Unit 8: Una semana fenomenal

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

Transfer Skills

Parte 1: *Argentina* – Talk about technology, talk about a series of events, say what you did, talk about indefinite or negative situations

Parte 2: *Argentina* – Talk on the phone, say where you went, how it was and what you did, extend invitations

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.

Technology connect people around the world and allows for easy access to multicultural learning.

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 does technology affect the world around us?

Content

Vocabulary:

Parte 1: Words related to technology, words related to telling the time of specific events

Parte 2: Amusement park, places of interest, making a phone call, extending invitations

Structure:

Parte 1: The preterit of regular –ER and –IR verbs, affirmative and negative words

Parte 2: ¡Qué + adjective! Preterit of *ir,* pronouns after prepositions

Recall:

Parte 1: Regular and irregular verb conjugations in the present tense, reflexive verbs, affirmative tú commands, telling time, foods and beverages, preterit of regular –AR verbs, interrogative words

Parte 2: Regular and irregular verb conjugations in the present tense, reflexive verbs, noun/adjective agreement, places around town, interrogative words

Suggested Readings:

Parte 1: Lecturas para todos: *Un cuestionario sobre las computadoras* pg. 62

Parte 2: Lecturas para todos: *Museos excepcionales* pg. 67

Skills

Skills:

Parte 1:

1. Identify types of technology and explain what you use them for.
2. Use the preterit tense in order to describe what has already taken place and the times in which they took place.
3. Create a conversation utilizing affirmative and negative words appropriately while discussing an event that took place in the past.

Parte 2:

1. Use the ¡qué + adjective! expressions in order to give opinions for the various attractions found at amusement parks/places of interest.
2. Incorporate the amusement park/places of interest vocabulary when speaking about a past adventure to the given location.
3. Use the present tense in order to describe what one can find and do at the different places of interest.
4. Describe the locations of various places in relation to people using prepositions with pronouns.
5. Compare and contrast a museum that you have been to with museums in Spanish-speaking countries.

Resources

Textbook: *Avancemos 1*

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

Vocabulary List: technology, and adjectives

Verbs: *review of preterite tense and present tense and using tu commands*

Google Classroom

Google Slides

Google Docs

Kahoot

Chromebooks

Graphic Organizers

Document Camera

YouTube

Movies

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).