

World Languages
Spanish II
Unit 7: Considering Future Professions

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 compare city and country life? ▪ How does one talk about past activities? ▪ How does one interview another about his profession? ▪ What contributions have Hispanics made to American contemporary culture?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Spanish uses the preterite tense to talk about past activities. ▪ Certain verbs are irregular in the preterite tense. ▪ Certain verbs change meaning when used in the preterite. ▪ There are advantages and disadvantages to living either in the country or city.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ city vocabulary (buildings, transportation), country vocabulary (farm animals), professions
Essential Skills	<ul style="list-style-type: none"> ▪ Describe activities and events which occurred in the past. ▪ Explore prerequisites for certain professions. ▪ Compare traditional male and female occupations. ▪ Relate the significant events in a public person’s life using the preterite tense.
Related Maine Learning Results	<p><u>World Languages</u></p> <p>A. Communication</p> <p>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> <p>b. Provide and exchange detailed information on familiar topics, orally and in writing.</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> <p>b. Relate a story about a personal experience or event orally or in sign language.</p> <p>c. Paraphrase and/or summarize texts orally or in sign language.</p>

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Related Maine Learning Results	<p>A4. Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language. d. Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts.</p> <p>B. Culture 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. a. Identify and compare influential figures from the two cultures.</p> <p>D. Communities D1. Communities Students demonstrate their understanding and use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21st century. a. Interact with people, either in the community or online, who use the target language in their professions. b. Independently access a variety of target language sources for one's own entertainment or enrichment. c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s). d. Communicate with target language speakers using the target language.</p>
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Peer work providing partner with needed information to his questions ▪ Portray and interview famous Hispanic people ▪ 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 ▪ Discuss orally and in writing the lives of chosen Hispanic people
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!