

# SPANISH 2

## 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 Nayeli, a Mexican-American high school student who will describe her family and its own particular culture. You will also describe how a family in your community is similar to and different from others, talk about your daily routines, and the roles and responsibilities of family members within a household.



“I have learned that to be with those I like is enough”  
— **Walt Whitman**

## UNIT 3: LA CULTURA DE UNA FAMILIA

### Unit goals

- Exchange and compare information about family structure, family members, routines, and responsibilities.
- Analyze family structures, roles of family members, and household norms.
- Reflect on what family means to you.
- Predict what your family and home are going to be like in the future.

### Essential Questions

- What families and households look like?
- How have families changed from one generation to another?
- What do you want in a home or family unit in the future?

**Week 1 | January 20<sup>th</sup> to January 24<sup>th</sup>****LEARNING TARGETS OF THE WEEK:**

- I can understand a video about family structures.
- I can describe family structures.
- I can compare family structures.
- I can compare things that are the same or similar.

**No class** – Monday, January 20<sup>th</sup>

Day	Agenda	Classwork
<b>Monday/Tuesday, January 20<sup>th</sup> – 21<sup>st</sup></b>	Warm-up Lesson and group activities Individual work Exit ticket Restore the environment	Encuentro intercultural, p.60  Actividades 1-4, p.62-66 (See details in Google Classroom)
<b>Thursday, Friday, January 23<sup>rd</sup> – 24<sup>th</sup></b>	Warm-up Lesson and group activities Individual work Exit ticket Restore the environment	Actividad 5, p.69-71  Observa 1, p.72-73

**\*See Google Classroom for additional classwork\***

<b>Vocabulary words of the week.</b> (You can find the English translation on page 177 of Unit 3)	
(Family members)	(Physical characteristics)
El/la abuelo/a	Alto/a
El/la esposo/a	Amable
el/la hijo/a	Delgado/a
el/la hermano/a	Gordo/a
el/la hermanastro/a	Grande
la madre/la mamá	Pequeño/a
el padre/el papá	Joven
el/la primo/a	Viejo/a
el/la tío/a	Alegre
los padres	Callado/a
las mascotas	Divertido/a
el perro	Educado/a
el gato	Serio/a

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

- I can identify perspectives of family relationships in Spanish-speaking cultures.
- I can record a message in Spanish in which I describe the family I would like to have in the future.
- I can draw comparisons between family members.
- I can describe family members.
- I can recognize how descriptive and figurative language is used in literature to describe family.

Day	Agenda	Classwork
<b>Monday/Tuesday, January 27<sup>th</sup> – 28<sup>th</sup></b>	Warm-up Lesson and group activities Individual work Exit ticket Restore the environment	Observa 2, p.74-75 Paso 3, p.77 ( <i>turn in recording</i> )
<b>Thursday, Friday, January 30<sup>th</sup> – 31<sup>st</sup></b>	Warm-up Lesson and group activities Individual work <b>Quiz 1</b> Exit ticket Restore the environment	Paso 2A, p.79-81 ( <i>See vocab words in “Además se dice” p.79</i> )  <b>Homework</b> Observa 3, p.82-83

**\*See Google Classroom for additional classwork\***

Vocabulary words of the week. ( <i>You can find the English translation on page 177 of Unit 3</i> )	
( <i>Family words</i> )	( <i>Characteristics</i> )
El árbol familiar	Cariñoso/a
Casado/a	Generoso/a
El/la hijo/a del medio	Perezoso/a
El/la hijo/a mayor	Reservado/a
El/la hijo/a menor	Sensible
El/la hijo/a único/a	Tímido/a
La madrastra	Trabajador/a
El padrastros	La barba
El/la medio hermano/a	El bigote
La pareja	Calvo/a
Los parientes	Canoso/a
Divorciado/a	Tiene el pelo: corto, largo, liso, rizado

**Week 3 | February 3<sup>rd</sup> to February 7<sup>th</sup>****LEARNING TARGETS OF THE WEEK:**

- I can narrate my daily routine and my family's daily routine.
- I can explain how people in a household schedule their daily routines.

