Spanish 4/ Unit 1 - Las relaciones personales

This is Unit 1 of 10 for the year. This is a 4 week unit. Students will learn about the Spanish-speaking world. Students will expand their ability to describe in the present, narrate in the present, and express personal relationships.

Essential Questions:
¿Cómo hablan las personas acerca de relaciones personales?
¿Cómo interactúan las personas en situaciones profesionales?
¿Cuáles son las manifestaciones culturales por las interrelaciones entre las personas?

<table>
<thead>
<tr>
<th>Proficiency Target-Interpersonal</th>
<th>Proficiency Target-Speaking</th>
<th>Proficiency Target-Listening</th>
<th>Proficiency Target-Reading</th>
<th>Proficiency Target-Writing</th>
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<tbody>
<tr>
<td>Intermediate Mid</td>
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<td>Intermediate High</td>
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<td><strong>I Can Statements</strong></td>
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<tr>
<td>- I can be the first to start a conversation</td>
<td>- I can report on a social event that I attended</td>
<td>- I can understand the main message of an e-card greeting.</td>
<td>- I can understand a friend’s postcard describing a family vacation.</td>
<td>- I can write a message to explain or clarify something.</td>
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<td>- I can ask for information, details, and explanations during a conversation.</td>
<td>- I can make a presentation on something new I learned</td>
<td>- I can understand basic questions or statements during a video conference</td>
<td>- I can understand basic instructions for playing a video game</td>
<td>- I can write about common events and daily routines</td>
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<tr>
<td>- I can bring a conversation to a close.</td>
<td>- I can make a presentation about my plans</td>
<td>- I can understand a short YouTube clip.</td>
<td>- I can read a short summary of a historical figure’s accomplishments.</td>
<td>- I can write an invitation or flyer about an event I am planning</td>
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<td>- I can talk about my interests and hobbies</td>
<td>- I can give a short presentation on a current event</td>
<td>- I can understand peers’ recorded descriptions about themselves or their avatars.</td>
<td>- I can understand the main idea and a few supporting facts about a scientific discovery from a summarized description.</td>
<td>- I can write a review of a movie, book, play, exhibit, etc.</td>
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<td>- I can give reasons for my preferences</td>
<td>- I can give a short presentation on a famous person, landmark or cultural event</td>
<td>- I can understand a voice message about the time and place of meeting.</td>
<td>- I can understand that an event is being postponed or cancelled.</td>
<td>- I can compose a simple letter, response or article for a publication.</td>
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<td>- I can give some information about activities I did</td>
<td>- I can give a presentation about a favorite movie or song and tell why I like it</td>
<td>- I can give a presentation about a famous person or historical figure and tell why he/she is important</td>
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<tr>
<td>- I can talk about artists from other countries</td>
<td>- I can share my reactions about a current event and explain why the event is in the news.</td>
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<tr>
<td>- I can talk about historical events</td>
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### Assessments:

**Diagnostic:**
1. Essential questions
2. Pre-assessment
3. Class participation
4. Q&A
5. Digital components?

**Formative:**
1. Vocabulary quizzes
2. Oral dialogs
3. Games and songs
4. Labeled drawings
5. Listening practice

**Summative:**
1. Unit test
2. Performance-based assessment — Speaking or Writing
3. Project

### Standards to address in Unit:

#### Communication – Interpersonal Mode (IP)
- **MLIV.IP1** The students exchange a variety of oral and written information and ideas in the target language on topics related to contemporary events and issues, utilizing cultural references where appropriate.
- **MLIV.IP2** The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.

#### Communication – Interpretive Mode (INT)
- **MLIV.INT1** The students comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials.

#### Communication – Presentational Mode (P)
- **MLIV.P1** The students present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences
- **MLIV.P2** The students present student-created, as well as culturally authentic stories, poems, and/or skits in the target language.

#### Cultural Perspectives, Practices, and Products (CU)
- **MLIV.CU1** The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.

#### Connections, Comparisons and Communities (CCC)
- **MLIV.CC1** The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.
- **MLIV.CC2** The students investigate the similarities and differences that exist within and among the cultures studied.
- **MLIV.CC3** The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language.
- **MLIV.CC4** The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.

