Unit 1: Clothing & Daily Routine

Content Area: **World Languages**
Course(s): **Spanish 2 CP, Spanish 2 Honors**
Time Period: **Marking Period 1**
Length: **10 blocks**
Status: **Published**

Transfer Skills

Part 1: TLW talk about clothing, shopping, and express opinions

Part 2: TLW discuss their daily routine

Enduring Understandings

Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

Cultural perspectives are gained by using the language and through experience with its products and practices.

There are similarities and differences among high school students around the world.

Daily routine can positively or negatively affect one’s health.

Essential Questions

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How does the language I'm studying help me to better understand my native language?

What can I already communicate in my new language?

How does the clothing people wear reflect the society in which the people live?

How is the clothing I wear different from the clothing an adolescent in another country wears?

How is my typical day similar/different to other adolescents?

Content

Content for Part 1 can be found in Unit 3.1 in Avancemos 2 textbook

Content or Part 2 can be found in Unit 2.2 in Avancemos 2 textbook

Vocabulary:

Part 1: Clothing & shopping - coat, boots, jewelry store, etc. (Unit 3.1 p. 144 Avancemos 2 textbook)

Parte 2: Daily routine reflexive verbs & objects - to brush one's teeth, toothbrush, etc. & parts of the body - head, arm, etc. (Unit 2.2 p.114 Avancemos 2 textbook)

Structure:

Part 1: Reinforcement of the present regular and irregular verbs (Yo-go verbs and stem-changers p. 149 Avancemos 2 textbook)

Part 2: Reinforcement of the reflexive verb in the present tense (p. 119 Avancemos 2 textbook)

Present Progressive Tense (p. 124 Avancemos 2 textbook)

Recall:

Part 1: Clothing vocabulary from Spanish 1, expressions of frequency, school subjects, & telling time and use of the verb gustar, present tense regular verbs, ser vs estar, & noun/adjective agreement.

Part 2: Daily routine vocabulary from Spanish 1, use of the verb gustar, present tense regular verbs, present tense irregular verbs, & telling time.

Suggested Readings:

Part 1: Telehistoria Escena 1 (p. 147), Comparación cultural: el arte histórico (p. 150), Telehistoria Escena 2 (p. 152), Comparación cultural: Los centros comericales (p. 156), Telehistoria Completa (p. 157) & Revista de moda p. 160-161)

Part 2: Telehistoria Escena 1 (p. 117), Comparación cultural: el arte abstracto (p. 120), Telehistoria Escena 2 (p. 122), Comparación cultural: Los gestos y el espacio personal (p. 132), Telehistoria Completa (p. 127) & Lectura Cultural p. 131)

Skills

Part 1:

1. Identify irregular verbs in the present tense (yo-go verbs, stem-changers, etc)

2. Identify vocabulary dealing with clothing in order to tell what you and others like to wear

3. Identify vocabulary dealing with describing clothing in order to discuss clothing in detail

4. Express likes and dislikes of clothing, shoes and jewelry

Part 2:

1. Identify vocabulary dealing with daily routine activities

2. Describe daily routine and activities from morning to night

3. Identify the forms and uses of reflexive verbs in the present tense

4. Recall the forms of the present progressive in order to describe what they and others are doing

Resources

Textbook:Avancemos 2

Ancillary Sources: Avancemos 2 website; Avancemos 2 cuaderno, lecturas para todos, audio (CDs)

Spanish 1 grammar and vocabulary-gustar, clothing, family, chores, food

Clothing vocabulary-coat, boots, etc.- p.144 Avancemos 2 textbook

Reflexive verbs & objects etc.- p. 114 Avancemos 2 textbook

Reinforcement of the present regular and irregular verbs & present progressive

Google Classroom

Google Slides

Google Docs

Chromebooks

Graphic Organizers

Document Camera

YouTube

Maps

Student Notebooks

Standards

7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.