

**Spanish 2/Unit 3/Lesson 7/La rutina diaria**



**Unit Description:**

This is Unit 3 of 5 for the school year. This is a 7-week unit. Students will be able to describe their daily routines, talk about personal hygiene, and reassure someone. Students will learn about siestas in the Spanish-speaking world, tapas in Spain, and mate in Argentina, Uruguay, and Paraguay.

**Essential Questions:**

How do people describe their daily routines? How do people talk about what they and others like and don't like? Can you describe some special customs from the Spanish-speaking world?

<b>Proficiency Target-Interpersonal</b>  <b>Intermediate Low</b>	<b>Proficiency Target-Speaking</b>  <b>Intermediate Low</b>	<b>Proficiency Target-Listening</b>  <b>Intermediate Low</b>	<b>Proficiency Target-Reading</b>  <b>Intermediate Mid</b>	<b>Proficiency Target-Writing</b>  <b>Intermediate Low</b>
<p><b>I Can Statements</b>                      I can describe my daily routine.                      I can talk about personal hygiene.                      I can reassure someone.                      I can ask and answer questions about daily routines.                      I can make some simple statements in a conversation.                      I can exchange information using graphs, charts or pictures.                      I can ask and answer questions about factual information that is familiar to me.</p>	<p><b>I Can Statements</b>                      I can talk about people, activities, events, and experiences.                      I can present information about something I have learned.                      I can talk about what I want or need to do each day.                      I can present information on plans, instructions, and directions.                      I can present songs, short skits, or dramatic readings.                      I can express my preferences on topics of interest.</p>	<p><b>I Can Statements</b>                      I can understand people's descriptions of their daily routines.                      I can understand what a television commercial is advertising.                      I can understand messages related to my basic needs.                      I can understand questions and simple statements on everyday topics when I am a part of the conversation.</p>	<p><b>I Can Statements</b>                      I can understand the main idea of texts related to everyday life and personal interests or studies.                      I can understand basic information in ads, announcements, and other simple texts.                      I can understand the main idea of what I read for personal enjoyment.</p>	<p><b>I Can Statements</b>                      I can write about people, activities, events, and experiences.                      I can prepare materials for a presentation.                      I can prepare materials for a presentation.                      I can write basic instructions on how to make or do something.                      I can write questions to obtain information.</p>

**Assessments:**

<p><b>Diagnostic:</b></p> <ol style="list-style-type: none"> <li>1. Pre-assessment</li> <li>2. Essential questions</li> <li>3. Q &amp; A</li> <li>4. Digital components from the Supersite</li> </ol>	<p><b>Formative:</b></p> <ol style="list-style-type: none"> <li>1. Listening practice</li> <li>2. Reading practice</li> <li>3. Oral dialogs</li> <li>4. Quizzes</li> </ol>	<p><b>Summative:</b></p> <ol style="list-style-type: none"> <li>1. Unit assessment</li> <li>2. Performance-based assessment, speaking and writing</li> <li>3. Integrated Performance Assessment</li> </ol>
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**Standards to address in Unit:**

**Communication—Interpersonal Mode (IP)**

MLII.IP1 The students exchange spoken and written information in the target language, utilizing cultural references where appropriate; MLII.IP2 The students demonstrate skills necessary to initiate, sustain, and close oral and written exchanges in the target language.

**Communication—Presentational Mode (P)**

MLII.P1 The students present information orally and in writing using familiar and newly acquired vocabulary, phrases, and patterns.

**Communication—Interpretive Mode (INT)**

MLII.INT1 A. Identify main ideas and essential details when reading and listening.

**Cultural Perspectives, Practices and Products (CU)**

ML2.PS5.CU1: Students are able to identify target language culture patterns typically associated with various activities, such as eating, shopping, leisure and celebrations.

**Connections, Comparisons and Communities (CCC)**

ML2.PS6.CCC1: Students recognize the influence of the target language on their own language as well as its reinforcement of information acquired in other content areas.

ML2.PS7.CCC4: Students will be able to give information and understand the impact of major current events on the target culture(s).

MLII.CCC2 The students demonstrate an understanding of the similarities and differences between the culture(s) studied and those of the students' own culture.

<b>Know:</b>	<b>Understand:</b>	<b>Do:</b>
Expressions used to talk about daily routine and personal hygiene.	That reflexive verbs are needed to talk about one's daily routine and the role of the siesta and mate as part of that routine	Communicate about daily routine and things associated with/needed for daily routine.