

# Unit 02: Accelerated - En casa y en familia (At home and with the family)

Content Area: **World Languages**  
Course(s): **Generic Course, Spanish III A**  
Time Period: **Semester 1**  
Length: **3-4 of weeks**  
Status: **Published**

## Unit Introduction

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Students use the target language in the three modes of communication to explore the role of family relationships and activities in the home.

## Standards

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FL.6-12.7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
FL.6-12.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
FL.6-12.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
FL.6-12.7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.
FL.6-12.7.1.IL.A.A.1	Identify the main idea and some supporting details when reading.
FL.6-12.7.1.IL.A.A.2	Understand the gist and some supporting details of conversations dealing with everyday life.
FL.6-12.7.1.IL.A.A.3	Infer the meaning of some unfamiliar words when used in familiar contexts.
FL.6-12.7.1.IL.A.G	The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
FL.6-12.7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
FL.6-12.7.1.IL.B.A.1	Ask and answer questions related to everyday life.
FL.6-12.7.1.IL.B.A.2.1	Initiate, maintain, and end a conversation.
FL.6-12.7.1.IL.B.A.2.7	Express an opinion and preference.
FL.6-12.7.1.IL.C.5	Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

## Essential Questions

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How is it evident the influence of the Hispanic culture in the United States?

How are cultural perspectives reflected in family relationships and their environment?

How does one benefit from the perspectives of other people and cultures?

## **Content/Skills**

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Students will be required to use the following vocabulary and grammar:

- describe family members
- express negation or disagreement
- name different areas of a house and household items
- talk about activities in progress
- make generalized statements
- talk about daily routine
- describe emotions and relationships
- talk about household chores
- tell others what to do
- expresiones afirmativas y negativas
- pronombres de complemento directo e indirecto
- presente progresivo
- uso de "se" en expresiones impersonales
- verbos reflexivos
- acciones recíprocas
- mandatos informales afirmativos
- expresiones de lugar

