

**Overview.** In this unit, students will learn about the country of Bolivia; how to identify rooms in a house; how to name clothes and colors; how to talk about people in their community; and how to describe where they and others are.

**Essential Questions:**

- What are the places in a house? (week 1)
- What color are your clothes? (week 2)
- Who are the workers in your community? (week 3)
- Where are the places in your community? (week 4)

**Enduring Understandings:**

- Bolivia is a country where people speak Spanish as one of three official languages.
- How people describe their homes, clothes, jobs, and communities.
- Sounds and pronunciation in Spanish may be different from their native language.

**CURRICULUM STANDARDS / STUDENT OUTCOMES**

**Communication**

**1.1 Interpersonal - Students will:**

- Become familiar with grade-appropriate vocabulary.
- Recognize Spanish vowel sounds within a word.
- Practice singular and plural nouns.
- Ask and answer questions about your favorite clothes and colors.
- Engage in conversations about the house and community.

**1.2 Interpretive Reading and Listening - Students will:**

- Predict based on the cover, title, and illustrations.
- Ask and respond to questions about text read aloud.
- Recognize the sequence of events.
- Identify and use words that name sequences.
- Become familiar with grade-appropriate vocabulary.
- Learn and practice describing words.
- Use cardinal directions to say where someone or something is located.

**1.3 Presentational Speaking - Students will:**

- Students will describe where they live.
- Describe what you are wearing.
- Provide clothing and color preferences.
- Describe places and locations in their community.

**Culture**

**2.1 Practices and Perspectives** - Students will:

- Identify and discuss places in Bolivia.
- Rooms in a Bolivian home may have different purpose than in your house.

**2.2 Products and Perspectives** - Students will:

- Demonstrate one-to-one correspondence between spoken and printed words.
- Name types of clothes used.

**Connections**

**3.1 Cross-curricular** - Students will:

- Discuss places in Bolivia.
- Reinforce vowel sounds.

**3.2 Target Culture** - Students will:

- Acquire information about Bolivia through Spanish language media sources.
- State where they are.

**Comparisons**

**4.1 Language** - Students will:

- Demonstrate one-to-one correspondence between spoken and printed words.
- Identify the vowel sounds within a word.

**4.2 Culture** - Students will:

- Compare places around town in Bolivia with their own town.
- Compare the purposes of rooms in Bolivia and their own home.

**Communities**

**5.1 Beyond the School** - Students will:

- Participate in simulations that replicate authentic conversations about people and places in the community.
- Explain where people go shopping in the community.

**5.2 Lifelong Learner** - Students will:

- Utilize the language to experience news and entertainment available through print and electronic Spanish language media.

LANGUAGE FUNCTION	CONTENT VOCABULARY	LANGUAGE STRUCTURE
<p>Name the rooms of a house.</p> <p>Identify where people are in a house</p>	<p>Rooms:</p> <ul style="list-style-type: none"> <li>• casa</li> <li>• baño</li> <li>• cocina</li> <li>• comedor</li> <li>• dormitorio</li> <li>• sala</li> </ul>	<ul style="list-style-type: none"> <li>• Es la/el (lugar).</li> <li>• ¿Dónde está?</li> <li>• Él / Ella está (cuarto) / (lugares).</li> <li>• ¿Dónde están?</li> <li>• Ellos / Ellas están (cuarto) / (lugares).</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>• <i>estar</i></li> </ul>
<p>Identify clothes and colors.</p> <p>Describe what they do when shopping for clothes.</p>	<p>Clothes:</p> <ul style="list-style-type: none"> <li>• camisa</li> <li>• falda</li> <li>• pantalón</li> <li>• vestido</li> <li>• ropa</li> </ul> <p>Colors:</p> <ul style="list-style-type: none"> <li>• color/colores</li> <li>• amarillo(a)</li> <li>• azul</li> <li>• blanco(a)</li> <li>• negro(a)</li> <li>• rojo(a)</li> <li>• verde</li> </ul> <p>Shopping:</p> <ul style="list-style-type: none"> <li>• tienda</li> <li>• compra</li> <li>• favorita</li> </ul>	<ul style="list-style-type: none"> <li>• ¿Qué es?</li> <li>• Es (clothing).</li> <li>• ¿De qué color es?</li> <li>• (Colors).</li> <li>• ¿Qué compras?</li> <li>• Yo compro (clothes).</li> </ul>
<p>Identify workers in their community.</p> <p>Identify where workers work in their community</p> <p>Identify places in the</p>	<p>People:</p> <ul style="list-style-type: none"> <li>• maestro/maestra</li> <li>• médico/médica</li> <li>• panadero/panadera</li> <li>• policía</li> <li>• vendedor/vendedora</li> </ul> <p>Places:</p>	<ul style="list-style-type: none"> <li>• ¿Quién es el/ella?</li> <li>• Él/Ella es (trabajo).</li> <li>• ¿Dónde trabaja él/ella?</li> <li>• Él/Ella trabaja en (lugar).</li> <li>• ¿Adónde vas?</li> </ul>

community.	<ul style="list-style-type: none"> <li>• comunidad</li> <li>• escuela</li> <li>• heladería</li> <li>• hospital</li> <li>• mercado</li> <li>• museo</li> <li>• panadería</li> <li>• plaza</li> <li>• supermercado</li> </ul> <p>General:</p> <ul style="list-style-type: none"> <li>• mapa</li> <li>• calle</li> <li>• derecha</li> <li>• izquierda</li> </ul>	<ul style="list-style-type: none"> <li>• Yo voy a (places).</li> <li>• ¿Adónde vamos?</li> <li>• Vamos a (places).</li> <li>• ¿Dónde está (places)?</li> <li>• (Places) está a la derecha/izquierda.</li> </ul>
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