Unit 3: Comer en la familia

Content Area: **World Languages**
Course(s): **Spanish 1 CP**
Time Period: **November**
Length: **9 blocks**
Status: **Published**

Transfer Skills

Parte 1: *Puerto Rico* – TLW talk about food and beverages, ask questions related to foods that you like and dislike

Parte 2: *Puerto Rico* – TLW talk about family members and their ages, express possession, give dates

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.

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

Language learning involves acquiring strategies to fill communication gaps.

Geography and tradition influences our society, its institutions and products like food.

Food brings together the people of a culture.

Family relationships, traditions and celebrations are affected by geography and vary throughout the regions of the world.

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 are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?

Why do people from different cultures sometimes say, write and do things differently from the way I do them?

How is culture expressed in every day traditions and practices?

Can a food define a culture?

How does my family differ from other families?

Why are family celebrations important?

Content

Vocabulary:

Parte 1: Words related to meals, additional interrogative words

Parte 2: Family, giving dates, numbers 200-1,000,000

Structure:

Parte 1: Additional interrogatives, *gustar* with nouns, present tense of –ER and –IR verbs, introduction to *hacer*

Parte 2: "De" to show possession, possessive adjectives

Recall:

Parte 1: Snack foods, telling time, *gustar, tener, ser, estar,* –AR verbs, interrogative words

Parte 2: Describing others, numbers from 11-100, after-school activities, *gustar, tener, ser, estar, hacer*, –AR/–ER/–IR verbs, interrogative words

Suggested Readings:

Parte 1: Lecturas para todos:*¡A comprar y a comer!* pg. 22

Parte 2: Lecturas para todos: *La quinceañera* pg. 27

Skills

Skills:

Parte 1:

1. Identify some foods and beverages.
2. Use the verb *gustar* in order to discuss opinions regarding meals.
3. Use the present tense of –AR/–ER/–IR verbs in order to discuss what you eat, when you eat, who you eat with etc.
4. Review the numbers in order to indicate the time of day in which meals are eaten.

5. Describe what one buys at the market in order to make specific meals.
6. Use the verb *tener* in order to state feelings of hunger/thirst etc.
7. Ask others what they eat and drink in a typical day and compare it to yourself.
8. Compare and contrast eating habits in Spanish-speaking countries with your own.

Parte 2:

1. Identify members of the family and use adjectives to describe them.
2. Tell how old you are and ask others how old they are.
3. Use "de" in addition to possessive adectives in order to identify to whom something belongs.
4. Compare and contrast friends, family members etc.
5. Compare and contrast Quinceanera's and additional celebrations in Spanish-speaking countries to celebreations in the U.S.

Resources

Textbook: *Avancemos 1*

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

Verbs: -AR, -ER, -IR verbs

Vocabulary List: food, beverages, family members, compartive words

Google Classroom

Quizlet

Google Slides

Google Docs

Chromebooks

Graphic Organizers

YouTube

Maps

Student Notebooks

Standards

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.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.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.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).