

World Languages: Spanish

Unit 6: Family Life

Essential Understandings	<ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Family units in the Hispanic world are similar.
Essential Questions	<ul style="list-style-type: none"> ▪ Who makes up a family in the Spanish-speaking world? ▪ How do family structures differ from one culture to another? ▪ How does one describe a family unit in Spanish?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Extended family and previous generations are important in Spanish culture. ▪ Family structures may differ from one culture to another. ▪ The phonetics of Spanish is different than English.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms</u>: Family members and pets, possessive adjectives, comparison lexicon, verb tener
Essential Skills	<ul style="list-style-type: none"> ▪ Describe family members including what they like doing in their free time. ▪ Express family relationships. ▪ Use possessive pronouns and adjectives. ▪ Compare differences and similarities among various family members.
Related Maine Learning Results	<p>A. <u>Communication</u>: Students communicate in the target language.</p> <p>A1 Interpersonal Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns, which are comprehensible to speakers accustomed to interacting with language learners.</p> <ul style="list-style-type: none"> a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing. b. Participate in conversations on a variety of everyday topics to meet personal needs. <p>A2 Interpretive Students comprehend brief conversations, narratives, and recorded material in familiar contexts.</p> <ul style="list-style-type: none"> a. Identify main ideas, topics, and details from simple oral/signed and written texts. <p>A3 Presentational Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.</p> <ul style="list-style-type: none"> a. Write/sign messages using a prescribed, culturally-appropriate format. b. Produce and present simple creative works orally and in writing.

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	<p>c. Convey personal preferences or information pertaining to everyday life orally and in writing.</p> <p>A4 Language Comparisons Students compare the target language with English in order to better understand language systems.</p> <p>a. Compare basic grammatical structures and syntax between languages. b. Compare idiomatic expressions between languages. c. Compare pronunciation systems between languages. * d. Recognize that there are regional and/or historical variations in spoken language. e. Explain connections between languages through the identification of cognates.</p> <p>B. <u>Cultures</u>: Students demonstrate an understanding of a culture(s) in which the target language is spoken.</p> <p>B1 Practices and perspectives Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.</p> <p>a. Describe examples of common beliefs of a culture(s) in which the target language is spoken. b. Describe common attitudes of a culture(s) in which the target language is spoken. c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.</p> <p>B2 Products and perspectives Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.</p> <p>B3 Comparisons with Own Culture Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.</p> <p>a. Compare verbal and non-verbal communication in a culture(s) in which the target b. language is spoken to communication in the culture in which the student lives. c. Recognize contributions of a culture(s) in which the target language is spoken to life in the United States including foods, celebrations, dress, and/or architecture</p> <p>C. <u>Connections</u>: Students expand their knowledge by connecting their study of a world language(s) with other content areas.</p> <p>C1 Knowledge of Other Learning Results Content Areas Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.</p>
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	<p>a. Use the writing process learned in English Language Arts when writing for the target language class.</p> <p>c. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.</p> <p>C2 Distinctive Viewpoints Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.</p> <p>a. Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the students' own viewpoints and/or behaviors.</p> <p>D. <u>Communities</u> Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.</p> <p>D1 Communities Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).</p> <p>a. Identify community and online resources that can be used to gain information about the target language or associated culture(s).</p> <p>c. Communicate with students in the target language.</p> <p>d. Describe language skills and cultural insights gained through real or virtual travel.</p>
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Continuing formative assessments through continued use of vocabulary in context ▪ Oral and written quizzes ▪ Family album
Sample Resources	<ul style="list-style-type: none"> ▪ Teacher created materials ▪ Authentic videos ▪ Games ▪ Magazines in the target language

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