

# Unit 9:Country and City living

Content Area: **World Language**  
Course(s): **Spanish II**  
Time Period: **April**  
Length: **2 weeks**  
Status: **Published**

## Unit Overview

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Learning to communicate in a foreign language is a necessary skill for intermediate learners and involves learning how to talk about life in the city and the country. Give and ask for directions while in the city or country. Students will also be able to talk about things that were happening, and refer to things already mentioned. Students will also be exposed to some famous Spanish speaking cities and their people.

## Essential Questions

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- How do I develop communicative competence?
- How do I know that I am getting better in using language in real-world situations?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- When does accuracy matter?
- How does the content of the world languages classroom help me understand who I am and the world in which I live?
- How does content help me respond to important questions that extend my learning beyond the classroom?
- Why do people from different cultures sometimes say, write and do things differently from the way I do them?
- How is language a product of culture?
- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
- What role does stereotyping play in forming and sustaining prejudices about other cultures?

## Enduring Understandings

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- Successful communication is knowing how, when and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps
- The content of the world languages classroom encompasses the entire learning experience
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.
- Cultural perspectives are gained by using the language and through experience with its products and practices and members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs

## **Standards/Indicators/Student Learning Objectives (SLOs):**

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- Identify words/phrases, key points, and main idea(s) in target language age- and level-appropriate culturally authentic materials as found in electronic information sources and other texts.
- Ask and respond to questions about target culture by recombining words/phrases using digital tools and face-to-face communication in the target language.
- Ask and respond to questions using digital tools and face-to-face communication in the target language.
- Produce written texts and oral presentations
- Skim and scan target language culturally authentic audio, video, or written text from electronic information sources
- Ask and respond to memorized questions
- Imitate and incorporate appropriate intonation for asking different types of questions
- Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

## **Lesson Titles**

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- Introduction to vocabulary 1: *En la ciudad*

- Grammar Introduction: Imperfect Progressive and Object Pronouns
- Introduction to vocabulary 2: *En al campo*
- Grammar Introduction: Demonstrative Adjectives
- La demografía de Latinoamérica
- Interpersonal Speaking: "En la ventanilla" (conversation between ticket agent and client)
- Cultural Comparison: (compare city living to that of country living)
- Writing: Compare two cities that you have visited

## Career Readiness, Life Literacies, & Key Skills:

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- Global Perspectives
- Business, Financial, Economic, & Entrepreneurship
- Critical Thinking and Problem Solving
- Information Literacy
- Media Literacy
- Life and Career Skills
- Communication and Collaboration

TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

TECH.9.4.12.CT.1

Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

## Inter-Disciplinary Connections

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- English- reading/writing

LA.RL.7.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

SOC.6.1.8.B

Geography, People, and the Environment

## Equity Considerations:

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## Amistad Mandate

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**Topic:** Contributions of Afro-Latinos

- Richie Torres: 1st Afro-latino member of congress in the poorest district in the country.

**Materials Used:** PowerPoint Presentation (Afro-Latinos), Famous Afro Latino project, On-line authentic resources, videos, articles, info-graphs, visual literacy activities

**Addresses the Following Component of the Mandate:**

- Contributions of African Americans to our Society

## **Holocaust Mandate**

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**Topic:** n/a

**Materials Used:** n/a

**Addresses the Following Component of the Mandate:** n/a

## **LGBTQ and Disabilities Mandate**

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**Topic:** Influential LGBTQ Hispanics

- Guillermo Diaz: Guillermo is a male gay actor from el barrio(city) of Washington Heights.

**Materials Used:** PowerPoint Presentation, on-line authentic resources, videos, articles, info-graphs, and visual literacy activities and critical thinking discussion questions

**Addresses the Following Component of the Mandate:**

- Social

## **Climate Change**

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**Topic:** Global Challenges ( city & country living)

- climate change in Spanish speaking countries
- environmental concerns in Spanish speaking countries
- infrastructure
- urban poverty

**Materials Used:** PowerPoint Presentation, on-line authentic resources, videos, articles, info-graphs, visual literacy activities, and critical thinking discussion questions

