

**World Languages
Spanish I
Unit 5: Education**

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 do I ask a classmate what classes he has? ▪ How do I ask a classmate when he has specific classes? ▪ How do I tell someone what classes I have? ▪ How do I conjugate “ar” verbs to agree with the subject? ▪ How do I tell someone I have to do something? ▪ How do I tell someone there is something?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Specific vocabulary and pragmatics are necessary when talking about school subjects, classroom location, and classroom articles. ▪ Specific vocabulary and pragmatics are necessary when telling how often certain things occur. ▪ The verb “ar” has special meaning in Spanish.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ classroom subjects, classroom articles, regular “ar” verbs, adverbs of time (always, once in awhile, etc.), tener and hay que
Essential Skills	<ul style="list-style-type: none"> ▪ Talk about school schedules. ▪ Talk about school subjects. ▪ Conjugate “ar” verbs. ▪ Use adverbs of time. ▪ Tell someone you have to do something. ▪ Tell someone there is something.
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 and in writing. d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.

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<p>Related Maine Learning Results</p>	<p>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 span. a. Identify main ideas, topics, and specific information in a variety of authentic written materials.</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. b. Relate a story about a personal experience or event orally. d. Write brief narrative compositions and expository/informational compositions.</p> <p>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.</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 c. Identify differences in cultural practices among peoples that speak the same language</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. 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>
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Related Maine Learning Results	<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.</p> <p>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>
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Peer work filling in own schedule and that of peer ▪ Identifying subjects with appropriate “ar” verb conjugation ▪ Listen to and understand spoken dialogue ▪ Match cards to subjects ▪ Mochila activity/ Total Physical Response
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Quizzes (oral 7 written) ▪ Oral peer work ▪ Identify and extract information from dialogue ▪ Written and oral quiz
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ Unit 2 “Etapa 1”