Overview: In this unit, students will learn language for talking about their school day, schedule, and school subjects.

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 homework and classes.
● Talk about preferences in school subjects and activities in school.
● Talk about people and schedules at school.

1.2 Interpretive Reading and Listening - Students will:
● Read and listen to information on school subjects, schedules, supplies, and activities.
● Read information about a language school in Costa Rica.
● Read a picture-based story.
● Listen to and watch a video about school schedules.
● Listen to and understand information the present tense of –ar verbs.
● Listen to the use of subject pronouns.

1.3 Presentational Speaking - Students will:
● Present information about work, home, and school activities.
● Present information about school subjects, schedules, and supplies.
● Present school cheers like those in Spanish-speaking countries.

Culture
2.1 Practices and Perspectives - Students will:
● Explain the focus on English language acquisition in Spanish-speaking countries.
● Talk about school sporting event celebrations and traditions.
● Talk about leisure time during school hours.
● Explain the concept of Sunday “family time” in Mexico.

2.2 Products and Perspectives - Students will:
● Discuss Fernando Botero and his painting.
● Read and talk about school cheers.
● Discuss traditional dances of Mexico.

Connections
3.1 Cross-curricular - Students will:
- Discuss important artists and their work.
- Discuss migration patterns of monarch butterflies.
- Build vocabulary through an understanding of mathematics and explain similarities between Mayan numbering system and Roman numerals.
- Explain influences of Roman Empire history in Spain.
- Explain the impact Spanish exploration had on the Maya.

3.2 Target Culture - Students will:
- Read and recite school cheers.

Comparisons
4.1 Language: - Students will:
- Talk about new vocabulary through the recognition of cognates.
- Talk about the present tense of –ar verbs.
- Compare personalized school-related vocabulary.
- Explain the use of subject pronouns.
- Compare the Spanish and English pronunciation of the letter c.

4.2 Culture: - Students will:
- Compare the motivations for language learning.
- Compare leisure periods during the school day.
- Compare the use of the 24-hour clock to the 12-hour clock.
- Compare school cheers and sporting event celebrations.

Communities
5.1 Beyond the School - Students will:
- Discuss why English-speakers in the community are interested in learning Spanish.