

SPANISH 1

Overview

Family and traditions make us unique and define who we are. Often when you meet new people your age, you want to talk about your family and the things you do together. In this unit, you will meet Marina from Spain, who will introduce you to her family through her video blog. You will also hear from other bloggers who will introduce you to their families and traditions.



"I have learned that to be with those I like is enough"

— Walt Whitman

UNIT 3: MI FAMILIA ES TU FAMILIA

Unit goals

- Exchange information about home life and family.
- Interpret short texts about family structure and activities.
- Prepare and present a collection of images and descriptions to share information about your home, family, and friends.
- Explore traditions, languages, people, and the geography of Spain and Colorado.

Essential Questions

- Who makes up my family?
- What places and activities bring us together as a family?
- How is my family similar to and different from families in the Spanish-speaking world?

Week 1 | January 20th to January 24th**LEARNING TARGETS OF THE WEEK:**

- I can understand a vlog from a native speaker from Spain who talks about her family.
- I can ask and tell about family members and pets.
- I can write simple messages to compare information about my family and others.
- I can understand how family and given names reflect identity in some Spanish-speaking cultures.
- I can describe the members of my family.

No class – Monday, January 20th

Day	Agenda	Classwork
Monday/Tuesday, January 20th – 21st	Warm-up Lesson and group activities Individual work Exit ticket Restore the environment	Así se dice 1, p. 144-149
Thursday, Friday, January 23rd – 24th	Warm-up Lesson and group activities Individual work Exit ticket Restore the environment	Observa 1, p.150-153

Vocabulary words of the week. <i>(You can find the English translation on page 177 of Unit 3)</i>	
<i>(Family members)</i> El/la abuelo/a El apellido El/la bebé El/la bisabuelo/a El/la esposo/a el/la hijo/a el/la hermano/a la madre la mascota el/la nieto/a el padre los padres	<i>(Physical characteristics)</i> Alto/a Amable Delgado/a Gordo/a Grande Pequeño/a Joven Viejo/a Alegre Callado/a Divertido/a Educado/a

Week 2 | January 27th to January 31st**LEARNING TARGETS OF THE WEEK:**

- I can compare across cultures who makes up a family and how long people live together at home.
- I can ask and answer questions about family members and where they live.
- I can talk about where I live.
- I can talk about places in the house.
- I can express location in Spanish.

Day	Agenda	Classwork
Monday/Tuesday, January 27th – 28th	Warm-up Lesson and group activities Individual work Exit ticket Restore the environment	Así se dice 2, p.154-159
Thursday, Friday, January 30th – 31st	Warm-up Lesson and group activities Individual work Quiz 1 Exit ticket Restore the environment	Observa 2, p.160-163

Vocabulary words of the week. <i>(You can find the English translation on page 177 of Unit 3)</i>	
<i>(Physical characteristics)</i> Gracioso/a Honesto/a Impaciente Mayor (que) Menor (que) Ordenado/a Serio/a Soltero/a Talentoso/a Es guapo/a Es moreno/a Tiene el pelo... rubio/oscura	<i>(Parts of the house)</i> El apartamento La casa El baño La cocina El comedor El dormitorio El garaje El jardín El patio El piso La sala

Week 3 | February 3rd to February 7th**LEARNING TARGETS OF THE WEEK:**

- I can compare across cultures who makes up a family and how long people live together at home.
- I can ask and answer questions about family members and where they live.
- I can talk about where I live.
- I can talk about places in the house.
- I can express location in Spanish.

Day	Agenda	Classwork
Monday/Tuesday, February 3rd - 4th	Warm-up Lesson and group activities Individual work Exit ticket Restore the environment	Homework: Así se dice 3, p.164-167
Thursday, Friday, February 6th-7th	Warm-up Lesson and group activities Individual work Exit ticket Restore the environment	Homework: Observa 3, p.168-170 Actividad 27, p.171 (Paso 1 and Paso 2)

Vocabulary words of the week. <i>(You can find the English translation on page 177 of Unit 3)</i>	
<i>(Talking about location)</i> A la derecha (de) A la izquierda (de) Al fondo (de) Al lado (de) Detrás (de) En medio (de) En una avenida En el barrio En el campo En la ciudad En una calle tranquila En el pueblo	<i>(Activities)</i> Andar en bicicleta Ayudar Cenar Comer juntos Dar un paseo explorar la ciudad/el campo Hacer ejercicio Jugar deportes/videojuegos Ir al cine Salir con amigos Ver la televisión/una película Descansar Ir al parque

Week 4 | February 10th to February 14th

LEARNING TARGETS OF THE WEEK:

- I can identify and interpret familiar words when I hear a person talk about his or her family.
- I can write phrases and simple sentences to compare and contrast family activities.
- I can identify key words, the theme and some details in a poem about family.

Day	Agenda	Classwork
Monday/Tuesday, February 10th-11th	Warm-up Lesson and group activities Individual work Skit presentation Exit ticket Restore the environment	Síntesis de gramática, p.174-175 Skit presentation
Thursday, Friday, February 13th-14th	Warm-up Lesson and group activities Individual work Quiz 2 (En camino) Exit ticket Restore the environment	Explora: La familia une generaciones, p.181-183 *Complete <i>Self-assessment</i>

Vocabulary words of the week. <i>(You can find the English translation on page 177 of Unit 3)</i>	
<i>(Talking about frequency)</i> Siempre Todos los días Frecuentemente A veces Una vez (por semana) Dos veces nunca	<i>(Useful expressions)</i> Tengo que + infinitivo (I have to + verb) Lo siento. No puedo. Yo prefiero... Mi propia habitación. Para mí es importante... ¿Qué tal si tenemos...? ¡No seas tonto/a! De acuerdo. Él/ella tiene razón.

Week 5 | February 17th to February 21st

LEARNING TARGETS OF THE WEEK:

- I can identify key details from charts and graphs and make inferences about cultural perspectives.
- I can understand and identify key ideas in a Spanish blog post.
- I can identify key details and cultural practices from authentic reading materials.

Day	Agenda	Classwork
Monday/Tuesday, February 17th-18th	Warm-up Lesson (<i>Las familias unen las culturas, p.186-188</i>) Individual work: Composition Exit ticket Restore the environment	Actividad 37, p.189-190 Homework: Pre-assessment packet <u>due next class</u>
Thursday, Friday, February 20th-21st	Summative Assessment	Complete assessment

IMPORTANT DATES

*Mark these days in your calendar

Grades

Individual work	Group work	Assessment
Daily warm-ups Lesson activities Daily classwork	Skit presentation (02.10/02.11) Daily group activities Phone Activity (5) (02.20/02.21)	Quiz 1 (01.30/01.31) Quiz 2 (02.13/02.14) Composition (02.17/02.18) Unit Assessment (02.20/02.21)