

# Realidades 2 - Unit 1A "Que haces en la escuela?"

Content Area: **World Language**  
Course(s): **Spanish III CP**  
Time Period: **1st Marking Period**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview

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In Unit 1A, students will be introduced to common vocabulary, phrases, and concepts, related to school, classroom rules and activities, schoolwork, and school customs, 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 1A, students will be able to:

1. Listen and read about classes and classroom rules
2. Talk and write about classroom activities and schoolwork
3. Exchange information about what one does in class
4. Understand the meaning roles of coats of arms in the Spanish-speaking world
5. Compare school rules and customs 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 of schools and school customs of Spanish-speaking countries and the United States
3. The meaning and role of the coats of arms in Spanish-speaking countries

## **Essential Questions**

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1. What are the normal activities done in school?
2. What are the normal classroom rules and customs?
3. How would you describe your classes?

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

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

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Students will know:

1. Class names
2. Classroom rules and customs
3. Classroom activities
4. The role and meaning of the coats of arms
5. School rules and customs in Spanish-speaking schools

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

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Students will be skilled at:

1. Labeling classes
2. Listing classroom rules and customs
3. Listing common activities done in classes
4. Comparing school rules and customs in Spanish-speaking schools and those of the United States
5. Explaining the meaning and role of coat of arms in Spanish-speaking countries

## Academic Vocabulary

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1. I.D. card	1. el carnet de identidad
2. also, too	2. tambien
3. always	3. siempre
4. it's forbidden	4. se prohíbe
5. laboratory	5. el laboratorio
6. locker	6. el armario
7. never	7. nunca
8. no one, nobody	8. nadie
9. none	9. ningun
10. not either, neither	10. tampoco
11. nothing, not anything	11. nada
12. on time	12. a tiempo
13. one must, one has to	13. hay que
14. project	14. el proyecto
15. report	15. el informe
16. rule	16. la regla
17. scissors	17. lastijeras
18. seat	18. el asiento
19. some	19. algun
20. someone	20. alguien
21. something	21. algo
22. stapler	22. la grapadora
23. supplies, materials	23. los materiales
24. to answer	24. contestar
25. to arrive late	25. llegar tarde
26. to ask a question	26. hacer una pregunta
27. to ask for help	27. pedir ayuda
28. to ask for, to order	28. pedir
29. to be able to	29. poder
30. to begin	30. empezar
31. to cost	31. costar
32. to discuss	32. discutir
33. to eat lunch	33. almorzar
34. to explain	34. explicar

35. to get a good grade	35. sacar una buena nota
36. to give a speech	36. dar un discurso
37. to memorize	37. aprender de memoria
38. to pay attention	38. prestar atencion
39. to prefer	39. preferir
40. to repeat	40. repetir
41. to respect	41. respetar
42. to serve	42. servir
43. to sleep	43. dormir
44. to think	44. pensar
45. to turn in	45. entregar
46. to understand	46. entender
47. to want	47. querer
48. transparent tape	48. la cinta adhesiva
49. word	49. la palabra

## 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 activities and rules, Items needed for class

**Grammar:** Stem-Changing verbs, Affirmative and negative words

WL.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
WL.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
WL.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.

WL.7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
WL.7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
WL.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
WL.7.1.NH.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.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
WL.7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
WL.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience.
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
WL.7.1.NH.C.4	Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives.

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

SWBAT:

1. Identify classes and class rules
  2. List classroom activities
  3. List school customs
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### **Target 2 - Level 2 Comprehension**

SWBAT:

1. Chart the similarities and differences between Spanish-speaking schools and those in the United States
  2. Describe the meaning and role of the coats of arms in Spanish-speaking countries
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### **Target 3 - Level 3 Analysis**

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SWBAT:

1. Compare and contrast Spanish-speaking schools with those of the United States
  2. Make generalizations about the role of education in the lives of Spanish-speaking teenagers
  3. Categorize school rules and customs and make comparisons between Spanish-speaking countries and the United States
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### **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. Research the education system of Spanish-speaking countries and create a report
  2. Find out about the importance of higher education in Spanish-speaking countries
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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 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**

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1. Textbook - Realidades 2 (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