Unit 3:Entertainment and free time activities

Content Area: **World Languages**
Course(s): **Spanish 5 CP, Sports Nutrition**
Time Period: **November**
Length: **9 blocks**
Status: **Published**

Transfer Skills

Entertainment and free time: TLW compare leisure activities among different cultures including their own.

Enduring Understandings

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.

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

Geography and tradition influence our society, its institutions and products.

One can learn about another culture and language and understand its beliefs and customs through the peoples' free time activities

Essential Questions

How can I become a more effective reader, writer, speaker and listener in Spanish?

How can I use context clues and key phrases to infer meaning of new words?

How are leisure time activities similar and different in the cities of the target language in comparison with cities in my country? What leisure activities are universal?

How do leisure activities/cultural diversions reflect the beliefs and customs of a culture?

Content

Structure:

Imperfect tense

Preterit vs. imperfect

Different meanings of verbs in the preterit and imperfect tenses

Vocabulary:

To sketch, to bowl, to play chess, movie, guitar, to go camping, doll, money, painting, stamp, etc.

Valentin

Skills

-Identify vocabulary dealing with free time and entertainment activities to discuss what you and others do during leisure

-Compose questions and respond to personal questions related to chapter vocabulary

-Compare free time activities popular in your country to that of adoloscents in the Spanish speaking world

-Identify influential Hispanics in the entertainment world and describe their impact in our society

-Use unit vocabulary to interpret authentic texts on free time activities

-Recall the forms and uses of the imperfect tense to talk about what you and others used to or were doing

-Compare the preterit and the imperfect tenses to tell stories in teh past

-Identify different meanings of verbs in the preterit and imperfect tenses

-Write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal issue

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

-Use language that is semantically and grammatically accurate according to a given context

-Identify the culture and history of Argentina through viewing the movie *Valentin*

-Discuss themes and identify the importance of family and character in viewing the movie *Valentin*

Resources

Google Classroom

Google Slides

Google Docs

Student Notebooks

Triangulo Aprobado vocabulary unit (free time)

Vocabulary reinforcemnt activities (BRAVO, vocabulary cards, triangle matching game) (free time)

Student whiteboards

Department writing/speaking rubric

Una Vez Mas grammar reinforcement (preterit tense/imperfect tense)

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.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
WL.7.1.IM.A.3	Analyze the use of verbal and non - verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
WL.7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
WL.7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
WL.7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
WL.7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

WL.7.1.IM.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 in familiar and some unfamiliar situations.
WL.7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
WL.7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school - related topics, and on some unfamiliar topics and situations.
WL.7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
WL.7.1.IM.C.2	Dramatize student - created and/or authentic short plays, skits, poems, songs, stories, or reports
WL.7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
WL.7.1.IM.C.4	Synthesize information found in age - and level - appropriate culturally authentic materials.
WL.7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices.