

# 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

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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

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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 world 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.

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

## Content

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### 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

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## Resources

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

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