

**Overview:** In this unit, students will learn language for talking about classroom objects and locations.

**Essential Questions:**

- What is it like to be a middle school student?

**Enduring Understandings:**

- Middle school students in different countries share common experiences in school.
- Language has rules, patterns, and structure.
- Language and culture are intertwined.

**CURRICULUM STANDARDS / STUDENT OUTCOMES**

**Communication**

**1.1 Interpersonal** - Students will:

- Talk about personal and classroom items and furniture.
- Talk about the location of objects in a classroom setting and people in a photo.

**1.2 Interpretive Reading and Listening** - Students will:

- Read and listen to information on classroom items and furniture.
- Read a dialogue requiring understanding of the irregular verb *estar* and articles.
- Read a picture-based story.
- Read a journalistic article about UNICEF.
- Read a note about a student's request for information.
- Listen to and watch a video about a classroom prank.
- Compare a photo to oral descriptions of a Spanish club.

**1.3 Presentational Speaking** - Students will:

- Present information about classroom items and furniture.
- Retell portions of a story they have heard.
- Present a dialogue requiring understanding of articles.
- Compose a paragraph about their classroom and a letter to a pen pal.
- Write a fictional email to a friend about classes.

**Culture**

**2.1 Practices and Perspectives** - Students will:

- Discuss women's access to education in seventeenth century Mexico.
- Discuss the widespread use of school uniforms.
- Discuss how physical education classes and team sports are conducted.
- Explain that school demands a high percentage of students' time.
- Explain Costa Rica's efforts to protect endangered species.
- Explain the communicative functions of the *huipil*.

**2.2 Products and Perspectives** - Students will:

- Explain the structure of educational systems.
- Talk about the *huipil*.

**Connections****3.1 Cross-curricular** - Students will:

- Discuss the seventeenth century Mexican intellectual, Sor Juana Inés de la Cruz.
- Discuss currency of Spanish-speaking countries.
- Read a journalistic article about UNICEF.

**Comparisons****4.1 Language** - Students will:

- Talk about new vocabulary through the recognition of cognates.
- Talk about verbal and nonverbal expression.
- Talk about the present tense of the irregular verb *estar*.
- Compare personalized school-related vocabulary.
- Explain number agreement with nouns and articles.
- Compare the Spanish and English pronunciation of the letter **g**.

**4.2 Culture** - Students will:

- Compare the use of school uniforms.
- Compare the influence of women writers on perspectives.
- Compare the design of physical education class.
- Compare commitments to and behavior in school.
- Consider the hypothetical result of United States expansion south to Panama in the nineteenth century.

**Communities****5.1 Beyond the School** - Students will:

- Consider the need for Spanish speakers in different types of jobs in the educational field.