Unit 3: Family relationships and household

Content Area: **World Languages**
Course(s): **Spanish 4 Honors**
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-future tense, conditional tense, responding to if clauses, por vs. para

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 and house

Identify celebrations in the Spanish speaking world and compare to celebrations in your community

Recall the forms and uses of the future tense to tell what will happen in the future

Recall the forms and uses of the condtional to tell what would happen if circumstances were different

Identify the use of the conditional after if clauses

Recall the differences between *por* and *para*

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

Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source

Identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic

Identify and summarize main points and important details and make appropriate inferences and predictions from a written text

Engage in the written exchange of information, opinions, and ideas in a variety of time frames in informal and formal situations

Describe, narrate, and present information or persuasive arguments on general topics

Engage in the oral exchange of information, opinions, and ideas in a variety of time frames in informal and formal situations

Self monitor language production to use language that is semantically and grammatically accurate according to a given context

Resources

Google Classroom

Google Slides

Google Docs

Student Notebooks

Conversation in Spanish vocabulary unit (family/house)

Vocabulary reinforcemnt activities (BRAVO, vocabulary cards, triangle matching game) (family/house)

Student whiteboards

Department writing/speaking rubric

Una Vez Mas grammar reinforcement (future tense/conditional tense/por vs. para/if clauses)

LCD projector

maps

AP Spanish-Preparing for the Language Exam listening comprehension activities and email writiing prompts

CDs/CD player

Sony MP3 digital recorder

Conversation starter cards

Surveys (for conversation)

Spanish online news sites (People en espanol, BBC Mundo, etc.)

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