

Realidades 1 - Unit 2B "Tu sala de clases"

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 2B, students will be introduced to common vocabulary, phrases, and concepts, related to school, classes, classrooms, and school dress, 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 2B, students will be able to:

1. Listen to and read conversations and notes about school
2. Talk and write about classes, classrooms, and where things are located
3. Exchange information while describing someone's location
4. Compare perspectives towards school and uniforms 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 school and school uniforms between Spanish-speaking countries and the United States
3. The similarities and differences between classes and classrooms in Spanish-speaking countries with those in the United States

Essential Questions

1. How do you describe the contents of your classroom in English and Spanish?
2. How does a Spanish speaker indicate where things are located?
3. What are the similarities and differences between schools in Spanish-speaking countries and those in the United States?

APPLICATION OF KNOWLEDGE AND SKILL:

Students will know...

Students will know:

1. Names of classroom items and furniture
2. Words to describe location
3. Words to describe feelings/emotions
4. The verb ESTAR
5. Plurals of nouns and articles
6. Cultural perspectives towards school systems and school dress in Spanish-speaking countries

Students will be skilled at...

Students will be skilled at:

1. Using vocabulary to describe a classroom
2. Using vocabulary to describe classes
3. Conjugating the verb ESTAR and using vocabulary with location; feelings/emotions
4. Describing a school in a Spanish-speaking country

Academic Vocabulary

1. I am
2. It is a backpack.
3. It is a clock.
4. What is this?
5. behind
6. here
7. in front of
8. in, on
9. my
10. next to, beside
11. of, from, about
12. on top of
13. some backpacks
14. some posters
15. the (computer) keyboard
16. the (computer) mouse
17. the (computer) screen
18. the (teacher) desk
19. the backpacks
20. the bookbag, the backpack
21. the chair
22. the clock
23. the computer
24. the diskette
25. the door
26. the flag
27. the pencil sharpener
28. the poster
29. the posters
30. the table
31. the wastepaper basket
32. the window
33. there
34. there is, there are
35. they are
36. underneath

1. estoy/yo estoy
2. Es una mochila.
3. Es un reloj.
4. ¿Que es esto?
5. detras de la/detras del
6. aqui
7. delante de la/delante del
8. en
9. mi/mis
10. al lado de la/al lado del
11. de
12. encima de la/encima del
13. unas mochilas
14. unos carteles
15. el teclado
16. el raton
17. la pantalla
18. el escritorio
19. las mochilas
20. la mochila
21. la silla
22. el reloj
23. la computadora/el ordenador
24. el disquete
25. la puerta
26. la bandera
27. el sacapuntas
28. el cartel
29. los carteles
30. la mesa
31. la papelera
32. la ventana
33. alli
34. hay
35. estan
36. debajo de la/debajo del

37. we are	37. estamos
38. where?	38. adonde?
39. you (fam., sing.) are	39. estas/tu estas
40. you (form., sing.) are, he is, she is	40. esta
41. you all (fam.) are	41. estais
42. you all (form.) are	42. estan
43. your	43. tu/tus

Learning Goal

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

Vocabulary: Classroom items and furniture, Computers, Descriptions of location

Grammar: The verb ESTAR, Plurals of nouns and articles

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

SWBAT:

1. Identify vocabulary related to school and classrooms
 2. Label the parts of a computer
 3. Conjugate the verb ESTAR
 4. Use vocabulary to describe location
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Target 2 - Level 2 Comprehension

SWBAT:

1. Draw a classroom from read/heard descriptions
2. Draw a computer and label the parts

Target 3 - Level 3 Analysis

SWBAT:

1. Compare and contrast the cultural perspective on school uniforms in Spanish-speaking countries and in the United States
 2. Read and analyze a short story dealing with schools in Spanish-speaking countries
 3. Create a written narrative about school and use peer-editing for correcting
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Target 4 - Level 4 Knowledge Utilization

SWBAT:

1. Create an ideal school and develop a series of rules and procedures for the school
 2. Research the similarities and differences in attitudes towards school and school uniforms in Spanish-speaking countries and the United States
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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 will 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