

World Languages
Spanish II
Unit 1: Visiting Family

Essential Understandings	▪ Communication is the central purpose of language; it reveals characteristics and peculiarities of distinct cultures. Comparing cultures through language can be a powerful tool in developing cultural awareness.
Essential Questions	▪ How do I ask/give directions? ▪ How do I ask/give addresses? ▪ What are the prepositions? ▪ How do I give instructions using the informal you? ▪ How do I use the verb to say/tell (decir)? ▪ How do I identify places? ▪ What are the modes of transportation?
Essential Knowledge	▪ Informal commands are used with close friends. ▪ The verb decir is irregular. ▪ Prepositions are used to indicate location. ▪ Requesting and giving directions requires the use of the imperative.
Vocabulary	▪ <u>Terms:</u> ○ places, prepositions, decir, modes of transportation, directions
Essential Skills	▪ Discuss directions. ▪ Speak about places in your town. ▪ Conjugate the verb decir. ▪ Give directions and location. ▪ Speak about modes of transportation.
Related Maine Learning Results	<u>World Languages</u> A. Communication A1. Interpersonal Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation which would be comprehensible to a native speaker accustomed to interacting with language learners. a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries. b. Provide and exchange detailed information on familiar topics, orally and in writing. c. Describe and explain states of being, orally and in writing. d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.

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Related Maine Learning Results	A2. Interpretive Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 span. b. Identify main ideas, topics, and specific information in authentic films. c. Identify main ideas, topics, and specific information in authentic oral/signed materials. A3. Presentational Students express their own thoughts to describe and narrate in oral and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners. d. Write brief narrative compositions and expository/informational compositions. B. Culture B1. Practice and Perspectives Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken. b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken. c. Identify differences in cultural practices among peoples that speak the same language. C. Connections C1. Knowledge of Other Learning Results Content Areas Students use the target language to enhance their knowledge of other Learning Results content areas. b. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas.
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Related Maine Learning Results	C2. Distinctive Viewpoints Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language. b. Located selected magazines, newspapers, authentic entertainment media an electronic media in the target language and use these media as the basis for describing the viewpoints of the culture associated with the target language(s). c. Locate selected magazines, newspapers, authentic entertainment media and electronic media in the target language and describe viewpoints of a culture in which the target language is spoken.
Sample Lessons And Activities	▪ Using a map of Brunswick, in pairs extract information and ask how to arrive from one location to the next ▪ Peer work-give directions ▪ Identify where you will end up after being given directions ▪ Video of unit ▪ Quizzes and tests ▪ Match modes of transportation to people ▪ Hide objects and describe their location using prepositions
Sample Classroom Assessment Methods	▪ Quizzes (oral & written) ▪ Oral peer work ▪ Identify and extract information from dialogue
Sample Resources	▪ <u>Publications:</u> ○ <u>¡En español!</u>- McDougal Littell textbook ▪ <u>Videos:</u> ○ <u>¡En español!</u>