

**World Languages
Spanish II
Unit 4: Daily Routine**

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 one’s daily routine? ▪ How does one talk about grooming? ▪ How does one tell another person to do something? ▪ How does one discuss daily chores?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Many verbs describing your daily routine are reflexive. ▪ Pronoun placement is different for affirmative and negative commands.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ grooming vocabulary, tu commands, reflexive verbs, pronouns
Essential Skills	<ul style="list-style-type: none"> ▪ Describe daily routine using reflexive verbs. ▪ Identify body parts. ▪ Use correct pronoun placement with commands. ▪ Give affirmative and negative tu commands.
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"> b. Identify main ideas, topics, and specific information in authentic films. c. Identify main ideas, topics, and specific information in authentic oral/signed materials.

World Languages
Spanish II
Unit 4: Daily Routine

<p>Related Maine Learning Results</p>	<p>A4. Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language. c. Use idiomatic expressions and/or proverbs in the target language.</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 b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.</p> <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. c. Use the target language in a manner that would be considered appropriate by native speakers and explain what makes it appropriate communication.</p> <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. 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> <p>C2. Distinctive Viewpoints Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language. b. Located selected magazines, newspapers, authentic entertainment media an electronic media in the target language and use these media as the basis for describing the viewpoints of the culture associated with the target language(s).</p>
--	---

**World Languages
Spanish II
Unit 4: Daily Routine**

Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Peer work providing partner with needed information to his questions ▪ Guided conversations ▪ Language laboratory activities and drills
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Quizzes (oral & written) ▪ Oral peer work ▪ Identify and extract information from dialogue ▪ Total Physical Response with personal care items ▪ Hiding article and asking each other if they have or haven't got the item using direct object pronouns
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ ¡En español!- McDougal Littell textbook ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ ¡En español! ▪ <u>Other Resources</u> <ul style="list-style-type: none"> ○ Restaurant menus