Unit 7: Mantener un cuerpo sano

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

Transfer Skills

Parte 1: *La República Dominicana* – Sports and equipment, people you know, what you know

Parte 2: *La República Dominicana* – Parts of the body, making excuses, say what you did, talk about staying healthy

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.

Sports bring together the people of a culture or country.

Staying active contributes to being a healthy individual.

The choices we make each day can positively or negatively affect our 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 culture expressed through sports?

What contributes to good health?

Content

Vocabulary:

Parte 1: Sports, equipment, locations and people

Parte 2: Health, body, outdoor activities

Structure:

Parte 1: The verbs *saber* and *conocer* in addition to the personal "a"

Parte 2: The verb *doler*, the preterit of –AR verbs including –CAR, -GAR and -ZAR

Recall:

Parte 1: Regular and irregular verb conjugations in the present tense, reflexive verbs, numbers 200-1,000,000, making comparisons, interrogative words

Parte 2: Regular and irregular verb conjugations in the present tense, reflexive verbs, telling time, interrogative words

Suggested Readings:

Parte 1: Lecturas para todos: *Un club de deportes* pg. 52

Parte 2: Lecturas para todos: *Dos atletas de alta velocidad* pg. 57

Skills

Skills:

Parte 1:

1. Use the sport vocabulary in order to tell which sport you and others play and explain why.
2. Identify the various pieces of equipment needed to play each sport.
3. Discuss the different locations in which each sport takes place.
4. Compare and contrast playing in a sporting event and watching a sporting event.
5. Differentiate the verbs *conocer* and *saber* when discussing who and what you know.

Parte 2:

1. Use the body vocabulary in addition to *doler* in order to talk about what is hurting you.
2. Use the body vocabulary in order to tell what body part is necessary for various activities.
3. Discuss foods, beverages and outdoor activities that help to keep one healthy.
4. Infuse the preterit tense in order to discuss events that have already taken place.
5. Compare and contrast popular sports in Spanish-speaking countries with popular sports in the U.S.

Resources

Textbook: *Avancemos 1*

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

Verbs: Review of present tense, introduction of preterite tense

Vocabulary List: body parts, sports, review of food and beverages

Google Classroom

Google Slides

Authentic magazines

Google Docs

Chromebooks

Graphic Organizers

Document Camera

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).