

# Unit 10-Exploring the city

Content Area: **World Languages**  
Course(s): **Spanish 4 Honors**  
Time Period: **June**  
Length: **7 blocks**  
Status: **Published**

## **Enduring Understandings**

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Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

Cultural perspectives are gained by using the language and through experience with its products and practices.

Geography and tradition influence our society, its institutions and products.

## **Essential Questions**

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How can I become a more effective reader, writer, speaker and listener in languages other than English?

How does the language I'm studying help me to better understand my native language?

What can I already communicate in my new language?

How do leisure activities reflect cultural differences?

## **Content**

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Vocabulary:

Vocabulary to describe activities one can do in the city and getting around the city

Structure:

Focus-Past subjunctive and if clauses

Reinforcement of noun adjective agreement, comparisons, direct/indirect object pronouns, preterit/imperfect, future/conditional, subjunctive

## **Skills**

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Identify vocabulary related to activities one can do in the city

Use unit vocabulary to describe your free time preferences

Compare and contrast popular leisure in the United States with other countries

Compose questions and respond to personal questions related to chapter vocabulary

Use unit vocabulary to interpret authentic texts such metro maps, tourist guides, etc.

Identify the forms and uses of the past subjunctive

Use the past subjunctive to describe what was important in the past

Recall the conditional to respond to hypothetical situations using the past subjunctive

Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source

Identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic

Identify and summarize main points and important details and make appropriate inferences and predictions from a written text

Engage in the written exchange of information, opinions, and ideas in a variety of time frames in informal and formal situations

Describe, narrate, and present information or persuasive arguments on general topics

Engage in the oral exchange of information, opinions, and ideas in a variety of time frames in informal and formal situations

Self monitor language production to use language that is semantically and grammatically accurate according to a given context

## **Resources**

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Google Classroom

Google Slides

Google Docs

Student Notebooks

*Conversation in Spanish* vocabulary unit (city)

Vocabulary reinforcement activities (BRAVO, vocabulary cards, triangle matching game) (city)

Student whiteboards

Department writing/speaking rubric

*Una Vez Mas* grammar reinforcement (present/past subjunctive)

LCD projector

maps

*AP Spanish-Preparing for the Language Exam* listening comprehension activities and email writing prompts

CDs/CD player

Sony MP3 digital recorder

Conversation starter cards

Surveys (for conversation)

Spanish online news sites (People en español, BBC Mundo, etc.)

## Standards

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|---------------|---|
| WL.7.1.IL.A.2 | Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.   |
| WL.7.1.IL.A.4 | Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions                                  |
| WL.7.1.IL.A.5 | Demonstrate comprehension of conversations and written information on a variety of topics.  |
| WL.7.1.IL.A.7 | Infer the meaning of a few unfamiliar words in some new contexts.   |
| WL.7.1.IL.B.2 | Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities. |
| WL.7.1.IL.B.4 | Ask and respond to factual and interpretive questions of a personal nature or on school - related topics.   |
| WL.7.1.IL.B.5 | Engage in short conversations about personal experiences or events and/or topics studied in other content areas.  |
| WL.7.1.IL.C.2 | Present student - created and/or authentic short plays, skits, poems, songs, stories, or reports.   |
| WL.7.1.IL.C.3 | Use language creatively to respond in writing to a variety of oral or visual prompts.   |