Unit 1 - Getting Acquainted

Content Area: **World Languages**
Course(s): **Spanish B**
Time Period: **September**
Length: **7 Weeks**
Status: **Published**

Transfer

*S*aying hello, describing myself and others and saying goodbye

Enduring Understandings

Language connects people.

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.

Essential Questions

How are languages other than English used to communicate?

How will learning another language broaden my horizons and be useful in other aspects of life?

Where is Spanish spoken?

How can I appropriately address people I meet?

What can I already communicate in my new language?

How can I inquire about people?

How is my school day different than the school day of a student who speaks the language I am studying?

Content

Definite/indefinite articles

Subject pronouns

Present tense of verb *ser, gustar, estar, ir, tener*

Present tense of regular –ar, -er and –ir verbs and stem changing verbs

Possessive adjectives

Definite/indefinite articles

Noun/adjective agreement

Direct object pronouns

Time

Vocabulary

Vocabulary: Greetings, Alphabet, titles of respect, interrogative words, qualitative adjectives, days of the week, numbers, seasons, subject pronouns, leave-takings School subjects/Schedule (biology, history, etc.), **classroom objects** (desk, chalkboard, etc.) **school supplies** (pen, paper, notebook, etc.), **people in the school** (student, teacher, etc.) **colors** (red, blue, etc.), **Meals/Food, Family, Clothing**

Learning Objectives

Name the letters of the alphabet and pronounce words according to sound system of the target language

Greet someone appropriately

Ask or tell who someone is or what something is

Ask or tell where someone is from

Describe myself or someone else

Ask and tell what date and season it is

Count from 1-100

Tell time/tell at what time an event takes place

List definite and indefinite articles

List different subject pronouns

Tell the forms of the verb “to be” in the present tense

End a conversation appropriately and courteously

Describe what subjects I take in school and schedule.

Tell what school supplies I need for different classes and objects in the classroom

Talk about what time my classes begin and end.

Compare and contrast school schedule of a typical U.S. student living in a country where the target language is spoken

Resources

Standards

FL.6-12.7.1.IL.A	Interpretive Mode
FL.6-12.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.

FL.6-12.7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.
FL.6-12.7.1.IL.B	Interpersonal Mode
FL.6-12.7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
FL.6-12.7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
FL.6-12.7.1.IL.C	Presentational Mode
FL.6-12.7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
FL.6-12.7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
FL.6-12.7.1.IL.C.4	Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.