Unit 6: Una rutina diferente

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

Transfer Skills

Parte 1: *Costa Rica* – Talk about a typical day, talk about what you're doing, talk about your daily routine on vacation

Parte 2: *Costa Rica* – Talk about buying souvenirs and other vacation activities

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.

There are similarities and differences among high school students around the world.

Daily routine can positively or negatively affect one's health.

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 is my typical day similar/different to other adolescents?

How is my typical day similar/different to one when vacationing?

Content

Vocabulary:

Parte 1: Daily routines and objects used to complete each, words related to vacationing

Parte 2: Vacation activities, souvenir shopping

Structure:

Parte 1: Reflexive verbs, further reinforcement of the present progressive

Parte 2: Indirect object pronouns

Recall:

Parte 1: Regular and irregular verb conjugations in the present tense, commands, chores, house, direct object pronouns, parts of the body, telling time, interrogative words

Parte 2: Regular and irregular verb conjugations in the present tense, commands, family, classroom objects, numbers 200-1,000,000, present progressive, interrogative words

Suggested Readings:

Parte 1: Lecturas para todos: *Mi viaje a Costa Rica* pg. 72

Parte 2: Lecturas para todos: *Mercados en Costa Rica* pg. 77

Skills

Skills:

Parte 1:

1. Identify vocabulary dealing with daily routine activities.
2. Use reflexive verbs in the present tense to describe what one does in their daily routine at home and while vacationing.
3. Identify the necessary items used for completing each routine.
4. Recall locations and numbers to tell where you complete each routine and at what time.
5. Use the present progressive in order to state what is taking place.

Parte 2:

1. Continue to use the present in order to describe one's vacation.
2. Discuss what types of souvenirs one buys when on vacaton and for whom they buy them.
3. Use indirect object pronouns when asking and answering questions about shopping on vacation.
4. Compare and contrast shopping in a Spanish-speaking country with shopping in the U.S.

Resources

Textbook: *Avancemos 1*

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

Vocabulary List: daily routine, vacation vocabulary, souvenirs

Verbs: Reflexive verbs, review of present tense, yo go verbs, stem change verbs, ser vs estar

Google Classroom

Google Slides

Kahoot

Google Docs

Chromebooks

Graphic Organizers

Document Camera

YouTube

Communicators

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).