Unit 3: Centroamérica-The future of our planet

Content Area: **Language Arts Literacy**
Course(s): **Spanish 3 CP, Spanish 3 Honors**
Time Period: **November**
Length: **15 blocks**
Status: **Published**

Transfer Skills

Lección 1 – TLW discuss the impact of technology, express environmental concerns and possibilities, make predictions and discuss causes and effects.

Lección 2 – TLW discuss obligations and responsiblities, present and support an opinion, express a point of view and make recommendations.

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

Vocabulary

Lección 1: Vocabulary associated with talking about the environment, concerns and possibilities. Vocabulary/verbs associated with technology and making predictions.

Lección 2: Vocabulary/verbs associated with social awareness, inventions, obligations, responsibitlies and making predicitions.

Structure

Recognize present subjunctive, impersonal expressions

Present irregular forms of the subjunctive.

Review:

Preterit

Irregular Preterit

Imperfect

Preterit v. Imperfect

Reflexive Verbs

Making comparisons

Future

Conditional

Commands

Skills

Lección #1

· Identify vocabulary/verbs relating to the environment, technology, concerns, possibilities and making predictions.

· Identify vocabulary, use cognates and practice listening skills to listen and interpret: *Contexto # 3 Diálogo-*

Nicolás y el medio ambiente.

· Identify vocabulary, use context clues and cognates to read and interpret literature: *La mejor edad*

Lección #2

· Identify vocabulary associated with the media and movies.

· Identify vocabulary and use cognates, predictions and comparisons to listen and interpret: *El Diálogo de Liliana Estrella*

· Identify vocabulary use predicitions, context clues and cognates to read and interpret: *La tristeza del maya*

Resources

Google Slides & Docs

- Environment vocabulary
- Social awareness vocabulary
- Future
- Por vs. para
- Present subjunctive

Holt McDougal iAvancemos! Online Audio/Visual Textbook

- El gran desafío (pg. 204)

Holt McDougal iAvancemos! Textbook

- Unit 3.1 Cómo será el futuro (pgs. 150-174)
- Unit 3.2 Por un futuro mejor (pgs. 178-200)

Holt McDougal iAvancemos! Lecturas para todos (pgs. 28-39)

- La mejor edad
- La tristeza del maya

Holt McDougal iAvancemos! Workbook

- Escuchar A, B, C (pgs. 110-112 & 133-135)
- Escribir A, B, C (pgs. 116-118 & 139-141)
- Gramatica A, B, C (pgs. 102-107 & 125-130)
- Vocabulario A, B, C (pgs. 99-101 & 122-124)
- Leer A, B, C (pgs. 113-115 & 136-138)
- Cultura A, B, C (pgs. 119-121 & 142-144)

Epson projector

Sony IC Recorder

Student Graphic Organizer

Scholastic Magazine (in Spanish)

Student notebooks

Conversation sheets/topic cards related to environmental problems and possible solutions

Standards

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.