Unit 4: En el centro

Content Area: **Language Arts Literacy**
Course(s): **Spanish 1 CP**
Time Period: **December**
Length: **7 blocks**
Status: **Published**

Transfer Skills

Parte 1: *España* – Talk about clothing, what you wear in the different seasons

Parte 2: *España* – Places and events, types of transportation, what you are going to do, ordering from a menu

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 and tradition influences our society, its institutions and products.

One can learn about another culture and language and understand its beliefs and customs through visiting museums, authentic restaurants and additional locations found within cities.

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?

How do we get from one place to another?

Why do people travel to the countries of the target language?

How are leisure 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

Vocabulary:

Parte 1: Words related to shopping, clothing, colors

Parte 2: Transportation, places and events in a town, restaurant–related words including foods

Structure:

Parte 1: Additional *tener* expressions, stem-changing verbs (e-ie), direct object pronouns

Parte 2: The verb *ver*, *ir* + *a* + *infinitive*, stem-changing verbs (o-ue, u-ue & e-i)

Recall:

Parte 1: Numbers 11-100, after-school activities, *gustar, tener, ser, estar, hacer*, –AR/–ER/–IR verbs, possessive adjectives and interrogative words

Parte 2: Present tense of *gustar, tener, ser, estar, hacer,* stem-changing verbs, –AR/–ER/–IR verbs, direct object pronouns, interrogative words

Suggested Readings:

Parte 1: Lecturas para todos: *Las memorias del invierno* pg. 32

Parte 2: Lecturas para todos: *El fin de semana en España y Chile* pg. 37

Skills

Skills:

Parte 1:

1. Incorporate stem-changing verbs while discussing articles of clothing by using colors in order to state what you want to buy and where you want to buy it.
2. Use the *tener* expressions in addition to the clothing vocabulary in order to describe what you wear in the various seasons and explain why.
3. Demonstrate the use of direct object pronouns through asking and answering questions about what one buys at the mall.

Parte 2:

1. Identify locations in the city, types of transportation and restaurant vocabulary.

2. Recall and verbalize the conjugations of *ver* in order to desribe what one can see in a city or town.
3. Use the present tense in order to explain what one does at the various locations around town.
4. Create a conversation related to what one is going to do in town and explain why.
5. Describe what type of transportation one can use to get from place to place and at what time one arrives at their destination.
6. Use stem-changing verbs to place an order from a menu.
7. Compare and contrast leisure activities in Spain and Chile with what you enjoy doing in your free time.

Resources

Textbook: *Avancemos 1*

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

Verbs: Stem changing verbs & Review of regular present tense verbs

Vocabulary List: locations in a city, types of transporation, restaurant vocabulary

Google Classroom

Google Slides

Google Docs

Chromebooks

Graphic Organizers

Document Camera

YouTube

Maps

Student Notebooks

Quizlet

Kahoot

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).