

Unit 4: ¿Cómo te llevas con los demás?

Content Area: **Template**
Course(s):
Time Period:
Length:
Status: **Published**

State Mandated Topics Addressed in this Unit

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| N/A | N/A |

Unit 4: ¿Cómo te llevas con los demás?

Learning Objectives

- Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
- Compare and contrast some unique linguistic elements in English and the target language.
- 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.
- Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
- Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- Infer the meaning of some unfamiliar words and ideas in some new contexts.
- Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- React to a series of oral and written instructions connected to daily life.
- 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.
- Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).

- Use language creatively to respond in writing to a variety of oral or visual prompts.

Essential Skills

- Compare the relationships between teens and their parents in Mexico with your own experience
- Express opinions and emotions while discussing problems
- Listen and read about relationships
- Recognize the differences and use *por* and *para* correctly
- Talk and write about conflicts
- Understand the relationship between emotions and the art in the Hispanic culture
- Use *nosotros* commands
- Use possessive adjectives
- Use the subjunctive with verbs of emotion

Standards

| | |
|----------------------|---|
| WL.II.7.1.II.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.II.7.1.II.IPERS.2 | Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. |
| WL.II.7.1.II.IPERS.3 | Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. |
| WL.II.7.1.II.IPERS.5 | Engage in short conversations about personal experiences or events and/or topics studied in other content areas. |
| WL.II.7.1.II.IPERS.6 | Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions. |
| WL.II.7.1.II.IPRET.1 | Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). |
| WL.II.7.1.II.IPRET.2 | React to a series of oral and written instructions connected to daily life. |
| WL.II.7.1.II.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.II.7.1.II.IPRET.4 | Infer the meaning of some unfamiliar words and ideas in some new contexts. |
| WL.II.7.1.II.IPRET.5 | Compare and contrast some unique linguistic elements in English and the target language. |
| WL.II.7.1.II.PRSNT.1 | Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. |
| WL.II.7.1.II.PRSNT.2 | Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. |
| WL.II.7.1.II.PRSNT.3 | Use language creatively to respond in writing to a variety of oral or visual prompts. |
| WL.II.7.1.II.PRSNT.5 | Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions. |

Instructional Tasks/Activities

- Listening Activities about relationships
- Partner conversations about relationships
- Reading activities about relationships
- Scavenger Hunts about relationships
- Sentence matching activities about relationships
- Various writing activities about relationships
- Vocabulary Drawing Activities about relationships
- Walk n' Talks about relationships

Assessment Procedure

- Sentence corrections
- Classroom Participation
- Classwork about relationships
- Essay
- Exit Ticket/Entrance Ticket/Do Now about relationships
- Kahoot
- Other named in lesson
- Peer Editing
- Performance
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet on relationships

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- GoGuardian
- Google Classroom

- Google Docs
- Google Slides
- Google Slides
- Kahoot
- Other- Specified in Lesson
- Quiziz

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

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

- Realidades and ¡Avancemos! Textbook and Workbooks
- www.quia.com
- www.quizizz.com
- www.quizlet.com