Unit 8: Invitations using technology and information through newspaper

Content Area: **World Languages**
Course(s): **Spanish 2 CP, Spanish 2 Honors**
Time Period: **Marking Period 4**
Length: **10 blocks**
Status: **Published**

Transfer Skills

Part 1:

The students will use the subjunctive in order to express hopes and wishes for the future.

The students will use the subjunctive in order to invite/persuade others to participate in a leisure activity such as going to a movie.

Part 2:

The students will use the present subjunctive in order to express opinions about school-related issues.

The students will use the present subjunctive in order to present solutions for school-related issues.

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.
One can learn about another culture and language and understand its beliefs and customs through art and theater.

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 one language influence another language?
How are leisure time activities similar and different in the cities of the target language in comparison with cities in my country? What leisure activities are universal?

How do leisure activities/cultural diversions reflect the beliefs and customs of a culture?

Content

Content in Part 1 can be found in Unit 6.2 of the Avancemos 2 textbook, workbook etc.

Content in Part 2 can be found in Unit 7.1 of the Avancemos 2 textbook, workbook etc.

Vocabulary:

Part 1: Extending and responding to invitations, expressing hopes and desires, acceptance speech phrases and movie premiere (pg. 353)

Part 2: Discussing important issues, school-related issues, school newspaper, expressing opinions, functions (pg. 385)

Structure:

Part 1: Present subjunctive with ojala (pg. 339,_ spelling changes in the subjunctive (CAR, GAR, ZAR), subjunctive of irregular verbs (dar, estar, ir, saber, ser) and subjunctive of stem-changing verbs (pg. 344)

Part 2: Subjunctive with impersonal expressions and impersonal expressions with haya (pg. 371)

Recall:

Part 1: Formal and informal commands, school subjects, vacation activities, sporting events and reinforcement of present, present progressive, preterit, imperfect and DOP/IOP

Part 2: Formal and informal commands, present subjunctive, events around town and reinforcement of present, present progressive, preterit, imperfect and DOP/IOP

Suggested Readings:

Part 1:Telehistoria escena 1 (pg. 337) Comparación cultural: Medios artísticos (pg. 340) Telehistoria escena 2 (pg. 342) Telehistoria completa (pg. 347) El Oscar y el Ariel: dos premios prestigiosos (pg. 350)

Part 2:Telehistoria escena 1 (pg. 369) Comparación cultural: Sitios de Santo Domingo (pg. 373) Telehistoria escena 2 (pg. 374) Telehistoria completa (pg. 379) Ayúdame Paulina (pg. 382)

Skills

Part 1:

Identify technology available to communicate/extend invitations.
Use the subjunctive in order to extend and respond to invitations.
Use technology to create future plans with a peer.
Express hopes and wishes for your future and the future of others.
Influence/persuade others to participate in a group, organization, celebration etc.
Compare and contrast the advantages and disadvantages of communicating through technology vs. communicating in person.
Identify and discuss the positive and negative impacts that technology is having on society today.
Use the subjunctive to express hopes for technology and society in the future.
Compare popular movies in your country to popular movies/genres in the countries where the target language is spoken

Part 2:

Identify vocabulary to discuss school-related issues.
Identify the forms and uses of the subjunctive.
Use the subjunctive to state and respond to opinions.
Present logical and persuasive arguments.
Discuss an issue that you have experienced in school.
Use the preterit and imperfect to describe how you handled the issue.
Present solutions to school-related issues and compare them to issues in the community.
Compare and contrast schools in the United States with schools in a Spanish-speaking country.
Identify, discuss and analyze the advantages and disadvantages of school newspapers.

Resources

Textbook: Avancemos 2

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

Vocabulary Lists: Extending and responding to invitations (pg. 353), School-related issues (pg. 385)

Grammar: Present subjunctive - spelling changes, stem-changes, irregular verbs, impersonal expressions

Google Classroom

Google Slides

Google Docs

Chromebooks

Graphic Organizers

Document Camera

YouTube

Maps

Student Notebooks

Standards

7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
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.