cultures through language can be a powerful tool in developing cultural awareness.
Essential Questions	<ul style="list-style-type: none"> ▪ How does one describe family relationships? ▪ How does one ask and tell birthdays? ▪ How does one ask and tell age? ▪ How does one express possession?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Specific vocabulary and pragmatics are necessary when describing family members, asking and telling age, giving dates, and expressing possession. ▪ The verb “tener” has special meaning in Spanish.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ nouns for family members, numbers up to 100, months of the year, verb tener, possessive adjectives
Essential Skills	<ul style="list-style-type: none"> ▪ Talk about family members. ▪ Ask and give dates. ▪ Designate possession. ▪ Ask and tell ages.
Related Maine Learning Results	<p><u>World Languages</u></p> <p>A. Communication</p> <p>A1. Interpersonal</p> <p>Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation which would be comprehensible to a native speaker accustomed to interacting with language learners.</p> <ol style="list-style-type: none"> a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries. b. Provide and exchange detailed information on familiar topics, orally and in writing. c. Describe and explain states of being, orally and in writing. d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning. <p>A2. Interpretive</p> <p>Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 span.</p> <ol style="list-style-type: none"> a. Identify main ideas, topics, and specific information in a variety of authentic written materials.

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<p>Related Maine Learning Results</p>	<p>A3.Presentational Students express their own thoughts to describe and narrate in oral/signed and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.</p> <ul style="list-style-type: none"> c. Paraphrase and/or summarize texts orally and in writing using a presentational d. Write brief narrative compositions and expository/informational compositions. <p>A4.Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language.</p> <ul style="list-style-type: none"> a. Compare a variety of grammatical structures and syntax between languages. d. Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts. <p>B. Culture</p> <p>B1.Practice and Perspectives Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken</p> <ul style="list-style-type: none"> a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken. <p>B3.Comparisons with Own Culture Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.</p> <ul style="list-style-type: none"> b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken. <p>C. Connections</p> <p>C1. Knowledge of Other Learning Results Content Areas Students use the target language to enhance their knowledge of other Learning Results content areas.</p> <ul style="list-style-type: none"> a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English. b. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas.
<p>Sample Lessons</p>	<ul style="list-style-type: none"> ▪ Family tree ▪ Form human birthday line

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And Activities	<ul style="list-style-type: none"> ▪ Calendar/scheduling activities ▪ Possessive adjectives dice drill
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Family project and presentation ▪ Dictation ▪ Quizzes (oral and written) ▪ Compositions ▪ Skits
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>En Español</u> 1a - McDougal Littell ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>En Español</u> 1a - McDougal Littell