Unit 4: El Caribe-I want to be like that

Content Area: **World Languages**
Course(s): **Spanish 3 CP, Spanish 3 Honors**
Time Period: **January**
Length: **5 weeks**
Status: **Published**

Transfer Skills

Lección 1 – Describe people, tell others what to do, express wishes and desires.

Lección 2 – Describe people and things, express doubt, denial, and disbelief, express positive and negative emotions.

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 describing people, their personal characteristics and professions.

Lección 2: Vocabulary/verbs associated with describing people and places and expressing positive and negative emotions

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 describing people, their personal characteristics and their professions.

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

· Identify vocabulary, use context clues and cognates to read and interpret literature: *El Sueño de América.*

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 Enrique y la revista escolar.*

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

Resources

Google Slides & Docs

- Professions vocabulary
- Professions, emotions, opinions vocabulary
- Subjunctive with Ojala and verbs of hope
- Subjunctive with verbs of influence
- Subjunctive with doubt
- Subjunctive with emotion

Holt McDougal iAvancemos! Online Audio/Visual Textbook

- El gran desafío (pg. 264)

Holt McDougal iAvancemos! Textbook

- Unit 4.1 Quién te inspira (pgs. 210-234)
- Unit 4.2 Quiénes son los heroes (pgs. 238-260)

Holt McDougal iAvancemos! Lecturas para todos (pgs. 40-53)

- El sueno de America
- La napa

Holt McDougal iAvancemos! Workbook

- Escuchar A, B, C (pgs. 159-161 & 182-184)
- Escribir A, B, C (pgs. 165-167 & 188-190)
- Gramatica A, B, C (pgs. 151-156 & 174-179)
- Vocabulario A, B, C (pgs. 148-150 & 171-173)
- Leer A, B, C (pgs. 162-164 & 185-187)
- Cultura A, B, C (pgs. 168-170 & 191-193)

Epson projector

Sony IC Recorder

Student Graphic Organizer

Scholastic Magazine (in Spanish)

Student notebooks

Conversation sheet/topic cards related to future professions

Standards

WL.7.1.NH.A.C.1	Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
WL.7.1.NH.A.C.2	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
WL.7.1.NH.A.C.3	Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
WL.7.1.NH.A.C.4	Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
WL.7.1.NH.A.C.5	Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to personal likes/dislikes, subject - area preferences, academic record, and career awareness, exploration and preparation.)
WL.7.1.NH.A.C.7	Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)
WL.7.1.NH.A.C.8	Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this under standing should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
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.