Unit 1: Los Estados Unidos & Mexico

Content Area: **World Languages**
Course(s): **Spanish 3 CP, Spanish 3 Honors**
Time Period: **September**
Length: **10 blocks**
Status: **Published**

Enduring Understandings

- Successful communication is knowing how, when and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps.
- The content of the world languages classroom encompasses the entire learning experience.
- 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 reflects and is influenced by the culture in which it is found.
- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs.

Essential Questions

- How do I develop communicative competence?
- How do I know that I am getting better in using language in real-world situations?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- When does accuracy matter?
- How does the content of the world languages classroom help me understand who I am and the world in which I live?
- How does content help me respond to important questions that extend my learning beyond the classroom?
- Why do people from different cultures sometimes say, write and do things differently from the way I do them?
- How is language a product of culture?
- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
- What role does stereotyping play in forming and sustaining prejudices about other cultures?

Content

Content

Vocabulary

Lección preliminary: Verbs associated with activities and playing on sports teams, vocabulary associated with movies, vocabulary associated with places and people we know, vocabulary associated with food and

restaurants, emotions, daily routines and adjectives.

Lección 1: Vocabulary associated with family and its members, vocabulary associated with vacationing, weather and transportation. Verbs associated with vacationing, family and camping..

Lección 2: Vocabulary associated with family relationships, family vacations, trips and transportation. Vocabulary associated with vacation activities.

Structure

Verbs like gustar

Regular present

Irregular present

· *Stem changers*

· *Go verbs*

· *Ser/estar/ir*

· *Saber v. conocer*

Preterit

Irregular Preterit

Imperfect

Preterit v. Imperfect

Reflexive Verbs

Making comparisons

Skills

Lección preliminar

· Recall vocabulary to talk about your busy life and your friends.

· Describe your daily routine

· Describe what you and others like to do.

· Describe yourself and others using emotions and adjectives.

· Compare and contrast yourself to others.

· Use food and restaurant vocabulary to talk about what you like and what restaurants you like.

· Use vocabulary in order to read and interpret the following short stories and to compare/contrast the United States with the Hispanic World:

· ***Mis amigos y yo***

· ***¿Que saben hacer?***

· ***¿Lo conoces?***

· ***Mi rutina diaria***

· ***Guia de restaurantes***

Lección #1

· Identify vocabulary to talk about your family.

· Identify vocabulary associated with vacations and camping trips.

· Describe the weather.

· Identify vocabulary associated with nature.

· Use vocabulary to read and interpret poetry: *Viento, Agua, Piedra*

Lección #2

· Identify vocabulary associated with activities on the beach.

· Identify vocabulary and use cognates, predictions and comparisons to listen and interpret:***Contexto #3 Diálogo: El Dialogo de Sandra Zapta.***

· Identify vocabulary, use context clues and cognates to read and interpret literature:

Como Agua para Chocolate.

Standards

WL.7.1.IL.A.L.1.a	Identify the main idea and some supporting details when reading.
WL.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
WL.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
WL.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
WL.7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
WL.7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
WL.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
WL.7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
WL.7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
WL.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience.
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
WL.7.1.NH.C.4	Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NH.C.5	Tell or write about cultural products associated with the tar get culture(s) and identify how the products and practices are derived from the cultural perspectives.