#### **Addresses the Following Component of the Mandate:**

- Economic
- Political

### **Asian American Pacific Islander Mandate**

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**Topic:** n/a

**Materials Used:** n/a

**Addresses the Following Component of the Mandate:** n/a

### **Summative Assessment**

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- Unit Test: including listening, speaking, reading, writing relating to the vocabulary, grammar and culture in the unit
- Inter-personal Speaking Assessment (1-2 min): Why would you like to live in the city? or Why would you like to live in the country? and why?
- Interpersonal writing Assessment (50+ words). compare and contrast a city in the U.S. to one in a hispanic country and explain the similarities and differences

### **Resources & Materials**

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- Textbook resources: Buen Viaje 2, Cd's, DVD
- Digital recording (voice thread/ [www.vocaroo.com](http://www.vocaroo.com) )
- Introductory Video for Unit
- Audio CD - Vocabulary and Pronunciation

- Interactive Chalkboard PowerPoint presentation with audio, video, graphics, and practice activities - Introduction to grammar and structures
- Audio CD - Listening Comprehension Activities
- Interactive Conversation CD
- [www.spanish.glencoe.com](http://www.spanish.glencoe.com) - Unit-related activities, games, quizzes
- Grammar Tutor - Grammar practice software
- Mind Jogger Video quiz
- Unit Assessment - Listening Comprehension CD
- Smartboard
- Language Lab

### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

- Introduction to Unit: vocabulary through Powerpoint, DVD, Worksheet, Discussion
- Grammar : (Imperfect Progressive and Object Pronouns) discussion, note taking and practice exercises
- Vocabulary: vocabulary lists through workbook ex.'s, stories and news articles (train station and boarding related vocabulary)
- Audio texts: listening to authentic podcasts, CD's, conversations. ( episodio 9-La Ciudad y El Campo)
- Short/long dialogues of native speakers(En la ventanilla- purchasing tickets at a ticket window)
- Print texts (reading authentic literature/news articles) and completing oral and written responses, authentic literature, stories, newspaper/magazine article
- Partner/Group Work: Oral, Written, Conversation (Discuss whether you would rather live in the city or country)
- Pronunciation: Listen to CD/Teacher and repeat ( vocab 1&2 Train related vocabulary, pronunciation of the consonants n and ch)
- Review/Reinforcement Activities: Whiteboard Relay, Smartboard: Purpose Games, Quizlet, Quia, [glencoe.com](http://glencoe.com)
- Textbook Exercises: Oral and Written Responses
- Workbook: In-class and Homework Exercises
- Cultural: Authentic Text, Videos, Websites ( Lima, Buenos Aires)
- Delsea One
- SWAG

#### **Levels of Blooms**

- Knowledge: Define, memorize, repeat, label, list, recall, relate
- Comprehension: Restate, express, describe, explain, discuss, review, identify, recognize, translate, interpret
- Application: Apply, use, demonstrate, practice
- Analysis: Compare, differentiate, question, examine
- Synthesis: Compose, create, formulate, organize, prepare
- Evaluation: Compare, evaluate

#### **DOK-Depths of Knowledge**

- Level One(Recall): Define, Draw, Identify, Illustrate, Label, List, Match, Memorize, Name, Recall, Quote, Recite, Recognize, Repeat, State, Tell, Use
- Level Two (Skill/Concept): Categorize, Cause/Effect, Classify, Compare, Distinguish, Identify patterns, Infer, Interpret, Make Observations, Modify, Organize, Relate
- Level Three (Strategic Thinking): Develop a Logical Argument, Differentiate, Draw Conclusions, Explain, Hypothesize, Investigate
- Level Four (Extended Thinking): Design, Connect, Synthesize, Analyze, Create

## **Formative Assessment**

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- Guided practice
- Individual practice
- Group work
- Choral response
- Exit ticket
- Journal entry
- Quiz
- Short essay
- Self assessment
- Think-pair-share
- Turn to partner (speaking)
- Oral questioning
- Written work

## **Warm up**

- Oral review- Where would you rather live? in the country or in the city and why? Brainstorm words you remember.
- Rapid fire questions-who would like to live in the city? in the country? and why? how can you compare your city to that of your own?
- Video clips-grammar- ([www.studyspanish.com](http://www.studyspanish.com)) Imperfect progressive and Object Pronouns.
- Video clip-culture ([www.bbcmundo.com](http://www.bbcmundo.com)) Lima, Peru, Buenos Aires, Argentina.
- Worksheet practice-workbook pages, grammar review pages
- Music

