

World Languages
Spanish I
Preliminary Unit – Hello and Welcome

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 introduce myself to people in formal and informal ways? ▪ How do I give and ask information about my well being? ▪ How do I give and ask phone numbers? ▪ How do I ask and give dates?
Essential Knowledge	▪ Spanish is spoken on inhabited continents. ▪ Pragmatics is essential to effective communication. ▪ The verb ser is indispensable. ▪ Adjectives agree in number and gender.
Vocabulary	▪ <u>Terms</u>: ○ greetings, some subject pronouns, numbers 0-9, some conjugations of verbs ser, estar, and llamarse, interrogatives such as cómo, de dónde, cuál, qué
Essential Skills	▪ Introduce oneself to people. ▪ Differentiate between formal and informal ways of addressing others. ▪ Count to 9. ▪ Bid farewell in different ways (according to culture, etc.). ▪ Express dates. ▪ Exchange phone numbers.
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	A4.Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language. a. Compare a variety of grammatical structures and syntax between languages. b. Identify examples of vocabulary, in both languages, that do not translate directly from one language to another. c. Use idiomatic expressions and/or proverbs in the target language. d. Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts. 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. B3.Comparisons with Own Culture Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives. c. Use the target language in a manner that would be considered appropriate by native speakers and explain what makes it appropriate communication. 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. a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.
Sample Lessons And Activities	▪ Introduce oneself to classmates ▪ Match people to their phone numbers ▪ Skits
Sample Classroom Assessment	▪ Oral presentations ▪ Creations of scripts and dialogues ▪ Quizzes (oral and written)

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Methods	
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Sample Resources	▪ <u>Publications:</u> ○ <u>En Español</u> 1a - McDougal Littell ▪ <u>Videos:</u> ○ <u>En Español</u> 1a - McDougal Littell
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