### Know:
- Vocabulary to describe personality, emotional states, feelings, and relationships in an office setting.
- The use of present tense
- The use of ser and estar
- To use of present progressive tense

### Understand:
- How a relationship between two people evolves in a video.
- People interaction in professional situations.
- Cultural manifestations of how people interrelate.
- Perspectives on the Spanish-speaking world to develop respect and openness to others and to interact appropriately and effectively with citizens of different cultures.
- How to identify and discuss some facts about Sonia Sotomayor.

### Do:
- Identify and use some regional terms Spanish speakers use to talk about dating.
- Describe my and other’s personality traits
- Describe people and objects.
- Express to others how I feel
- Talk about responsibilities
- Explain others the content of a film produced for a Spanish-speaking audience.
- Explain others the content of Hispanic literature.
- Speak in the present tense
## Major Concepts: (Consider all 4/5 Cs)

### Concept 1
- La personalidad
- Los estados emocionales
- Los sentimientos
- Las relaciones personales
- Expresiones útiles

### Concept 2
- Presente

### Concept 3
- Ser y estar

### Concept 4
- Progresivo

### Concept 5
- Cinemateca
- Literatura
- Cultura

### Essential Vocabulary

#### Personalidad
- autoritario/a: strict; authoritarian
- cariñoso/a: affectionate
- celoso/a: jealous
- cuidadoso/a: careful
- falso/a: insincere
- gracioso/a: funny; pleasant
- inseguro/a: insecure
- (in)maduro/a: (im)mature
- mentiroso/a: lying
- orgulloso/a: proud
- permisivo/a: permissive; easy-going
- seguro/a: sure; confident
- sensato/a: sensible
- sensible: sensitive
- tacaño/a: cheap; stingy
- tímido/a: shy
- tradicional: traditional

#### Los Estados emocionales
- agobiado/a: overwhelmed
- ansioso/a: anxious
- deprimido/a: depressed

#### Los Sentimientos
- adorar: to adore
- apreciar: to appreciate
- enamorarse (de): to fall in love (with)
- estar harto/a (de): to be fed up (with); to be sick (of)
- odiar: to hate
- sentirse (e:ie): to feel
- soñar (o:ue): to dream (about)
- tener celos (de): to be jealous (of)
- tener vergüenza (de): to be ashamed/embarrassed (of)

#### Las relaciones personales
- el/la amado/a: loved one; sweetheart
- el ánimo: spirit
- atraer: to attract
- el cariño: affection
- casado/a: married
- la cita (a ciegas): (blind) date
- el compromiso: commitment; responsibility
- la confianza: trust; confidence
- coquetear: to flirt
- cuidar: to take care of
- dejar a alguien: to leave someone
- el desánimo: the state of being discouraged
- discutir: to argue
- divorciado/a: divorced
- el divorcio: divorce
- educar: to raise; to bring up
- hacerle caso a alguien: to pay attention to someone
- impresionar: to impress
- llevar... años de (casados): to be (married) for... years

#### Cinemateca
- el cargo: position
- alargar: to drag out
- la cinta: tape
- enterarse: to find out
- entreteners e: to be held up
- la luz: light
- pesado/a: annoying
- precioso/a: lovely
- respirar: to breathe
- turbio/a: murky

#### Literatura
- el alma: soul
- amar: to love
- besar: to kiss
- contentarse: to be contented, satisfied with
- el corazón: heart
- la mirada: gaze
- el olvido: forgetfulness; oblivion
- querer (e:ie): to love; to want

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Use ser and estar
<table>
<thead>
<tr>
<th><strong>disgustado/a</strong></th>
<th>upset</th>
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<tbody>
<tr>
<td><strong>emocionado/a</strong></td>
<td>excited</td>
</tr>
<tr>
<td><strong>preocupado/a</strong></td>
<td>worried</td>
</tr>
<tr>
<td><strong>solo/a</strong></td>
<td>alone; lonely</td>
</tr>
<tr>
<td><strong>tranquilo/a</strong></td>
<td>calm</td>
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| **mantenerse en contacto** | to keep in touch |
| **la pareja** | couple; partner |
| **pasarlo bien/mal/ fatal** | to have a good/bad/terrible time |
| **proponer matrimonio** | to propose (marriage) |
| **romper (con)** | to break up (with) |
| **salir (con)** | to go out (with) |
| **el sentimiento** | feeling; emotion |
| **separado/a** | separated |
| **soltero/a** | single |
| **soportar a alguien** | to put up with someone |
| **viudo/a** | widowed |

