**Unit 3 KUD: Spanish 1**  **Teacher:**

El horario Visco, Jensen

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| **Know**(by the end of this unit, students will know…) | **Understand**(by the end of this unit, students will understand that…) | **Do**(by the end of this unit, students will be able to…) |
| * “Estar” has six different endings to indicate their subject.
* School day schedules and activities vary from country to country within the Spanish speaking world.
* -AR Verb conjugations are specific to their subjects.
* “ser” and “estar” are used to express “to be” in different contexts.
* Verb conjugations follow specific patterns in the present tense.
* Recognizing cognates and roots can aid comprehension.
 | * There are differences between the American school system and school systems in Spanish speaking countries
* Conjugations convey meaning.
 | * Discuss and describe the differences between HS schedules in the US, Spain and Latin America.
* Communicate orally and in written form about their school day and respective schedule using single words and memorized phrases.
* Identify basic contextual differences between Ser and Estar.
* ESL 1: Communicate in a way that is appropriate for the audience
* ESL 2: Write using standard Spanish
* ESL 12: Describe how the different aspects of a culture define its identity.
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**Unidad 3 Learning Targets**

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| Skill | 1 | 2 | **3** | 4 |
| **Communication using present tense** |  | I can use present tense AR verbs to communicate about self and others with prompting | **I can communicate about myself, school schedule and others using present tense AR verbs and estar** | I can apply my knowledge to enhance my communication using AR verbs and estar in unfamiliar situations |
| **Mastery of grammatical structures** |  | I can remember grammar rules when reminded.  | **I can modify adjectives to their respective nouns. I can express possession using ‘de’.**  | I can apply the grammatical structures learned in unfamiliar situations. |
| **Mastery of vocabulary** |  | I can identify current vocabulary when given a list. | **I can use the vocabulary to describe my school environment. I can use the vocabulary to ask and answer basic questions.**  | I can accurately apply the vocabulary most of the time to familiar and unfamiliar situations. |
| **Listening Comprehension** |  | I can understand some of the vocabulary when spoken out loud. | **I can understand the vocabulary when it is spoken out loud.**  | I understand all of the vocabulary when it is spoken aloud.  |
| **Pronunciation and intonation** |  | I can demonstrate pronunciation of rudimentary sounds in Spanish. | **I can demonstrate pronunciation of basic sounds in Spanish**  | I can demonstrate appropriate pronunciation and intonation in Spanish. |