## **Anticipatory set**

- 2-5 minute activity related to days topic
- Current events ([www.bbcmundo.com](http://www.bbcmundo.com)) Buenos Aires
- Podcasts ([www.notesinspanish.com](http://www.notesinspanish.com))
- [www.googleearth.com](http://www.googleearth.com)- travel through the city via google earth and the internet!
- Listen to natives talking about topic related to day ( [www.laits.com](http://www.laits.com) ) What was your experience growing up like in city or country?
- Discovery Channel short video clips relating to vocabulary/grammar ([www.unitedstreaming.com](http://www.unitedstreaming.com) )
- Youtube video clips (vocabulary/grammar) Imperfect progressive and Object Pronouns

## **Closure**

- Exit ticket
- Hot seat (rapid fire questions)
- Oral questioning and answers
- Review of days lesson
- Worksheet guided review practice

## **Modifications**

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### **ELL Modifications**

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- Digital translators
- Microsoft word translation feature
- Google dictionary extension-students can click on word and it will translate it for them in English
- Readings/literature in native language
- Alternate assignments with basic vocabulary
- Allow assignments to be written in native language until basic proficiency in English
- Bilingual Directions
- Extra time for assignments
- Allowance of support personnel
- Intentional grouping with students who can assist ELL student
- Reduce written/reading assignments-provide alternate assessments, including oral assessments
- Use of video in native language to reinforce concepts
- Manipulatives where possible
- Use visuals
- Use graphic organizer
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience.
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Delsea One
- SWAG

### **IEP & 504 Modifications**

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#### **Speaking**

- Letsrecap.com (Allow student to record on their own and submit)



- 1:1 Student Speaks with Teacher only
- Alternate written assessment
- Consult with speech therapist and/or guidance counselor to prepare in advance
- Letsrecap.com/google voice-video and audio recording on their own and turn it in

## **Reading**

- Read aloud books or stories for comprehension
- Breaking larger readings into shorter segments
- Reading 1:1 (with teacher or student)
- Accompany reading with visuals
- Pre-reading Activities (may include visuals, background knowledge, cultural information, etc.)
- Providing paraphrased or modified reading materials at the student's reading level.

## **Writing**

- Use of a scribe or talk-to text
- Allow use of computer for taking notes
- Duolingo.com-student paced language practice

## **General**

- Reduce assignment requirements or break into smaller assignments
- Allow use of computer for taking notes
- Preferential seating
- Access to accurate notes/copy of teacher's notes
- Intentional grouping
- Delsea One
- SWAG

## **Testing Modifications/Accommodations**

- Allow student to correct mistakes or answer questions correctly for additional credit if failed the first test (another way to re-teach material)
- Less questions overall if the student takes so much extra time that they are going into future days (than missing instruction) to take test
- Read aloud test/ quiz assignments
- word banks, multiple choice, matching questions help when possible

## **G&T Modifications**

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- Extended listening passage and activities
- Extended reading passages with comprehension questions
- Writing activities with concentration on advanced grammar

- Speaking activities for extended periods of time
- Authentic realia activities
- Project Based Learning Activities
- Examine illustrations in textbooks and convert them into target language.
- Student led/directed discussions
- Inquiry based learning
- Delsea One
- SWAG

### **At Risk Modifications**

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- Hands On Activities
- Preferential Seating
- Parental Involvement
- Word Bank
- Repeat, reword, clarify directions
- Goal Setting
- Delsea One
- SWAG

### **Technology Materials and Standards:**

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- Podcasts: [www.notesinspanish.com](http://www.notesinspanish.com)
- Conjugation and rules of verbs: [www.studyspanish.com](http://www.studyspanish.com)
- Websites related to Spanish: <http://www.laits.utexas.edu/spe/>
- Current events: [www.bbcmundo.com](http://www.bbcmundo.com)
- Native Speaker Audio: [www.laits.com](http://www.laits.com)
- Chromebooks
- Google suite with apps
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Docs (Document sharing, assignments)
- Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self test, games, quizlet.live)
- Glencoe.com (Textbook activities)
- Quia.com (Vocabulary/Grammar Games)
- Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)
- Allpurposegames.com (Vocabulary/Grammar Review Games)
- Duolingo (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)
- Spanishlistening.org, utexas spanish proficiency (Spanish listening Activities)
- Studyspanish.com (Grammar Review)
- Conjuguemos.com (Vocabulary and Grammar Practice)

- [Wordreference.com](http://Wordreference.com) (Online Dictionary)

TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

## **Computer Science and Design Thinking Standards**

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CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.