

**Overview.** In this unit, students learn about the country of Honduras; talk about activities and hobbies they enjoy; describe their school day activities and schedule; discuss and ask questions about cultural activities; and tell time in Spanish.

**Essential Questions:**

- What are some of the activities and hobbies that students enjoy? (week 1)
- What's a day at school like? (week 2)
- What are some of the cultural activities in your community? (week 3)
- How do we tell time in Spanish? (week 4)

**Enduring Understandings:**

- School is a place that we learn.
- There are necessary supplies needed for students and teachers.
- How we tell time.
- Honduran students play games that are similar to and different from students in the United States.

**CURRICULUM STANDARDS / STUDENT OUTCOMES**

**Communication**

**1.1 Interpersonal - Students will:**

- Ask and answer questions about games played in school.
- Discuss with a classmate what school supplies they are using.
- Ask and answer questions about what activities occur at school.
- Ask and answer questions places at school.
- Discuss with a classmate their favorite hobbies.
- Ask and answer questions about the time and days of the week.

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

- Identify and count school supplies.
- Identify the days of the week in Spanish.
- Predict and retell events.
- Recognize the sounds of *g* and *j* in Spanish.
- Distinguish between declarative, interrogative and exclamatory sentences.
- Recognize cognates.
- Read and listen to information about games and school supplies; read a picture-based story.
- Listen to and watch a video about games played in Honduras.

**1.3 Presentational Speaking and Writing - Students will:**

- Explain activities conducted on different days of the week.
- Tell the time on the hour.
- Differentiate between activities done in the morning, afternoon and evening.

- Describe what classes they are taking.

### **Culture**

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

- Examine a class schedule in Honduras.
- Describe the hobbies of children in Honduras.

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

- Name school supplies used by children in Honduras.
- Identify the Mayan counting system as it pertains to the Mayan calendar.

### **Connections**

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

- Count up to 12 in Spanish.
- Tell the time on the hour in Spanish.

#### **3.2 Target Culture** - Students will:

- Recognize different global calendar by looking at authentic images of the Mayan calendar.

### **Comparisons**

#### **4.1 Language** - Students will:

- Demonstrate one-to-one correspondence between spoken and printed word.
- Compare words for different classes between Spanish and English.

#### **4.2 Culture** - Students will:

- Compare games played by Honduran children with games of their own culture.
- Compare school subjects in Honduras with school subjects of their own culture.

### **Communities**

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

- Participate in simulations that replicate authentic conversations about school and games.

#### **5.2 Lifelong Learner** - Students will:

- Utilize the language to experience news and entertainment available through print and electronic Spanish language media.

## FUNCTIONS • VOCABULARY • STRUCTURES

LANGUAGE FUNCTION	CONTENT VOCABULARY	LANGUAGE STRUCTURE
Identify days of the week.	<p>Time Periods:</p> <ul style="list-style-type: none"><li>• hoy</li><li>• semana</li><li>• fin de semana</li></ul> <p>Days:</p> <ul style="list-style-type: none"><li>• lunes</li><li>• martes</li><li>• miércoles</li><li>• jueves</li><li>• viernes</li><li>• sábado</li><li>• domingo</li></ul>	<ul style="list-style-type: none"><li>• ¿Qué día es hoy?</li><li>• Hoy es . . .</li><li>• En el fin de semana</li> <li>• ¿Qué días vas a la escuela?</li><li>• El domingo vamos a. . .</li><li>• El sábado vamos a . . .</li></ul>

