

**World Languages
Spanish IV
Unit 3: La Catrina**

Essential Understandings	<ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Western languages have certain structural similarities. ▪ Behavior, attitudes, and customs differ according to cultural norms.
Essential Questions	<ul style="list-style-type: none"> ▪ What are some of the influences on Mexican heritage? ▪ What are cultural, behavioral and attitudinal similarities and differences between Mexican and US friends and families? ▪ What kind of family relationships are portrayed in the reader <i>La Catrina</i>?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Family dynamics, behavioral, cultural and attitudinal norms play an important role in the lives and decision making of Hispanics. ▪ Many factors influenced Mexican and Mexican/American heritage in Mexico and the United States.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ vocabulary and idiomatic expressions specific to the reader, verb tense specific to the reader (present, preterite, imperfect, future, past, and present perfect)
Essential Skills	<ul style="list-style-type: none"> ▪ Read for comprehension. ▪ Discuss events that happened. ▪ Predict and write about future events.
Related Maine Learning Results	<p><u>World Languages</u> A. Communication A1. Interpersonal 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 or in sign language, and in writing. d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.

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Results**

A2. Interpretive

Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 grade span.

- a. Identify main ideas, topics and specific information in a variety of authentic written/signed materials.
- b. Identify main ideas, topics, and specific information in authentic films.
- c. Identify main ideas, topics, and specific information in a variety of authentic oral/signed materials.
- d. Interpret the author's use of literary devices evident in prose and poetry.

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.

- a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.
- b. Relate a story about a personal experience or event orally or in sign language.
- c. Paraphrase and/or summarize texts orally or in sign language, and in writing using a presentational format.
- d. Write/sign brief narrative compositions and expository/informational compositions.
- e. Give oral/signed presentations on familiar subjects related to a culture(s) in which the target language is spoken.
- f. Paraphrase and/or summarize texts orally or in writing in a presentational format using the target language or English.

A4. Language Comparisons

Students use their understanding of the nature of language to enhance their communication in the target language.

- a. Compare a variety of grammatical structures and syntax between languages.
- b. Identify examples of vocabulary in both languages that do not translate directly from one language to another.
- c. Use idiomatic expressions and/or proverbs in the target language.
- d. Identify examples of how vocabulary (in English and the target language) that convey different meanings in different contexts.

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<p>Related Maine Learning Results</p>	<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> <ol 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. b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken. c. Identify differences in cultural practices among peoples that speak the same language. <p>B3. Comparison 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> <ol style="list-style-type: none"> a. Identify and compare influential figures from the two cultures. 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. c. Use the target language in a manner that would be considered appropriate by native speakers and explains what makes it appropriate communication. <p>C. Connections</p> <p>C2. Distinctive Viewpoints Students located authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language.</p> <ol style="list-style-type: none"> a. Interpret short prose, poetry, or plays in the target language that reflect the culture(s) in which the target language is spoken and make connections to the viewpoints of the culture associated with the target language(s).
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Discussion of content and characters of book and movie ▪ Respond to hypothetical questions and questions relating to the story ▪ Rejoiners (responding to a statement or question using vocabulary or lines from the story) ▪ Vocabulary game: Around the World (describe the word without giving the word)

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Sample Classroom Assessment Methods	<ul style="list-style-type: none">▪ Tests and quizzes▪ Interpretation▪ Journal entries
Sample Resources	<ul style="list-style-type: none">▪ <u>Other Resources:</u><ul style="list-style-type: none">○ videos and other ancillary materials that go with the reader