Unit 7: Colombia-Venezuela-Your past & future

Content Area: **World Languages**
Course(s): **Spanish 3 CP, Spanish 3 Honors**
Time Period: **March**
Length: **15 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

Vocabulary

Lección 1: Vocabulary/verbs associated with school activities and working. Vocbulary expressing past assumptions and what others want you to do.

Lección 2: Vocabulary/verbs associated with career possiblities and starting a business.

Structure

Recognize past participles as adjectives

Identify present/past perfect subjunctive

Review:

Past participles,

Direct/Indirect object pronouns

Preterit

Irregular Preterit

Imperfect

Preterit v. Imperfect

Reflexive Verbs

Making comparisons

Future

Conditional

Recall present subjunctive, impersonal expressions

Present irregular forms of the subjunctive.

Recognize expressions with sea

Subjunctive with conjunctions

Subjunctive with the unknown

Present/past perfect

Skills

Lección #1

· Identify vocabulary/verbs relating to school activities and events, working and making assumptions.

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

Victoria y Esperanza.

· Identify vocabulary, use context clues and cognates to read and interpret literature: *La luz es como el agua.*

Lección #2

· Identify vocabulary associated with careers, skills, interests, values and businesses.

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

· Identify vocabulary use predicitions, context clues and cognates to read and interpret: *El esqueleto de Visita*

Resources

Google Slides & Docs

- Planning for the future vocabulary
- Pursuing a career vocabulary
- Imperfect subjunctive
- Subjunctive of perfect tenses
- Si clauses
- Sequence of tenses

Holt McDougal iAvancemos! Online Audio/Visual Textbook

- El gran desafío (pg. 444)

Holt McDougal iAvancemos! Textbook

- Unit 7.1 Recuerdos (pgs. 390-414)
- Unit 7.2 Nuevos principios (pgs. 418-440)

Holt McDougal iAvancemos! Lecturas para todos (pgs. 80-94)

- La luz es como el agua
- El esqueleto de visita

Holt McDougal iAvancemos! Workbook

- Escuchar A, B, C (pgs. 306-308 & 329-331)
- Escribir A, B, C (pgs. 312-314 & 335-337)
- Gramatica A, B, C (pgs. 298-303 & 321-326)
- Vocabulario A, B, C (pgs. 295-297 & 318-320)
- Leer A, B, C (pgs. 309-311 & 332-334)
- Cultura A, B, C (pgs. 315-317 & 338-340)

Epson projector

Sony IC Recorder

Student Graphic Organizer

Scholastic Magazine (in Spanish)

Student notebooks

Conversation sheets/topic cards related to future education/careers/life

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.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
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.