Unit 3: Healthy Living & Market-Shopping

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

Transfer Skills

Part 1:

The students will use the present tense to discuss balanced eating and exercising in order to maintain healthy lifestyles.

The students will use the preterit tense in order to discuss past sporting events.

Part 2:

The students will use the present tense to discuss personal preferences related to market-shopping.

The students will use the preterit tense in order to discuss past experiences market-shopping.

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.

Geography and tradition influence our society, its institutions and products.

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 can sports bring together the people of a community?

How are the practices of purchasing items similar and different among countries?

Content

Content in Part 1 can be found in Unit 2.1 of the Avancemos 2 textbook, workbook etc.

Content in Part 2 can be found in Unit 3.2 of the Avancemos 2 textbook, workbook etc.

Vocabulary:

Part 1: Sporting events, sports competitions, sports equipment, expressing emotions, describing athletes and ways to stay healthy (pg. 109)

Part 2: Items at the market, expressions of courtesy, asking for help (pg. 187)

Structure:

Part 1: ER/IR verbs in the preterit tense (pg. 95,) demonstrative adjectives & pronouns (pg.100)

Part 2: Hace + expressions of time (pg. 172,) preterit stem-changing (e-i, o-u) and spell-changing (i-y) verbs (pgs. 178 & 226)

Recall:

Part 1: Food, sports equipment, colors, clothing, classroom objects, gustar and reinforcement of present, present progressive, preterit and DOP/IOP

Part 2: Family, clothing, colors, chores, food, gustar, and reinforcement of present, present progressive, preterit and DOP/IOP

Suggested Readings:

Part 1:Telehistoria escena 1 (pg. 93) Telehistoria escena 2 (pg. 98) Comparación cultural: El equipo de fútbol (pg. 102) Telehistoria completa (pg. 103) La Copa Mundial (pg. 106) Conexiones: La educación física - el deporte de pato (pg. 108)

Part 2:Telehistoria escena 1 (pg. 171) Comparación cultural: Los vejigantes (pg. 174) Telehistoria escena 2 (pg. 176) Telehistoria completa (pg. 181) Las artesanías (pg. 184 TB) Comparación cultural: Máscaras (pg. 186)

Skills

Part 1:

Identify vocabulary to talk about sporting events and athletes.
Identify equipment needed to exercise.
Recall regular and irregular verbs in the present tense in order to discuss sports and health.
Describe characteristics/qualities found in a good teammate.
Discuss foods and exercises that can help one maintain a healthy lifestyle.
Talk about the benefits of healthy eating and exercise.
Identify the forms of demonstrative adjectives and pronouns to refer to placement/location of nouns.
Retell events from the past.
Use direct and indirect object pronouns in order to refer to people and things previously mentioned.
Use the preterit tense to describe personal experiences related to sports and health.
Compare and contrast sports and traditions in Spanish-speaking countries with those found in the United States.

Part 2:

Identify vocabulary related to shopping for goods in the market.
Express yourself courteously.
Ask for assistance and talk about items at a marketplace.
Describe items using detail (color, material, size etc.)
Express quantity needed and cost of items.
Discuss likes and dislikes of items at the marketplace.
Use direct and indirect object pronouns in order to refer to people and things previously mentioned.
Use the preterit (including stem-changing verbs) in order to describe past activities and events.
Discuss personal market shopping experiences using the preterit tense.
Identify items particular to Spanish-speaking countries and compare to items in the United States.

Resources

Textbook: Avancemos 2

Ancillary Sources: Avancemos 2 website, resource and assessment books, cuaderno, lecturas para todos, audio (CDs)

Vocabulary Lists: Sports/health pg. 109 in the textbook, Market-shopping pg. 187 in the textbook

Grammar: Preterit (AR/ER/IR verbs, CAR/GAR/ZAR, ir, ser, dar, ver, hacer, stem-changers & spell changes,) demonstrative adjectives/pronouns and hace + expressions of time (& reinforcement of present and present progressive tenses)

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.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
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.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
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.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

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.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.