

# Unit 5: Spanish - Friends Around the World (6-8)

Content Area: **Spanish**  
Course(s): **Spanish 6, Spanish 7, Spanish I**  
Time Period: **Generic Time Period**  
Length: **# days**  
Status: **Published**

## Established Goals/Standards

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Please choose the appropriate Goals/Standards from the Standards tab above.

FL.6-12.7.1.IL.A.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
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.5	Demonstrate comprehension of conversations and written information on a variety of topics.
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.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.
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.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

## Essential Questions

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Please add your Essential Questions by clicking on the Lists tab above.

- How does learning a world language help me understand who I am and the global society in which I live?
- To what extent does learning a world language promote cultural tolerance, acceptance, and understanding?

## Enduring Understanding

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Please add your Enduring Understandings by clicking on the Lists tab above.

- All cultures value date, time, and special events, but express them in different ways.
- Meaning is conveyed through phrasing, intonation, and syntax at the multiple, sequential sentence level.
- Studying other languages and cultures offers an insight into our own.

## Content

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Content Knowledge:

Use greetings and leave-taking expressions

Introduce themselves

Exchange information about age

State and write the date

Tell where they are from

Conjugate *ser* in the present tense

Describe themselves and others

Follow the rules of noun-adjective agreement

Express likes and dislikes using the verb *gustar*

Discuss pastimes

Introduce/describe family members

Conjugate -ar verbs in the present tense

Talk about the school day and schedule

#### Content Skills:

Apply vocabulary and grammar through culminating, theme-based activities

Apply skills to reading, writing, and speaking activities

Make comparisons between verb conjugations in English and Spanish

Learn new vocabulary through cognate recognition

Identify various cultural perspectives

#### Content Understandings:

Cultural differences exist with regard to greetings and basic introductions

Adjectives must agree in noun and gender with the person they are describing

GUSTAR is used to express likes and dislikes

School experiences are different in Spanish-speaking countries

Family is an integral part of the Spanish-speaking world

Six different verb forms exist for each verb in Spanish

## **Resources**

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Please add your Resources by clicking on the Lists tab above.

- Buen Viaje Level 1 - Glencoe McGraw Hill
- Online resources
- Paso a Paso A - Pearson Prentice Hall
- Paso a Paso B - Pearson Prentice Hall
- Que Tal? magazine, audio exercises
- Supplemental books
- Teacher-created materials