Unit 3: Family & House

Content Area: **World Languages**
Course(s): **Spanish 4 CP**
Time Period: **November**
Length: **9 blocks**
Status: **Published**

Transfer Skills

TLW distinguish the roles of a family member in home and society.

Enduring Understandings

Learning a different language/culture leads to greater understanding of one's own language and culture.

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.

Each culture has unique characteristics and values and can be seen through familial relationships.

Essential Questions

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How does the language I'm studying help me to better understand my native language?

How are the roles of the members of a family different?

How are the roles of men and women different in the family and in the work world?

How have the roles of family members changed from the past?

Content

Vocabulary:

Part 1-Family (Relative, son, daughter, sister, brother, cousin, aunt, uncle)

Part 2-House (living room, family room, table, sofa, lamp, lap, rug, chair, coffee table, curtains, etc.)

Structure:

Focus-preterit tense, por vs. para, preterit vs. imperfect

Reinforcement of noun adjetive agreement, comparisons, direct/indirect object pronouns, preterit/imperfect, future/conditional, subjunctive

Skills

Identify vocabulary related to the family in order to describe your family members

Identify vocabulary related to the house in order to describe your house and the chores your family members do

Compose questions and respond to personal questions related to chapter vocabulary

Characterize the role different members have in a family

Use unit vocabulary to interpret authentic texts about the family

Compare the role of family members in our country and in the Hispanic world

Use unit vocabulary to interpret an authentic text on home decorating

Recall the forms and uses of the preterit tense of regular and irregular verbs in order to express what you and other did in the past

Use preterit tense to describe what important events your family celebrated

Recall the differences between the preterit and imperfect to narrate in the past

Recall the differences between *por* and *para*

Role play a conversation between family members on different topics/issues

Resources

Chapter Grammar Packets

Chapter Vocabulary Lists

Chapter Listening Packets

Chapter Speaking questions

Standards

WL.7.1.IL.A	Interpretive Mode
WL.7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes
WL.7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
WL.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions
WL.7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
WL.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
WL.7.1.IL.A.L	Linguistic
WL.7.1.IL.B	Interpersonal Mode
WL.7.1.IL.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.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school - related topics.
WL.7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.7.1.IL.B.L	Linguistic
WL.7.1.IL.C	Presentational Mode

WL.7.1.IL.C.2	Present student - created and/or authentic short plays, skits, poems, songs, stories, or reports.
WL.7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.7.1.IL.C.L	Linguistic