

Realidades 3 Chapter 4 Como te llevas con los demas?

Content Area: **World Language**
Course(s): **Spanish IV Honors**
Time Period: **2nd Marking Period**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In Chapter 4, students will explore relationships and conflict resolution using common vocabulary, phrases and concepts related to trips and vacations for daily interpersonal interaction. The students will also be able to compare and contrast friendship and love in the Spanish-speaking world. Emphasis will be placed on basic communication and comprehension in everyday situations. Students will continue to gain a working knowledge of the basic structure of the target language using the present and past tenses as well as the subjunctive mood.

Transfer

Students will be able to:

1. Exchange information about love and friendship.
 2. Identify causes of friction in relationships.
 3. Problem solve and give advice.
 4. Determine and describe ideals for relationships.
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MEANING:

Understandings

Students will understand:

1. That the rituals of love and friendship differ among societies.

2. The prevalence of themes of love and family in the artwork of many Latin/Hispanic artists.
3. The concept of probability when using the subjunctive mood.

Essential Questions

What is love?

What is the role of love and friendship?

What qualities make the perfect friend or loved one?

Application of Knowledge and Skill

Students will know...

Students will know:

1. Adjectives used to identify positive and negative qualities.
2. How to describe positive and negative events which strengthen or weaken relationships.
3. Common qualities related to personality and character.

Students will be skilled at...

Students will be able to:

1. Describe what they look for in relationships.

2. What they avoid in relationships.
3. Give advice.
4. Express concerns and problems.

Academic Vocabulary

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|---|-----------------------------|
| 1. I understand you | 1. Te comprendo |
| 2. a girlfriend (f.) | 2. una buena amiga |
| 3. a girlfriend (m.) | 3. un buen amigo |
| 4. a secret | 4. un secreto |
| 5. close, intimate | 5. íntimo/íntima |
| 6. confidence | 6. confianza |
| 7. considerate | 7. considerado/considerada |
| 8. friendship | 8. la amistad |
| 9. gossipy | 9. chismoso/chismosa |
| 10. honest | 10. honesto/honesta |
| 11. hopefully | 11. Ojala |
| 12. jealous | 12. celoso/celosa |
| 13. loving, affectionate | 13. carinoso/carinosa |
| 14. meddling, interfering | 14. entrometido/entrometida |
| 15. really, truly | 15. realmente |
| 16. selfish | 16. egoísta |
| 17. since (we were) little, since childhood | 17. desde niños |
| 18. sincere | 18. sincero/sincera |
| 19. they accept me just as I am | 19. me aceptan tal como soy |
| 20. to be happy | 20. alegrarse |
| 21. to be surprised | 21. sorprenderse |
| 22. to break, to break up | 22. romperse |
| 23. to count on | 23. contar con |
| 24. to fear | 24. temer |
| 25. to have a lot in common | 25. tener mucho en común |
| 26. to hope | 26. esperar |
| 27. to keep | 27. guardar |
| 28. to know each other, to meet each other | 28. conocerse |

29. to mistrust	29. desconfiar
30. to not hurt my feelings	30. no lastimar mis sentimientos
31. to support, to back (each other)	31. apoyarse
32. to trust	32. confiar
33. together	33. junto/junta
34. understanding	34. comprensivo/comprensiva
35. vain	35. vanidoso/vanidosa

Learning Goal

Students will be able to show appropriate and accurate use of the Spanish Language for the following vocabulary and grammar:

Vocabulary: Personality traits, Nouns related to friendship

Grammar: Subjunctive with verbs of emotion, Uses of *por* and *para*, Common *nosotros* commands, Use of possessive pronouns

Target 1-- Retrieval

SWBAT:

1. Identify common expressions of emotion.
2. Recall uses of *por* and *para*.
3. Describe the ideal friend

4. List possessive pronouns.

Target 2-- Comprehension

SWBAT:

1. Describe the key parts of a good relationship.
 2. Venn Diagram the results of "Tienes buen amigos?".
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Target 3-- Analysis

SWBAT:

1. Sort characteristics by importance.
 2. Predict how/why relationships will change or remain the same in the future.
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Target 4-- Knowledge Utilization

SWBAT:

1. Develop a strategy to avoid unhealthy relationships.
2. What would have to relationships in the 21st Century if technology such as computers and phones disappeared?

Summative Assessment

1. Vocabulary and grammar quizzes.
2. Assessment of reading, writing, listening, speaking skills.
3. End of unit exams.
4. Mid or end of unit projects.
5. Student presentations.

Formative Assessment and Performance Opportunities

1. In-class reading, writing, speaking and listening activities.
2. Class participation.
3. Cooperative learning activities.
4. Digital assessments with accompanying assignments.
5. Webquests.
6. Review games.
7. Surveys.
8. Think/Pair/Share activities.
9. Teacher-directed Q and A.
10. Teacher observation.

11. Additional practice activities.

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

Unit Resources

REALIDADES:

Print and online interactive textbook

Online practice workbook

Writing, Audio and Visual workbook

Leveled Vocabulary and Grammar Workbook

Teacher Resource Book Temas 1-4/5-9

Additional related online websites