

**World Languages
Spanish II
Unit 6: Planning a Party**

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 best describe past activities? ▪ How does one talk about extremes/comparisons? ▪ How does one discuss measurements of food?
Essential Knowledge	<ul style="list-style-type: none"> ▪ The preterite tense is used to describe past activities. ▪ Measurements in Hispanic countries are based on the metric system.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ food vocabulary, measurement vocabulary, preterite tense (regular verbs), temporal vocabulary (today, yesterday, last week)
Essential Skills	<ul style="list-style-type: none"> ▪ Describe plans for organizing a party. ▪ Distinguish between present and preterite tense actions. ▪ Use correct conjugations when describing actions.
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> <p>a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.</p> <p>b. Provide and exchange detailed information on familiar topics, orally and in writing.</p> <p>d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.</p> <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> <p>c. Identify main ideas, topics, and specific information in authentic oral/signed materials.</p>

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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">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.e. Give oral/signed presentations on familiar subjects related to a culture(s) in which the target language is spoken. <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.b. Identify examples of vocabulary in both languages that do not translate directly from one language to another. <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>B2. Products and Perspectives Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the 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.</p> <ul style="list-style-type: none">c. considered appropriate by native speakers and explains what makes it appropriate communication. <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.
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<p style="text-align: center;">Related Maine Learning Results</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. Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and describe viewpoints of a culture(s) in which the target language is spoken.</p>
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Retelling of past events ▪ Guided conversations ▪ Language laboratory activities and drills
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Quizzes (oral & written) ▪ Oral peer work ▪ Identify and extract information from dialogue ▪ Transform present tense narrative into preterite tense narrative
<p style="text-align: center;">Sample Resources</p>	<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!