Unit 5: Bienvenido a nuestra casa

Content Area: **World Languages**
Course(s): **Spanish 1 CP**
Time Period: **January**
Length: **15 blocks**
Status: **Published**

Transfer Skills

Parte 1: *Ecuador* – Describe a house and household items, indicate the order of things, describe people and locations

Parte 2: *Ecuador* – Plan a party, talk about chores, tell someone what to do, say what you just did

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.

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?

How do my family and my home differ from others?

Why are family celebrations important?

Content

Vocabulary:

Parte 1: Rooms in the house, household items, furniture, ordinal numbers

Parte 2: Chores, words related to planning a party, words related to gifts

Structure:

Parte 1: Ser vs. ester, introduction to the present progressive, ordinal numbers

Parte 2: More irregular verbs (yo-go,) affirmative tú commands (regular and irregular), *acabar de + infinitive*

Recall:

Parte 1: Present tense of *gustar, tener, ser, estar, hacer, ir,* stem-changing verbs and –AR/–ER/–IR verbs, location words, colors, clothing, interrogative words

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

Suggested Readings:

Parte 1: Lecturas para todos: *Vivir en Ecuador* pg. 42

Parte 2: Lecturas para todos: *Bailes folklóricos de Ecuador y Panamá* pg. 47

Skills

Skills:

Parte 1:

1. Compare and contrast the uses of the verbs *ser* and *estar.*
2. Identify rooms in the house to describe your home.
3. Discuss what you do in each room.
4. Describe items that you can find in each room and talk about what you do with them.
5. Use ordinal numbers in order to describe which floor of the house various rooms are on.

Parte 2:

1. Identify household chores and create a list of what needs to be done in preparation for a party.
2. Discuss ideas of activities that can be incorporated at a party.
3. Use the verb "acabar de" in order to talk about things that you just did.
4. Use the affirmative commands to tell others what they need to do to help prepare for a party.
5. Compare and contrast popular dances in Spanish-speaking countries with popular dances in the U.S.

Resources

Textbook: *Avancemos 1*

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

Verbs: Review of ser vs. Estar, present tense, stem change verbs. Introduction of commands, yo go verbs

Vocabulary List: rooms in a house, objects in a house, review of family, ordinal numbers, chores

Google Classroom

Kahoot

Google Slides

Google Docs

Chromebooks

Graphic Organizers

Document Camera

YouTube

Maps

Student Notebooks

Quizlet

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).