Day	Agenda	Classwork
<b>Monday/Tuesday, February 3<sup>rd</sup> - 4<sup>th</sup></b>	Warm-up Lesson and group activities Individual work Exit ticket Restore the environment	<b>Homework:</b> (VERY IMPORTANT) Observa 4, 84-85
<b>Thursday, Friday, February 6<sup>th</sup>-7<sup>th</sup></b>	Warm-up Lesson and group activities Individual work Exit ticket Restore the environment	Paso 4A, p.87  <b>Homework:</b> Review Observa 4 and complete handout

**\*See Google Classroom for additional classwork\***

Vocabulary words of the week. (You can find the English translation on page 177 of Unit 3)	
<i>(Reflexive verbs)</i> Acostarse Bañarse Cepillarse (los dientes, el pelo) Despertarse Ducharse Lavarse (la cara, las manos) Levantarse Maquillarse Ponerse Sercarse (las manos, el pelo) vestirse	<i>(Useful expressions)</i> Prefiero recibir a _____ en mi casa, porque _____  No me gustaría tanto recibir a _____, porque _____  ¡Qué interesante! A mí me gusta también Yo prefiero... también A mí no me gustaría tampoco Yo no prefiero... tampoco

### Week 4 | February 10<sup>th</sup> to February 14<sup>th</sup>

#### LEARNING TARGETS OF THE WEEK:

- I can compare and contrast perspectives on family from different cultures.
- I can compare greeting and leave-taking practices in Spanish-speaking cultures with those of my culture.
- I can describe customs my family regularly observed in the past.
- I can ask and answer questions about what I used to do when I was younger.

Day	Agenda	Classwork
<b>Monday/Tuesday, February 10<sup>th</sup>-11<sup>th</sup></b>	Warm-up Lesson and group activities Individual work <b>Composition</b> Exit ticket Restore the environment	Explora: La importancia de la familia, p.93-94  Composition
<b>Thursday, Friday, February 13<sup>th</sup>-14<sup>th</sup></b>	Warm-up Lesson and group activities Individual work <b>Quiz 2 (En camino A)</b> Exit ticket Restore the environment	Actividad 14, p.98 (Paso 1)  Observa 5, p.100-101  <b>Homework:</b> (VERY IMPORTANT) Actividad 18, Paso 1-3, p 106-107

**\*See Google Classroom for additional classwork\***

Vocabulary words of the week. (You can find the English translation on page 177 of Unit 3)	
(Sequence)	(Useful expressions with the imperfect tense)
Primero	A menudo
Más tarde, luego	Cada día
Próximo	Cuando era niño/a
Antes	De niño/a
Después	De pequeño/a
finalmente	De vez en cuando
	Frecuentemente
	Generalmente
	Normalmente
	Nunca
	Siempre
	Todos los días

**Week 5 | February 17<sup>th</sup> to February 21<sup>st</sup>****LEARNING TARGETS OF THE WEEK:**

- I can describe household responsibilities within my family.
- I can exchange information about how the individuals in my family help around the house.
- I can describe what roles in the family used to be like and how they have changed.

Day	Agenda	Classwork
<b>Monday/Tuesday, February 17<sup>th</sup>-18<sup>th</sup></b>	Warm-up <b>Presentation</b> ( <i>See classwork</i> ) Exit ticket Restore the environment	Complete Actividad 19, p.108-109  En camino B ( <i>in pairs</i> ) p.111  <b>Homework:</b> Pre-assessment packet <u>due</u> <u>next class</u> Review Síntesis de gramática, p.112 Vocabulary, p.113
<b>Thursday, Friday, February 20<sup>th</sup>-21<sup>st</sup></b>	Summative Assessment	Complete assessment

**\*See Google Classroom for additional classwork\***

Vocabulary words of the week. ( <i>You can find the English translation on page 177 of Unit 3</i> )	
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	Frecuentemente
	Generalmente
	Normalmente
	Nunca
	Siempre
	Todos los días

## IMPORTANT DATES

\*Mark these days in your calendar

### Grades

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