Unit 1 - My Friends and I

Content Area: **World Languages**
Course(s): **Spanish C**
Time Period: **September**
Length: **8 Weeks**
Status: **Published**

Transfer

Describe people, their likes and dislikes, their feelings, activities, and places they go.

Enduring Understandings

Language connects people.

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.

Successful communication is knowing how, when, and why to convey a message to different audiences.

Geography influences our society and institutions.

Essential Questions

How are languages other than English used to communicate?

How will learning another language broaden my horizons and be useful in other aspects of life?

Where is the language I'm studying spoken?

What can I already communicate in my new language?

How can I inquire about people?

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

How can I appropriately address people I meet?

How does the content of the language I'm studying help me to better understand my native language and who I am in the world in which I live?

When does accuracy matter?

What strategies do I need to communicate in linguistically and culturally appropriate ways?

How do I know that I am getting better in using language in real-world situations?

How is my school day different than the school day of a student who speaks the language I am studying?

Content

Structure:

Definite/indefinite articles

Subject pronouns

Present tense of the verb ser (de,description, and possession)

Noun/adjective agreement

Present tense of the verb gustar (with and without an infinitive)

Present tense of ar verbs

Present tense of the verb "ir" (ir a place – to tell where you are going)

Interrogatives

Conjugated verbs to ask questions

Spanish alphabet

Locate countries and capitals where Spanish is spoken

Write the date in Spanish.

Possessive Adjectives

Hay

Present tense of tener

Accents

Tu Commands

Vocabulary

Greetings and Leave Takings

Days and Months

Numbers 0-100

Titles

After School Activities

Adjectives

Personality Characteristics

People

Places

Classroom Phrases

Time

Classroom Objects

Classes

House

Expressions of frequency

Learning Objectives

Identify and utilize letters of the alphabet in order to pronounce and spell words according to the Spanish sound system.

Select people according to their description in the target language.

Locate countries and capitals where Spanish is spoken.

Explain orally and/or in written form what you and others do, where you and others are from, your descriptions and characteristics, what you and others have, and where you and others go using present tense regular and irregular verbs, subject pronoun, expressions of frequency, possessive pronouns, and definite and indefinite articles.

Read and interpret culturally authentic text to infer meaning.

Create and develop conversational dialogue in the target language to express likes and dislikes

Restate in the target language descriptions and daily activities from readings.

Demonstrate appropriate use of greetings, leave-takings and titles of respect in order to effectively initiate and continue a conversation in the target language.

Develop an appreciation for the Spanish language, Hispanic culture, and the contribution of Hispanic people.

Demonstrate previous knowledge of days, months, and numbers to 1-100 in order to state the date.

Use conjugated verbs and interrogatives to ask questions.

Use the verb ser and numbers to ask and tell the time.

Demonstrate the importance of accents.

Discuss classroom objects needed for each school subject.

Use tu commands.

Resources

Potential Works of Study

Avancemos 2 Textbook

Audio Avancemos

Literature: Pobre Ana

Cultural and Structural Videos (Standard Deviants, The Book of Life, Moo Videos, etc.)

Authentic Text: Ads/Articles/Que Tal, etc.

Standards

WL.7.1.NM.A	Interpretive Mode
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and

	requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.B	Interpersonal Mode
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.C	Presentational Mode
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.L	Linguistic