Unit 2 - A Happy Life: Sports, Food, and Family

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

Transfer

Talk about sporting events, athletes, the body, equipment, feelings and emotions, family and their ages, food and beverages. Say what you and others have to do and are going to do.

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.

Sports bring together the people of a culture or country.

Staying active contributes to being a healthy individual.

There are similarities and differences among high school students around the world.

The choices we make each day can positively or negatively affect one’s health.

Language connects people.

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

Food brings together people of a culture.

Geography and tradition influences our society, its institutions and products like food.

Family relationships and celebrations are affected by geography and vary throughout the regions of the world.

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?

What can I already communicate in my new language?

How is culture expressed through sports?

What contributes to good health?

How is my typical day similar/different to other adolescents?

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

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

When does accuracy matter?

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

How are cultural prospective (attitudes, values, and beliefs) reflected in a culture's products and social practices?

Can a food define a culture?

How is culture expressed in every day traditions and practices?

Why do people from different cultures sometimes say, write, and do things differently from the way I do them?

How does my family differ from other families?

Content

Reinforcement of verbs in present tense (-ar verbs and irregulars to be, to go, to have, to like)

Present tense of er and ir verbs

Present tense of the verb dar

Present tense of estar

Ser vs. Estar

Present tense of the verb venir

Tener que infinitive

Tener Expressions

Ir a Infinitive

Acabar de infinitive

Present tense of all stem changing verbs

Gustar like verbs

Direct Object Pronouns

Comparisons

Present tense of the verb doler

Vocabulary

Sporting Events, Sporting Competitions, Sports Equipment, Emotions and feelings, Athletic Adjectives,

Ways to Stay Healthy, Body Parts, Outdoor Activities, Family, Food and Beverages, Ordinal Numbers, Numbers 100-2,000,000.

Reinforcement of telling time, classroom objects, activities, classes, house, date, and adjectives/characteristics.

Learning Objectives

Create a sports broadcast to talk about team sports and other physical activities (including body vocabulary) using stem changing verbs, body vocabulary, and gustar like verbs.

Discuss the role of sports in the countries of the target language in order to compare and contrast with traditions and norms of your own country.

Discuss the different locations and equipment each sport uses.

Use the body vocabulary in addition to doler in order to talk about what is hurting you.

Compare and contrast popular sports in Spanish speaking countries with popular sports in the USA.

Discuss foods, beverages, and outdoor activities that help to keep one healthy.

Describe healthy eating habits.

Identify some foods and beverages.

Use estar to talk about locations, emotions, and feelings.

Discuss what one has to do and what one is going to do.

Illustrate and use tener expressions.

Differentiate between the uses of ser and estar.

Use present tense er and ir verbs to discuss what you eat, etc.

Express opinions using gustar like verbs.

Identify and use direct object pronouns.

Use tener expressions to state feelings of hunger, age, thirst, etc.

Compare and contrast eating habits in Spanish speaking countries with your own.

Use numbers to express salaries, scores, age, time, etc.

Identify members of the family and use adjectives to describe them.

Create a list of foods and drinks to enjoy at each meal.

Read and interpret culturally authentic text to infer meaning

Resources

Potential Works of Study

Avancemos 2 Textbook

Audio Avancemos

Video Avancemos

Cultural and Structural Videos (Standard Deviants, Teachers Discovery, Moo Videos, etc.)

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

Literature: Pobre Ana

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.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.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).