

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

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

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:

Understandings

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

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:

Students will know...

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...

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 |

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| 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

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

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| 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. |

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| 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

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

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

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

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

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

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

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

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