

Unit 9 Time - La hora

Content Area: **Unified Arts**
Course(s): **Spanish 5**
Time Period: **Quarter 4**
Length: **10 Days**
Status: **Published**

Unit Summary

In this unit, students will explore learning numbers and telling time in the targeted language through calendars and personal numbers. They will develop their conversational skills in the targeted language by discussing birthdays, calendar dates and other important events that require stating a date. The students continue to develop their skills and knowledge of targeted language through classroom activities, conversations with peers, and dialogue practice.

Standards

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| LA.L.5.2.A | Use punctuation to separate items in a series. |
| LA.L.5.2.E | Spell grade-appropriate words correctly, consulting references as needed. |
| LA.SL.5.1.B | Follow agreed-upon rules for discussions and carry out assigned roles. |
| WL.NM.7.1.NM.IPERS.1 | Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. |
| WL.NM.7.1.NM.IPERS.2 | Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. |
| WL.NM.7.1.NM.IPERS.3 | Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. |
| WL.NM.7.1.NM.IPERS.4 | Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. |
| WL.NM.7.1.NM.IPERS.5 | Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. |
| WL.NM.7.1.NM.IPERS.6 | Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences. |
| WL.NM.7.1.NM.IPRET.1 | Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. |
| WL.NM.7.1.NM.IPRET.2 | Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. |
| WL.NM.7.1.NM.IPRET.3 | Identify familiar people, places, objects in daily life based on simple oral and written descriptions. |
| WL.NM.7.1.NM.IPRET.4 | Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. |
| WL.NM.7.1.NM.PRSNT.1 | Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. |
| WL.NM.7.1.NM.PRSNT.2 | State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. |
| WL.NM.7.1.NM.PRSNT.3 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| WL.NM.7.1.NM.PRSNT.4 | Copy/write words, phrases, or simple guided texts on familiar topics. |

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| WL.NM.7.1.NM.PRSNT.5 | Present information from age- and level-appropriate, culturally authentic materials orally or in writing. |
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| TECH.8.1.5 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.5.A.CS2 | Select and use applications effectively and productively. Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language. Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals. |

Student Learning Objectives

Students will learn to:

- identify the correct time in the targeted language.
- communicate the time their classes begins and ends in the targeted language.

Essential Questions

- How will I respond to what I hear and interpret what I read in Spanish?
- How will my knowledge of English grammar help me to understand my knowledge of Spanish Grammar?
- How do practiced conversations and presentations help me become a better speaker and writer in Spanish?
- How is the school day different in Spanish-speaking countries compared to our school day?
- How do you express your daily school schedule in the target language effectively?
- How does time play a role in different cultures and societies?
- Why do I need to know how to use an analog clock?

Enduring Understandings

- Language learning involves taking risks and learning from one's mistakes.
- An ability to communicate in another language fosters a better understanding of my own language and culture.
- Telling time is universal and I need to express myself in languages other than English.
- There is more than one way to express time in Spanish.
- Analog clocks are still used around the world and I need to know how to tell time on both digital and analog clocks.

Application

Students will be able to independently use their learning to:

- conduct basic conversations in the targeted language.
- asking and answering what time it is in the targeted language.
- identify what time their classes begin and end.

Skills

Students will be skilled at:

- identifying time.
- discussing their school schedule in in the targeted language.
- comparing their schedule to school schedules in the Spanish-speaking world.