Identify and describe various activities.	<p>Activities:</p> <ul style="list-style-type: none"> <li>● carnaval</li> <li>● deportes</li> <li>● baloncesto</li> <li>● béisbol</li> <li>● fútbol</li> <li>● museo</li> <li>● ruinas</li> </ul> <p>Instruments:</p> <ul style="list-style-type: none"> <li>● tambor</li> <li>● trompeta</li> </ul> <p>Actions:</p> <ul style="list-style-type: none"> <li>● jugar</li> <li>● oír</li> <li>● ver</li> <li>● visitar</li> </ul> <p>Descriptions:</p> <ul style="list-style-type: none"> <li>● difícil</li> <li>● divertido</li> <li>● fácil</li> </ul>	<ul style="list-style-type: none"> <li>● ¿Dónde está (person)?</li> <li>● ¿Dónde estás tú?</li> <li>● Yo estoy . . .</li> <li>● ¿A dónde vas?</li> <li>● Yo voy a/al/a la (place).</li> <li>● ¿A dónde vas por la mañana/tarde?</li> <li>● Yo voy a/al/a la (place) por la mañana/tarde.</li> <li>● ¿Qué es divertido?</li> <li>● ¿Qué es aburrido?</li> <li>● ¿Qué es fácil?</li> <li>● ¿Qué es difícil?</li> <li>● ¿Qué juegas tú?</li> <li>● Yo juego . .</li> <li>● ¿Qué te gusta hacer?</li> <li>● Me gusta (activities).</li> </ul>
Identify people and things at school.	<p>People:</p> <ul style="list-style-type: none"> <li>● maestro(a)</li> </ul> <p>Supplies:</p> <ul style="list-style-type: none"> <li>● tijera</li> <li>● crayones</li> <li>● lápices</li> <li>● libro</li> <li>● horario</li> <li>● reloj</li> </ul>	<ul style="list-style-type: none"> <li>● ¿Qué útiles tienes tú?</li> <li>● Yo tengo (supply).</li> <li>● Yo tengo (number) (supply).</li> <li>● La maestra tiene (supplies).</li> <li>● ¿Qué tenemos?</li> <li>● Nosotros tenemos (supplies)</li> <li>● ¿Qué tiene(n) (persona)?</li> <li>● Él/Ella tiene (number) (supplies).</li> <li>● Mis amigos tienen (supplies).</li> </ul>

Describe the school day.	<p>Classes:</p> <ul style="list-style-type: none"> <li>• ciencias sociales</li> <li>• ciencias</li> <li>• salud</li> <li>• matemáticas</li> <li>• educación física</li> <li>• inglés</li> <li>• español</li> <li>• arte</li> <li>• música</li> <li>• almuerzo</li> </ul> <p>Times:</p> <ul style="list-style-type: none"> <li>• por la mañana</li> <li>• al mediodía</li> <li>• por la tarde</li> </ul>	<ul style="list-style-type: none"> <li>• ¿Cómo es un día en la escuela?</li> <li>• ¿Qué clase prefieres?</li> <li>• ¿Qué clase no te gusta?</li> </ul>
Tell the time on the hour.	<p>Numbers (Time):</p> <ul style="list-style-type: none"> <li>• uno</li> <li>• dos</li> <li>• tres</li> <li>• cuatro</li> <li>• cinco</li> <li>• seis</li> <li>• siete</li> <li>• ocho</li> <li>• nueve</li> <li>• diez</li> <li>• once</li> <li>• doce</li> </ul>	<ul style="list-style-type: none"> <li>• ¿Qué hora es?</li> <li>• Son las . . .</li> <li>• ¿Cuándo estudian los niños (clase)?</li> <li>• Los niños estudian (clase) por la mañana/por la tarde.</li> <li>• ¿A qué hora estudian los niños (clase)?</li> <li>• A las (hora) los niños estudian (clase).</li> </ul>
Describe a schedule.	<p>Schedule:</p> <ul style="list-style-type: none"> <li>• carta</li> <li>• computadora</li> <li>• horario</li> <li>• lenguaje</li> </ul>	<ul style="list-style-type: none"> <li>• ¿Cómo es tu horario?</li> </ul>
Describe different cultural activities and hobbies.	<p>Activity Words:</p> <ul style="list-style-type: none"> <li>• celebración</li> <li>• gimnasio</li> <li>• guitarra</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>• poder</li> </ul>	<ul style="list-style-type: none"> <li>• ¿Qué te divierte?</li> <li>• Me divierte...</li> <li>• Te invito a...</li> <li>• Yo te enseño...</li> </ul>

	<ul style="list-style-type: none"><li>• hacer</li><li>• tocar</li><li>• leer</li></ul>	
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