

**World Languages  
Spanish I  
Unit 4: Sports**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Communication is the central purpose of language; it reveals characteristics and peculiarities of distinct cultures.</li> <li>▪ Comparing cultures through language can be a powerful tool in developing cultural awareness.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How do I talk about sports?</li> <li>▪ How do I express preferences?</li> <li>▪ How do I make comparisons?</li> <li>▪ What are the differences between “saber” and “conocer”?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Specific vocabulary and pragmatics are necessary when talking about sports, expressing preferences, and making comparisons.</li> <li>▪ “Saber” and “conocer” are used differently.</li> <li>▪ The verb “jugar” has special meaning in Spanish.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ sports, locations of sporting activities and sports equipment, comparison words such as más de, mayor, tanto como, preference verbs such as preferir, pensar and querer</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Talk about sports.</li> <li>▪ Compare sports.</li> <li>▪ Tell personal preferences.</li> <li>▪ Conjugate stem changing verbs.</li> <li>▪ Recognize the differences between “saber” and “conocer” and use the two appropriately.</li> </ul>
<b>Related Maine Learning Results</b>	<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"> <li>a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.</li> <li>b. Provide and exchange detailed information on familiar topics, orally and in writing.</li> <li>c. Describe and explain states of being, orally and in writing.</li> <li>d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.</li> </ol> <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"> <li>a. Identify main ideas, topics, and specific information in a variety of authentic written materials.</li> </ol>

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<b>Related Maine Learning Results</b>	<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. d. Write brief narrative compositions and expository/informational compositions.</p> <p>B. Culture 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 b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.</p> <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. a. 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> <p>C. Connections C1. Knowledge of Other Learning Results Content Areas Students use the target language to enhance their knowledge of other Learning Results content areas. a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.</p>
<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"> <li>▪ Comprehension of real sports video- clips</li> <li>▪ Peer-work</li> <li>▪ Skits</li> <li>▪ Sports card project</li> <li>▪ Critiques</li> </ul>
<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"> <li>▪ Sportscaster dialogues</li> <li>▪ Sports card project</li> <li>▪ Oral presentation</li> <li>▪ Quizzes (oral and written)</li> <li>▪ Portfolio</li> </ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ Unit 3 “Etapa 2”</li> </ul> </li> <li>▪ <u>Other Materials:</u> <ul style="list-style-type: none"> <li>○ Spanish sports cards</li> </ul> </li> </ul>