**Essential Structure:**

- Vocabulary
- Expresiones Utiles

**Text/Digital Resources**

**Student Resources:**
- Cuaderno de actividades comunicativas, p. 51
- Cuaderno de práctica, pp. 1-2
- Cuaderno para hispanohablantes, pp. 1-2
- Supersite:Activities, eCuaderno

**Teacher Resources:**
- Supersite: Unit 1 Activities
- Cuaderno de actividades comunicativas with answers, p. 51
- Cuaderno de práctica, pp. 1-2
- Grammar Slides: Audio Activities MP3s; Audio Script; writing activities; Testing Program

**Text/Digital Resources**

**Student Resources:**
- Cuaderno de actividades comunicativas, pp. 1, 52
- Cuaderno de práctica, pp. 3-4
- Cuaderno para hispanohablantes, pp. 5-6
- Supersite:Activities, eCuaderno

**Teacher Resources:**
- Supersite: Unit 1 Activities
- Cuaderno de actividades comunicativas with answers, pp. 1, 52
- Cuaderno de práctica, pp. 3-4
- Grammar Slides: Audio Activities MP3s; Audio Script; writing activities; Testing Program

**Text/Digital Resources**

**Student Resources:**
- Cuaderno de actividades comunicativas, pp. 2, 53
- Cuaderno de práctica, pp. 5-6
- Cuaderno para hispanohablantes, pp. 7-8
- Supersite:Activities, eCuaderno

**Teacher Resources:**
- Supersite: Unit 1 Activities
- Cuaderno de actividades comunicativas with answers, pp. 2, 53
- Cuaderno de práctica, pp. 5-6
- Grammar Slides: Audio Activities MP3s; Audio Script; writing activities; Testing Program

**Text/Digital Resources**

**Student Resources:**
- Cuaderno de actividades comunicativas, pp. 3, 54
- Cuaderno de práctica, pp. 7-8
- Cuaderno para hispanohablantes, pp. 9-10
- Supersite:Activities, eCuaderno

**Teacher Resources:**
- Supersite: Unit 1 Activities
- Cuaderno de actividades comunicativas with answers, pp. 3, 54
- Cuaderno de práctica, pp. 7-8
- Grammar Slides: Audio Activities MP3s; Audio Script; writing activities; Testing Program

**Fotonovela:**

**Student Resources:**
- Cuaderno de actividades comunicativas, pp. 31-32
- Supersite: Fotonovela video. Actividades ecuaderno

**Teacher Resources:**
- Workbook TE; Video script & Translation, Actividades Video and resources

**Enfoques:**

**Student Resources:**
- Cuaderno para hispanohablantes, p. 4
<table>
<thead>
<tr>
<th>Artifact &amp; Evidence:</th>
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</thead>
<tbody>
<tr>
<td>1. ¿Cómo eres?</td>
<td>2. Problemas y consejos</td>
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<td>Have students take the personality survey on p. 5 in the text. a. Have students find similar personality tests in magazines or online in Spanish and English. Have them identify vocabulary from this chapter. Ask them write cultural differences they find. b. In a group of 4 ask students analyze their results and write a summary how they are similar or different.</td>
<td>Act. 6 Have students pick one of the items and create a dialogue based on it. .OR Write a brief email in which a character describes their problem and asks for advice. Read the email to the class so they can offer their advice.</td>
<td>P. 25 act. 3 Have students complete a Partner Chat via the Supersite. Students arrange a meeting time based on their availability.</td>
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<tr>
<td><strong>Vocabulary Quizzes Unit 1</strong> <strong>Grammar Quizzes Unit 1</strong> Exam Unit 1</td>
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**Lecturas:**
Show students selected scenes from Il Postino. Explain that this film is based on the Chilean novel "El Cartero de Neruda" by Antonio Skarmeta. Explain the plot of the movie and that the postman is very naive and in love: Have them write the Spanish conversation between Neruda and "el cartero" as they see the film excerpts. Read "Poema 20", and brainstorm with the class what it means. Then ask students to explain in their own words what the poem means. Summarize the ideas in group.

**Cinematica:**
Have students work in group to choose one or two aspects of the movie that they identify as different from what they would expect in their daily life.
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<th>Students write two or three sentences about the difference and present.</th>
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