

# Realidades 2 - Unit 3B "Como se va?"

Content Area: **World Language**  
Course(s): **Spanish III CP**  
Time Period: **3rd Marking Period**  
Length: **5 weeks**  
Status: **Published**

## Unit Overview

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In Unit 3B, students will be introduced to common vocabulary, phrases, and concepts, related to driving, giving directions, modes of transportation, and driving requirements, 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 3B, students will be able to:

1. Listen to and read about driving advice
2. Talk and write about giving directions and driving
3. Exchange information about how to get to places near one's school
4. Understand the importance of one's neighborhood in Spanish-speaking communities
5. Compare driving requirements in the Spanish-speaking world and the United States

## MEANING:

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## Understandings

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Students will understand:

1. The importance of knowing the rules of driving
2. Expressions for giving and receiving driving directions
3. The importance of neighborhoods in Spanish-speaking communities
4. The driving requirements in the Spanish-speaking world

## **Essential Questions**

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1. What rules must be followed when driving?
2. How do you get from your home to your school?
3. What are the popular places in your neighborhood?
4. What are the requirements for driving in the United States?

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

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

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Students will know:

1. Driving requirements
2. Place names
3. Advice for driving
4. Rules of driving
5. Neighborhood locations and popular destinations

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

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Students will be skilled at:

1. Giving and receiving driving advice
2. Giving and receiving directions
3. Talking about how to get from one's school to other locations
4. Describing one's neighborhood
5. Describing the driving requirements in the Spanish-speaking world and the United States

## Academic Vocabulary

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1. Enough!	1. ¿Basta!
2. How do you get to	2. ¿Como se va
3. OK. Agreed	3. de acuerdo
4. alongside, next to	4. al lado de
5. already	5. ya
6. approximately	6. aproximadamente
7. as far as, up to	7. hasta
8. behind	8. detras de
9. between	9. entre
10. complicated	10. complicado
11. dangerous	11. peligroso
12. far	12. lejos de
13. from, since	13. desde
14. in front of	14. delante de
15. in the middle of	15. enmedio de
16. leave me alone	16. dejame en paz
17. narrow	17. estrecho
18. near	18. cerca de
19. on top of	19. encima de
20. slowly	20. despacio
21. straight	21. derecho
22. the (city) block	22. la cuadra
23. the (street) corner	23. la esquina
24. the airplane	24. el avion
25. the avenue	25. la avenida
26. the bicycle	26. la bicicleta
27. the boat	27. el barco
28. the bridge	28. el puente
29. the bus	29. el autobus
30. the car	30. el coche
31. the driver	31. el conductor
32. the driver's license	32. el permiso de manejar
33. the fountain	33. la fuente
34. the highway	34. la carretera

35. the intersection	35. el cruce de calles
36. the means of transportation	36. los medios de transporte
37. the pedestrian	37. el peaton
38. the plaza	38. la plaza
39. the police officer	39. el policia
40. the statue	40. la estatua
41. the stop sign	41. la senal de parada
42. the stoplight	42. el semaforo
43. the subway	43. el metro
44. the taxi	44. el taxi
45. the traffic	45. el trafico
46. the train	46. el tren
47. the truck	47. el camion
48. to be careful	48. tener cuidado
49. to be in a hurry	49. tene rprisa
50. to be located	50. quedar
51. to be sure	51. estar seguro
52. to bring	52. traer
53. to come	53. venir
54. to cross	54. cruzar
55. to drive	55. manejar
56. to follow, to continue	56. seguir
57. to give a ticket	57. poner una multa
58. to leave, to depart	58. salir
59. to leave, to let	59. dejar
60. to pass, to go	60. pasar
61. to say, to tell	61. decir
62. to stop	62. parar
63. to take away, to remove	63. quitar
64. to the left	64. a la izquierda
65. to the right	65. a la derecha
66. to turn	66. doblar
67. to wait	67. esperar
68. under	68. debajo de
69. wide	69. ancho

## **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:** Driving, Giving and receiving driving advice, Asking for and giving directions

**Grammar:** Direct object pronouns, Irregular affirmative “tu” commands, Present progressive: Irregular forms

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.

**Target 1 - Level 1 Retrieval**

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SWBAT:

1. List expressions of driving advice
  2. List expressions for driving directions
  3. List common neighborhood locations
  4. List direct object pronouns
  5. List affirmative commands
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**Target 2 - Level 2 Comprehension**

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SWBAT:

1. Draw a map of the city and label the places
  2. Explain driving requirements and driving rules
  3. Explain how to use direct object pronouns and affirmative commands
  4. Describe one's neighborhood
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**Target 3 - Level 3 Analysis**

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SWBAT:

1. Compare and contrast driving requirements in the Spanish-speaking world and the United States
  2. Differentiate between the rules of driving in the Spanish-speaking world and the United States
  3. Differentiate between the importance of neighborhoods in the Spanish-speaking world and the United States
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## **Target 4 - Level 4 Knowledge Utilization**

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SWBAT:

1. Respond to situations, involving driving and travel, from spoken and/or written prompts
  2. Research and report on the driving rules and requirements of the Spanish-speaking world
  3. Utilize direct object pronouns, preterite, present progressive, and affirmative "tu" commands in spoken discourse
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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