

# Realidades 2 - Unit 1B "Que haces despues de las clases?"

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 1B, students will be introduced to common vocabulary, phrases, and concepts, related to describing after-school activities, extra-curricular activities, sports, and dances, 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 4A, students will be able to:

1. Listen to and read about lesiure activities and schedules
2. Talk and write about places to go and activities to do during free time
3. Exchange information about weekend plans
4. Compare leisure activities 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 after-school and extra-curricular activities between Spanish-speaking countries and the United States
3. The differences between schools in Spain and the United States
4. The comparisons of activities, sports, and dances between Latin America and the United States

## **Essential Questions**

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1. What do you do after school?
2. In what extra-curricular activities do you participate?
3. In what sports do you participate?

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

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

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Students will know:

1. After-school activities
2. Extra-curricular activities
3. Names of sports
4. Names of dances

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

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Students will be skilled at:

1. Naming after-school activities
2. Naming extra-curricular activities
3. Listing the differences between schools in Spain and the United States
4. Comparing after-school activities, sports, and dances in Latin America and the United States

## **Academic Vocabulary**

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1. among, between	1. entre
2. as much... as	2. tanto como
3. as...as	3. tan como
4. atheletic club	4. el club atletico
5. band	5. la banda
6. better than	6. mejor que
7. cheerleader (f)	7. la animadora
8. chess	8. el ajedrez
9. chorus, choir	9. el coro
10. club	10. el club
11. dancer (m)	11. el bailarín
12. extracurricular activities	12. las actividades extracurriculares
13. hockey	13. el hockey
14. interest	14. el interés
15. less than	15. menos que
16. martial arts	16. las artes marciales
17. meeting	17. la reunión
18. member	18. el miembro
19. more than	19. más que
20. musician (m)	20. el músico
21. older than	21. mayor que
22. opportunity	22. la oportunidad
23. orchestra	23. la orquesta
24. pastime	24. el pasatiempo
25. photographer	25. el fotógrafo
26. photography	26. la fotografía
27. practice	27. la práctica
28. rehearsal	28. el ensayo
29. singer (m)	29. el cantante
30. song	30. la canción
31. swimming	31. la natación
32. team	32. el equipo
33. to attend	33. asistir a
34. to be on line	34. estar en línea
35. to bowl	35. jugar a los bolos
36. to create a web page	36. crear una página web

37. to do a search	37. hacer una búsqueda
38. to do gymnastics	38. hacer gimnasia
39. to know facts & how to do something	39. saber
40. to know people & places	40. conocer
41. to participate	41. participar
42. to record	42. grabar
43. to rehearse	43. ensayar
44. to return, come back	44. volver
45. to surf the web	45. navegar en la red
46. to take lessons	46. tomar lecciones
47. to visit chat rooms	47. visitar salones de chat
48. to win, to earn	48. ganar
49. voice	49. la voz
50. worse than	50. peor que
51. young people	51. los jóvenes
52. younger than	52. menor que

## **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:** Extracurricular activities, Sports, Music

**Grammar:** Making comparisons, Saber and Conocer, Hacer + time expressions

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. List after-school activities
  2. List extra-curricular activities
  3. List the differences between schools in Spain and the United States
  4. List the activities, sports, and dance in Latin American countries
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## **Target 2 - Level 2 Comprehension**

SWBAT:

1. Describe the relationship between after-school and extra-curricular activities in Spanish-speaking schools and those of the United States
2. Explain the comparisons in after-school activities, music, and dance between Latin American schools and those of the United States

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### **Target 3 - Level 3 Analysis**

SWBAT:

1. Compare and contrast after-school activities in Spanish-speaking countries with those in the United States
  2. Generalize what after-school activities are most common in Spanish-speaking countries
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### **Target 4 - Level 4 Knowledge Utilization**

SWBAT:

1. Research the popular music and dances of Spanish-speaking countries and prepare a report
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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**

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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 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