

# Realidades 1 - Unit 2A "Tu día en la escuela"

Content Area: **World Language**  
Course(s): **Generic Course, Spanish I CP**  
Time Period: **2nd Marking Period**  
Length: **5 Weeks**  
Status: **Published**

## Unit Overview

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In Unit 2A, students will be introduced to common vocabulary, phrases, and concepts, related to describing school subjects, activities, and schedules, necessary for daily interpersonal interaction. Emphasis will be placed on basic communication and comprehension in everyday situations, i.e. survival skills. Students will gain a working knowledge of the basic structure of the target language using the present tense.

## Transfer

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By the end of Unit 2A, students will be able to:

1. Listen to and read descriptions of school subjects and schedules
2. Talk and write about classes, school activities, and likes and dislikes
3. Exchange information while explaining what classes and activities you and friends have in common
4. Compare your school day with those of students in Spanish-speaking countries
5. Compare sports and attitudes towards sports in the Spanish-speaking world and the United States

## MEANING:

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## Understandings

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Students will understand:

1. The similarities and differences between teenagers of Spanish-speaking countries and those of the United States
2. The similarities and differences in cultural perspectives on sports between Spanish-speaking countries and the United States
3. The similarities and differences of a typical school in Spanish-speaking countries with that of the United States

## **Essential Questions**

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1. How do you describe your school schedule and subjects?
2. What do you and your friends do in your classes?
3. What classes do you and your friends like and dislike and why?
4. What's the difference between the United States and Spanish-speaking countries in terms of school schedules and school routines?

## **APPLICATION OF KNOWLEDGE AND SKILL:**

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### **Students will know...**

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Students will know:

1. Names of school subjects and schedules
2. Names of school supplies
3. Descriptions of classes
4. Subject pronouns
5. Present tense of -ar verbs

### **Students will be skilled at...**

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Students will be skilled at:

1. Naming school subjects and creating a school schedule
2. Describing activities done in classes
3. Labeling objects found in the classroom
4. Utilizing subject pronouns
5. Conjugating -ar verbs in the present tense

## Academic Vocabulary

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1. English class	1. la clase de ingles
2. I	2. yo
3. I need	3. necesito/yo necesito
4. Let's see	4. a ver
5. Spanish class	5. la clase de espanol
6. Who?	6. ?Quien?
7. a lot	7. mucho
8. amusing, fun	8. divertido/divertida
9. art class	9. la clase de arte
10. boring	10. aburrido/aburrida
11. calculator	11. la calculadora
12. class	12. la clase
13. dictionary	13. el diccionario
14. difficult	14. dificil
15. easy	15. facil
16. eighth	16. octavo/octava
17. favorite	17. favorito/favorita
18. fifth	18. quinto/quinta
19. first	19. primero/primera
20. for	20. para
21. fourth	21. cuarto/cuarta
22. he	22. el
23. homework	23. la tarea
24. interesting	24. interesante
25. lunch	25. el almuerzo
26. math class	26. la clase de matematicas
27. more than	27. mas que
28. ninth	28. noveno/novena
29. physical education class	29. la clase de educacion fisica
30. practical	30. practico
31. schedule	31. el horario
32. science class	32. la clase de ciencias
33. second	33. segundo/segunda
34. seventh	34. septimo/septima

35. she	35. ella
36. sixth	36. sexto/sexta
37. social studies class	37. la clase de ciencias sociales
38. technology/computer class	38. la clase de tecnología
39. tenth	39. decimo/decima
40. they	40. ellos/ellas
41. third	41. tercero/tercera
42. three-ring binder	42. la carpeta de argollas
43. to study	43. estudiar
44. to talk	44. hablar
45. to teach	45. enseñar
46. we	46. nosotros/nosotras
47. you (formal abbreviation)	47. Ud.
48. you (informal)	48. tu
49. you need	49. necesitas/tu necesitas

## Learning Goal

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Students will be able to show appropriate and accurate use of the Spanish Language for the following vocabulary and grammar:

**Vocabulary:** School subjects and schedules, School supplies, Class descriptions

**Grammar:** Subject pronouns, Present tense of –ar verbs

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.

WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.C.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

## **Target 1 - Level 1 Retrieval**

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SWBAT:

1. Identify vocabulary related to school
  2. List school subjects
  3. Use -ar verbs in present tense
  4. Use description words
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## **Target 2 - Level 2 Comprehension**

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SWBAT:

1. Describe a classroom from a visual representation
  2. Create a school schedule
  3. Chart likes and dislikes of classes and give reasons for like or dislike
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### **Target 3 - Level 3 Analysis**

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SWBAT:

1. Compare and contrast the American school system with that of Spanish-speaking countries
  2. Compare and contrast attitudes towards sports in Spanish-speaking countries with that of the United States
  3. Compare and contrast students' attitudes towards school in Spanish-speaking countries with those of the United States
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### **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. Research the school system of a chosen Spanish-speaking country and compare it with that of the United States
  2. Research the influence sports have on the culture of a Spanish-speaking country
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### **Summative Assessment**

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1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports

## **Formative Assessment and Performance Opportunities**

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1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises
9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

## **Differentiation / Enrichment**

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### **DIFFERENTIATION:**

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

### **ENRICHMENT:**

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

## **Unit Resources**

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1. Textbook - Realidades 1 (Print and online)
2. Online practice workbook
3. Writing, audio, and visual workbook
4. Leveled vocabulary and grammar workbook
5. Teacher resource book
6. Audio CD
7. DVD series
8. Short texts
9. Informational texts