

Unit 4: Las Rutinas

15 Class Meetings

Updated 2/2026

Essential Questions

- How do we use Spanish to describe daily routines and habits?
- How do cultural factors influence daily routines in Spanish-speaking communities?

Enduring Understandings with Unit Goals

EU 1 – Expressing routines helps you communicate effectively

- Expressing your daily routines, clothing choices, and observations about the weather in Spanish helps you share information about yourself and interact with others in real-life situations.

EU 2 – Culture shapes language use

- Students will analyze how routines, clothing, and weather habits differ in Spanish-speaking communities.
- Compare and discuss cultural norms in daily life, attire, and seasonal activities.

EU 3 – Patterns in language help understanding

- Identify and apply grammar patterns (e.g., reflexive verbs for routines, adjectives for clothing, weather expressions).
- Interpret written and spoken Spanish using context clues from routines, clothing, and weather descriptions.

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Standards

Connecticut World Language Curriculum Framework

COMMUNICATION

- **Standard 1.1:** Students will engage in conversation, provide and obtain information, express feelings and exchange opinions.
- **Standard 1.2:** Students will understand and interpret spoken and written language on a variety of topics.
- **Standard 1.3:** Students will present information, concepts, and ideas to listeners or readers on a variety of topics.

CULTURES

- **Standard 2.1:** Students will demonstrate an understanding of the traditions, products, and perspective of the culture studied.

CONNECTIONS

- **Standard 3.1:** Students will reinforce and expand the knowledge of other areas of study through the world language.
- **Standard 3.2:** Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources.

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COMPARISONS

- **Standard 4.1:** Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

COMMUNITIES

- **Standard 5.1:** Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment, and active participation.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

EU 1 – Expressing routines helps you communicate effectively

- Learn target vocabulary, seasons, weather, colors, body parts, clothing items
- Apply reflexive verbs to describe routines
- Conjugate and apply the verb “ir” to real-life scenarios
- Conjugate and apply -er verbs to real-life scenarios

EU 2 – Culture shapes language use

- Explore how school days, meal times, and daily routines differ in Spanish-speaking communities.
- Examine how climate, traditions, and social expectations influence clothing choices.
- Analyze how weather affects daily life, clothing, and activities in different Spanish-speaking regions.
- Compare routines, attire, and seasonal habits between Spanish-speaking cultures and students’ own culture.

EU 3 – Patterns help understand how language is acquired

- Grammar for Daily Routines
- Identify and apply reflexive verbs to describe daily routines accurately.
- Adjectives & agreement for clothing
- Use adjectives and agreement patterns to describe clothing and appearance.
- Recognize and apply common weather expressions in context.
- Interpret spoken and written texts by using context clues related to routines, clothing, and weather.

Target Vocabulary:

Rutinas, me, estaciones, meses, calor, frio, partes del cuerpo, colores, paises, cultura, patrones, ropa, diferente, similar, cepillar, banar, desayunar, levantar, lavar, poner

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Interdisciplinary Connections

- English – cognates, words with Latin routes, structure and function of language
- Social Studies: geography, Mexican culture, impact of food exchanges between Europe and Americas
- ESL: Reading, writing, speaking, listening

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Daily Learning Objectives

Students will be able to...

- Identify and translate core vocabulary related to daily routines using context clues and visuals.
- Apply daily routine vocabulary to construct simple sentences describing personal routines.
- Interpret short written and audio texts describing daily routines by recognizing familiar vocabulary and patterns.
- Identify and translate vocabulary related to clothing and weather using images and contextual clues
- Classify and describe clothing choices based on weather conditions using complete sentences.
- Interpret spoken and written descriptions of clothing and weather by using context clues.
- Identify and apply reflexive verb patterns to accurately describe daily routines.
- Apply adjective agreement to describe clothing and appearance accurately.
- Analyze sentence patterns that combine routines, clothing, and weather to improve comprehension.
- Compare daily routines, clothing, and weather-related habits in Spanish-speaking communities and their own culture.
- Explain how cultural norms and climate influence routines and clothing choices in Spanish-speaking countries.
- Create a short written or spoken description that integrates routines, clothing, and weather, demonstrating cultural understanding and accurate language use.
- Research and organize information about a traditional outfit (*traje típico*) from a Spanish-speaking country and compose a draft describing its cultural meaning, clothing items, colors, origin, and connection to weather using Spanish.
- Revise and refine written descriptions to improve clarity, accuracy, and cultural detail, and prepare content for a multimedia presentation.

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Instructional Strategies/Differentiated Instruction

- Do Now
- Binder checks
- Think-Pair-Share
- Graphic Organizers
- Role-Playing / Simulations
- Think-Alouds / Modeling
- Choice Boards / Learning Menus
- Jigsaw / Collaborative Learning
- Interactive Technology
- Sentence Frames / Starters
- Peer Review / Feedback
- Choice of Output Modality
- Homework
- *Visual aids*
- *Color coding*

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Assessments

FORMATIVE ASSESSMENTS:

- TWPS
- Homework
- Do now
- Guided Classwork with skills practice
- Think-Write-Pair-Share (TWPS)
- Warm-ups / Exit Slip
- Binder checks
- Observations
- Self-assessments
- Class participation
- Oral presentations

SUMMATIVE ASSESSMENTS:

- Quiz- EU 1
- Quiz- EU 2
- Unit Task

Unit Task

Unit Task Name: Más que Ropa: Tradición y Clima”

In this unit task, students will demonstrate how expressing routines helps them communicate effectively in real-life situations (**EU 1**) by applying target vocabulary related to clothing, colors, weather, seasons, and body parts while using reflexive verbs, *-er* verbs, and the verb *ir* to describe how people dress and prepare for daily life.

Students will research a *traje típico* from a Latin American country and analyze how culture shapes language use (**EU 2**) by examining how climate, traditions, and social expectations influence clothing choices, daily routines, and seasonal activities.

Throughout the task, students will recognize and apply language patterns (**EU 3**) by using adjective agreement, reflexive verb structures, and weather expressions to interpret information and communicate accurately. Students will draft, revise, and refine a written description that explains the meaning, origin, colors, and weather impact of traditional clothing, and then transform their work into a multimedia presentation that clearly communicates their understanding of language patterns and cultural connections to an authentic audience.

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Unit Resources

- *Realidades, Prentice Hall*
- *Google*
- *Google Slides*
- *Google Classroom*
- *Laptops*
- *Airtame*
- [Www.studyspanish.com](http://www.studyspanish.com)
- Youtube.com
- www.rae.com
- www.wordreference.com
- www.learningspanishlanguage.com