Unit 1: Back to School

Content Area: **World Languages**
Course(s): **Spanish 4 CP**
Time Period: **September**
Length: **10 blocks**
Status: **Published**

Enduring Understandings

- Learning a different language/culture leads to greater understanding of one's own language and culture.
- Language learning involves acquiring strategies to fill communication gaps.
- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Geography influences our society and its institutions.
- The responsibilities of a student change as the student furthers their education.

Essential Questions

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How does the language I'm studying help me to better understand my native language?

How does my school compare to schools in other countries?

How are the responsibilities of a high school student similar and/or different to the responsibilities of a college student?

How are student life and daily routine different in high school and college?

Content

Vocabulary:

School activities (teacher, grade, homework, etc.)

Structure:
Focus-Present tense (regulars and irregulars), verbs like gustar (gustar, encantar, aburrir, interesar, molestar, enojar, sorprender, asustar, etc.)

Reinforcement of noun adjetive agreement, comparisons, direct/indirect object pronouns, preterit/imperfect, future/conditional, subjunctive

Skills

Identify vocabulary related to the classroom in order to describe the activities that go on in a typical classroom

Discuss what makes a good/bad student and a good/bad teacher

Compare the daily life of a high school student with a college student

Compare your daily life to the daily life a student in the target language community

Compose questions and respond to personal questions related to chapter vocabulary

Recall the present tense in order to describe what you and others do in school

Recall the forms and uses of special verbs like *gustar* in order to express likes, dislikes, interests, bores, etc. in school

Use unit vocabulary to interpret authentic texts dealing with high school and college daily routine and activities

Role-play a conversation between a high school and college student and discuss differences and similarities in experiences

Standards

WL.7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
WL.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions
WL.7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
WL.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
WL.7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.

WL.7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school - related topics.
WL.7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.7.1.IL.C.2	Present student - created and/or authentic short plays, skits, poems, songs, stories, or reports.
WL.7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.