

Overview: In this unit, students will learn language for talking about places they go and things they like to do with an emphasis on sports and music. They will also extend, accept, or decline invitations.

Essential Questions:

- What do young people like to do in their free time?

Enduring Understandings:

- Students in different countries share common experiences outside of school.
- There are expectations when extending, accepting and declining invitations.
- Language has rules, patterns, and structure.
- Language and culture are intertwined.

CURRICULUM STANDARDS / STUDENT OUTCOMES

Communication

1.1 Interpersonal - Students will:

- Talk about sports and pastimes.
- Talk about emotions and states of being.
- Talk about when certain events and activities occur.
- Talk about cellular phone usage.
- Talk about experiences of family immigration.
- Extend, accept, or decline invitations.

1.2 Interpretive Reading and Listening - Students will:

- Read and listen to information about sports and pastimes.
- Listen to information about how people are feeling.
- Read a picture-based story.
- Read about emotions and states of being.
- Read an advertisement for a sports training school.
- Read an advertisement for a campground.
- Read about golfers Sergio Garcia and Lorena Ochoa Reyes.
- Listen to and watch a video about sports and pastimes.

1.3 Presentational Speaking - Students will:

- Present information about sports and pastimes.
- Present information about emotions and states of being.
- Present information about when certain activities occur.
- Present information about a sports training school.
- Present information about golfers Sergio Garcia and Lorena Ochoa Reyes.
- Write about cellular phone usage.
- Present an account of an interview about immigration.

Culture

2.1 Practices and Perspectives - Students will:

- Talk about the festival, *La Noche de los rábanos*.

- Talk about how students traditionally engage in activities outside of school.

2.2 Products and Perspectives - Students will:

- Talk about the elaborate radish-sculpting of *La Noche de los rábanos*.

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

- Reinforce math and metric conversion skills.
- Apply knowledge of geography and current events.

3.2 Target Culture - Students will:

- Read an advertisement for a sports training school.

Comparisons**4.1 Language** - Students will:

- Talk about new vocabulary through the recognition of cognates.
- Explain that words are borrowed across languages.
- Talk about the use of *ir* in conjunction with *a* and an infinitive to express future.
- Compare the use of *jugar* idioms with English.
- Compare the Spanish and English pronunciation of the letter **d**.

4.2 Culture - Students will:

- Compare specialized, regional crafts and products.
- Compare how students engage in activities outside of school.

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

- Consider local opportunities for Spanish-speakers in the health care professions.
- Interview a Spanish-speaker about the immigrant experience.

5.2 Lifelong Learner - Students will:

- Read about golfers Sergio Garcia and Lorena Ochoa Reyes.
- Explain the current influence of Spanish-speakers in areas like politics, music, poetry, and science.