

Unit 9: Spanish - School (3-5)

Content Area: **Spanish**
Course(s): **Spanish 3, Spanish 4, Spanish 5**
Time Period: **Generic Time Period**
Length: **# days**
Status: **Published**

Established Goals/Standards

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

FL.3-12.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
FL.3-12.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
FL.3-12.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
FL.3-12.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
FL.3-12.7.1.NH.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.3-12.7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
FL.3-12.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
FL.3-12.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.
FL.3-12.7.1.NH.C.3	Describe in writing people and things from the home and school environment.

Essential Questions

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 world in which I live?
- To what extent does learning a world language promote cultural tolerance, acceptance, and understanding?

Enduring Understanding

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

- Meaning is conveyed through phrasing, intonation, and syntax at the simple sentence level.
- Studying other languages and cultures offers insight into our own.

Content

Content Knowledge:

15-20 vocabulary words about classroom objects

10-15 vocabulary words about occupations found within the school

Use *ser* to describe (La clase de ____ es ____)

Identify objects by their size and shape

Numbers 1-60

Ask/tell time in Spanish

Differentiate the three times of the day

Use time expressions in everyday situations

When to use *tu/usted*

Content Skills:

Compare and contrast classroom objects

Use simple questions and answers when speaking

Understand simple oral and written discourse in Spanish

Describe a typical classroom

Describe your ideal classroom

Make a graph identifying the amount of objects in a classroom

Create a labeled picture of a classroom

Content Understandings:

Classrooms in the United States differ from those in Spanish-speaking countries

The school is made up of many people/occupations

When speaking to an adult in school, students should use the *usted* form

Adjectives must agree in number and gender with the object they are describing

The meaning of "on time" varies from culture to culture

Resources

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

- Teacher-created resources
- Viva el español! series - McGraw Hill