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.