Unit 2: Vamos a la escuela!

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

Transfer Skills

Parte 1: *México* – Tell times and discuss schedules, describe classes, describe frequency

Parte 2: *México* – Describe classes and classroom objects, say where things are located, say where you are going, talk about how you feel.

Enduring Understandings

Language connects people.

Successful communication is knowing how, when and why to convey a message to different audiences.

Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.

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 influences our society and institutions.

Essential Questions

How will learning another language broaden my horizons and be useful in other aspects of life?

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

What strategies do I need to communicate in linguistically and culturally appropriate ways?

When does accuracy matter?

How do I know that I am getting better in using language in real-world situations?

How does the content of the language I'm studying help me to better understand my native language and who I am in the world in which I live?

What can I already communicate in my new language?

How is my school day different than the school day of a student who speaks the language I am studying?

Content

Vocabulary:

Parte 1: Words related to time, school subjects, classroom activities

Parte 2: Classroom objects, locations in the school, adjectives to describe emotions

Structure:

Parte 1: *Tener* and *tener que*, expressions of frequency, present tense of –AR verbs

Parte 2: *Estar* with prepositions and feelings, introduce ser vs.estar, use conjugated verbs to ask questions, *ir* to tell where you are going

Recall:

Parte 1: After-school activities, the verbs *gustar* and *ser,* interrogative words

Parte 2: Class subjects, telling time, *gustar*, *ser*, *tener* and –AR verbs*,* interrogative words

Suggested Readings:

Parte 1: Lecturas para todos: *Una escuela internacional en Mexico* pg. 12

Parte 2: Lecturas para todos: *Mi clase favorita* pg. 17

Skills

Skills:

Parte 1:

1. Identify words related to school subjects and activities.
2. Use the verb *ser* with numbers and phrases in order to ask and tell the time.
3. Use the verb *tener* in order to discuss the classes that you have in your daily schedule.
4. Describe what you do and what you have to do in each class through using regular and irregular verbs in the present tense.
5. Tell what you typically do and how often you do it.

Parte 2:

1. Identify classes, classroom objects and locations in school building.
2. Discuss classroom objects needed for each school-subject.
3. Use the verb *estar* and interrogatives to ask and answer questions such as where you are and how you are.
4. Use prepositions in order to locate objects in the classroom.
5. Prepare conversations related to school schedules, subjects and teachers. Explain why specific subjects/teachers are the favorites.
6. Compare and contrast schools, schedules, courses and activities in Spanish-speaking countries with school systems in the U.S.

Resources

Textbook: *Avancemos 1*

Ancillary Sources: *Avancemos 1 website; Avancemos 1 Cuaderno, lecturas para todos, audio (CDs)*

Verbs: tener, ser, estar, and ir

Vocabulary List: School subjects, classroom objects, & time

Google Classroom

Google Slides

Google Docs

Chromebooks

Graphic Organizers

Document Camera

YouTube

Student Notebooks

Standards

WL.7.1.NM.A	Interpretive Mode
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.L	Linguistic
WL.7.1.NM.B	Interpersonal Mode
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.B.L	Linguistic
WL.7.1.NM.C	Presentational Mode
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.

WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.L	Linguistic