# Unit 9: Supermarket

Content Area: **World Languages**
Course(s): **Spanish 4 CP**
Time Period: **May**
Length: **10 blocks**
Status: **Published**

## Transfer Skills

TLW describe the foods his/her family buys and mealtimes

## 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.

Being healthy requires adopting good habits at an early age.

## 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 practices of purchasing foods similar and different among countries?

How can the foods we purchase positively or negatively affect our health?

## Content

Vocabulary:

El supermercado (To go grocery shopping, to add up the bill, to pay cash, to pay by check, clerk, cashier, counter, canned goods, package, scale, gallon, liter, etc.)

Structure:

Focus-Reinforcement of subjunctive phrases, subjunctive with negative/indefinite antecedents

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

## Skills

Identify vocabulary related to the supermarket in order to describe your family's typical trip there

Express likes, dislikes, preferences of foods your family buys

Classify foods into healthy/unhealthy and expensive/inexpensive

Compose questions and respond to personal questions related to chapter vocabulary

Use unit vocabulary to describe typical meals and mealtimes of your family

Use unit vocabulary in order to interpret authentic texts related to shopping practices

Recall the phrases that take subjunctive-wish/want, impersonal expressions, emotions, doubts

Recognize the use of the subjunctive with negative and indefinite antecedents

Use the subjunctive to give advice to other

## Resources

Chapter Grammar Packets

Chapter Vocabulary Lists

Chapter Listening Packets

Chapter Speaking questions

## Standards

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| 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.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.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. |