

Unit 3: Pueblos y ciudades

Content Area: **Template**
Course(s):
Time Period:
Length:
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State Mandated Topics Addressed in this Unit

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N/A	N/A

Pueblos y ciudades

Learning Objectives

- Ask and respond with comments on topics about life.
- Ask and respond with questions on topics about life.
- Combine language
- Compare and contrast the use of etiquette such as cultural practices in the target culture and one's own culture.
- Compare and contrast the use of etiquette such as gestures in the target culture and one's own culture.
- Compare and contrast the use of etiquette such as intonation in the target culture and one's own culture.
- Compare unique linguistic elements with English and the target language.
- Contrast unique linguistic elements with English and the target language.
- Copy/write words and phrases on familiar topics
- Create brief messages using vocabulary
- Deduce the meaning of new and unfamiliar structures
- Exchange basic information by recombining memorized words, phrases, and sentences on topics on self and targeted themes to express original ideas and information
- Exchange messages on climate of regions around the world using memorized words and phrases
- Exchange messages on climate of regions around the world using memorized words and phrases
- Explain the main idea and details on topics in sentences and texts
- Express viewpoints.
- Give and follow oral and written commands
- Give and follow oral and written directions
- Give and follow oral and written directions, commands, and requests

- Give and follow oral and written requests
- Give reasons to support claims.
- Identify familiar people, places, and objects
- Identify familiar words
- Identify people, places, and objects based on descriptions
- Identify words, phrases, and sentences in cultural authentic materials
- Identify words, phrases, and sentences in cultural authentic materials
- Imitate appropriate gestures, intonations and common idiomatic expressions during daily interactions
- Imitate gestures and intonation of target culture native speakers when greeting others, leave-talkings, and daily interactions
- Imitate gestures and intonation of target culture native speakers when greeting others, leave-talkings, and daily interactions
- Infer the meaning of ideas in new contexts
- Infer the meaning of words in new contexts
- Infer the meaning of words in new contexts
- Participate in classroom and cultural activities
- Present brief messages using vocabulary
- Present cultural information
- Provide information by answering questions using memorized words and phrases
- Provide information by asking and answering questions
- Provide information in conversations
- Provide information in writing
- React to instructions in daily life
- Recombine basic information at the phrase and sentence level on everyday topics and themes
- Recombine language
- Relate stories about events or situations using sentences
- Report on messages that they hear/view/read in predictable cultural authentic materials
- Request information by asking and answering questions
- Request information by asking questions using memorized words and phrases
- Request information in conversations
- Respond with actions and/or gestures to directions, commands, and requests
- Restate oral conversations and written information on topics
- Request information in writing
- Tell or retell stories from age and level appropriate culturally authentic materials
- Tell stories about topics and events that occur in the community and school using sentences
- Use graphic organizers to compare information
- Use knowledge of structures of the target language
- Use language to respond to prompts
- Use language to respond to prompts and situations
- Use target language to paraphrase descriptions of people places, objects, and activities

Essential Skills

- Asking for directions and giving directions using formal command.
- Asking for information and places around the town.
- Conjugating and using –car, -ar, -zar verbs in the preterite.
- Conjugating and using irregular verbs in the preterite such as andar, tener, venir, dar, and ver.
- Say what is done or not done, especially around town, using the impersonal and passive se
- Talking about where someone went and did using the preterite tense.

Standards

FL.IM.7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
FL.IM.7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
FL.IM.7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
FL.IM.7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
FL.IM.7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
FL.IM.7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
FL.IM.7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
FL.IM.7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
FL.IM.7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
FL.IM.7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.
WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
WL.IL.7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
WL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for

	participating in classroom and cultural activities.
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Instructional Tasks/Activities

- Around the Room Activities on asking for information/clarification
- Around the Room Activities on impersonal/passive se
- Around the Room Activities on places in the town
- Around the room activity on asking/giving directions
- Boleto de Salida (Exit Ticket) on asking for information/clarification
- Boleto de Salida (Exit Ticket) on impersonal/passive se
- Boleto de Salida (Exit Ticket) on places in the town
- Boleto de Salida on asking/giving directions
- Boleto de Salida on formal commands
- Boleto de Salida on irregular verbs
- Google Slides Activity on asking/giving directions
- Google Slides Activity on formal commands

- Google Slides Activity on irregular verbs
- Google Slides Activity on places in the town
- Hagan Ahora (Do Now) on asking for information/clarification
- Hagan Ahora (Do Now) on impersonal/passive se
- Hagan Ahora (Do Now) on places in the town
- Hagan Ahora on asking/giving directions
- Hagan Ahora on formal commands
- Hagan Ahora on irregular verbs
- Kahoot on asking for information/clarification
- Kahoot on asking/giving directions
- Kahoot on impersonal/passive se
- Kahoot on irregular verbs
- Kahoot on places around the town
- Listening/Speaking activity on asking/giving directions
- Project on impersonal/passive se
- Quiz on asking for information/clarification
- Quiz on giving directions
- Quiz on impersonal/passive se
- Quiz on irregular verbs
- Quiz on places around the town
- Sentence Matching Activity on asking for information/clarification
- Sentence Matching Activity on impersonal/passive se
- Sentence Matching Activity on places in the town
- Speaking/Listening Activities on asking for information/clarification
- Speaking/Listening Activities on impersonal/passive se
- Speaking/Listening Activities on places in the town
- Speaking/listening Activity on irregular verbs
- Test on asking for information/clarification
- Test on impersonal/passive se
- Test on places in the town, impersonal/passive se, and irregular verbs
- Vocabulary/Grammar Google Slides Activity on asking for information/clarification
- Vocabulary/Grammar Google Slides Activity on impersonal/passive se
- Vocabulary/Grammar Google Slides Activity on places in the town
- Whiteboard Activity on asking for information/clarification
- Whiteboard Activity on formal commands
- Whiteboard Activity on impersonal/passive se
- Whiteboard Activity on irregular verbs
- Whiteboard Activity on irregular verbs
- Whiteboard Activity on places in the town

- Worksheet on asking for information/clarification
- Worksheet on asking/giving directions
- Worksheet on formal commands
- Worksheet on impersonal/passive se
- Worksheet on irregular verbs
- Worksheet on places in the town

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Kahoot
- Peer Review
- Problem Correction
- Project
- Quiz
- Rubric
- Speaking/Listening Activities
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Chromebook
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot

Accommodations & Modifications & Differentiation

Special	Modifications and accommodations to this unit will be based on individual IEP needs and
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Education	through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.
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Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments

- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Resources

- ¡Exprésate! Textbook and Workbooks
- Google Classroom