

Unit 03: En La Ciudad

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 3

Unit Title:	En La Ciudad
Suggested Duration:	8 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Art: Drawing

Sociology: Interacting with people

Math: Distances, conversions, coordinates

Computer Science: Searching maps

Physical Education: Spatial orientation, following directions

Geography: Researching cities in Spanish speaking countries, reading legends

English: Reading comprehension, discussing grammar concepts

Technology Integration

Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

Chromebook, SmartPhone, Viewsonic and digital interactive platforms

Teacher-created digital presentations

Review with teacher-created digital games and activities

Listening to authentic material integrating blogs, documentaries, and videos via educational digital sites including:

<https://www.yabla.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/index.html>

<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

<https://spanish-resources.com/>

<https://llevatilde.es/>

<https://aprenderespanol.org/>

<https://cvc.cervantes.es/>

<http://www.rutaele.es/a2/>

Standard(s) Addressed

[The design of this unit adheres to the revised New Jersey Student World Language Learning Standards.](#)

FL.IM.7.1.IM.IPERS	Interpersonal Mode of Communication
FL.IM.7.1.IM.IPRET	Interpretive Mode of Communication
FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPRET	Interpretive Mode of Communication
WL.IH.7.1.IH.PRSNT	Presentational Mode of Communication

STAGE I Desired Results

STAGE I Desired Results	
Objective (Transfer)	
<i>Students will be able to independently use their learning to...</i>	
Communicate what they need when traveling in Spanish Speaking countries.	
Mastery	
Big Ideas/Understanding <i>Students will understand that...</i> <ul style="list-style-type: none">• Communication is the ability to understand and be understood in real world contexts.• Language and culture are mutually	Essential Questions <ul style="list-style-type: none">• How do you communicate what you need when traveling in Spanish speaking countries?• How is traveling in a Spanish speaking country compared with traveling in the United States?

independent.

- Learning languages provides connections to additional bodies of knowledge.

- Learning languages allows students to realize there are multiple ways of viewing the world.

- Language students have the ability to participate in multilingual communities.

- How can knowing the language and culture of another country help me be a successful traveler?

Acquisition

Students will know . . .

Vocabulary relating to:

Vocabulary

- el cruce
- desde allí
- hacia
- hasta
- el este
- el norte
- el oeste
- el sur
- abajo
- alrededor de
- arriba
- debajo de

Students will be skilled at . . .

- Creating and responding to simple phrases, questions, and sentences.
- Interacting with appropriate responses in basic traveling situations.
- Generating and responding to short messages such as travel announcements.
- Providing and obtaining information in traveling situations.
- Demonstrating knowledge of Spanish culture in traveling situations.
- Comparing Spanish customs to their own culture.

- delante de
- encima de
- frente a
- junto a
- sobre
- a la derecha
- a la izquierda
- cerca de
- dentro de
- detrás de
- entre
- fuera de
- lejos de
- derecho / recto

Places

- el museo
- la biblioteca
- el cine
- el supermercado
- el centro commercial
- la farmacia
- la oficina de correos
- la gasolinera
- el mercado
- la tienda
- el banco
- la iglesia, el templo, la sinagoga, la

mezquita

- el hotel
- el cambio de moneda
- el hospital
- la comisaria
- el teatro
- el restaurante
- la heladería
- el café
- la juguetería
- el quiosco
- la taquilla
- la tintorería
- la panadería
- la pastelería
- la confitería
- la pescadería
- la lavandería
- la acera
- el peatón
- la parada
- el vecindario
- el buzón
- el puente
- el conductor / la conductora / el chófer
- el semáforo
- el estacionamiento

<p>Verbs</p> <ul style="list-style-type: none"> • bajar por • subir por • parar • seguir/continuar • girar/doblar • seguir <p>Language structure in context</p> <ul style="list-style-type: none"> • Telling directions applying direct commands forms • Talking where people have been in the city/town applying present perfect 	
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STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<ul style="list-style-type: none"> • Interpretive assessment (Vocabulary) • Application of language structures • Interpretive Assessment - Blanco video • Interpretive Assessment - Dorado • Interpersonal Assessment • Presentational assessment La ciudad Listening interpretation Task <p>These assessments target the three modes of communication: Interpretive, presentational, and interpersonal.</p>	<p>Classroom oral and written interactions and individual written activities. All formative activities that are not impromptu conversations are recorded in our GC and Flipgrid.</p>

Modifications
How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

Other Evidence: formative daily assessments

- Vocabulary Gaming
- Oral activities
 - Show and tell
 - Presentations, Dialogues
 - Class discussions
 - Answering yes and no, direct response questions using previously acquired vocabulary
 - Presentation both face-to-face and recorded of the Unit's practices, products, and perspectives
- Listening activities
 - Watch videos in Spanish.
 - Listen to songs in Spanish.
 - Listen to short dialogues in both formal and informal Spanish and answer questions about what they heard
- Reading Comprehension Activities
- Communicative (interpersonal) Activities, Information Gap Activities
- Whiteboards and/or digital comprehensive activities to practice unit language structures and vocabulary

STAGE III Learning Plan

STAGE III Learning Plan
Organize plan by weeks
Week 1: Introduction of new vocabulary
<ul style="list-style-type: none">• Slides presentation of unit vocabulary• Games to practice unit vocabulary Quizlet• Teacher-created activities for unit vocabulary practice• Práctica de vocabulario (Script)• Individual whiteboards to practice unit vocabulary• Introduction of grammar: Conditional Video Clip.• ¿Qué harías si ...? Día 1

- Impromptu dialogues giving directions
- Interpretative video comprehension activities [Listening Mapa de Segovia](#)
- [Quizizz Lugares de la comunidad](#)
- Interpersonal Activity: giving directions with A/B maps
- Interpretive Reading Comprehension Activity [¿Qué harías si...? Día 2 Reading Comprehension](#)

Weeks 2-3: Application of vocabulary

- Slides and video presentations of grammar interactive questions
- Individual whiteboards to practice conjugations
- Recycle commands via written and spoken activities [Da las instrucciones a la Sra. Nuñez.](#)
- Online practice activities for warm ups and closures [Quizlet](#)
- Voice recording with the personalized directions for a route around the school

Answer direct responses to questions using acquired vocabulary

Impromptu dialogues adding on to last week's vocabulary to incorporate new vocabulary

Interpretive Listening and Reading Comprehension Activities [Listening and reading comprehension](#) **¿Dónde está Moisés?**

Picture prompt presentational writing exercise [¿Dónde queda ...?](#)

Impromptu dialogues giving directions [En la ciudad](#)

[Edpuzzle Direcciones](#)

[Edpuzzle Practicando direcciones](#)

[En la ciudad edpuzzle](#)

Online practice activities [Quizlet test](#)

Interpretive Listening [Autopista o Ciudad](#)

Review vocabulary with [Thinglink](#) interpretive reading and listening

Weeks 4-6: Summative assessment of vocabulary and introduction of new language structure: The Present Perfect

- Interpretive Listening [Cartagena](#)
- **Assessment Vocabulary** [Student copy](#) [Teacher copy](#)- audio recording
- Introduction of new grammar: The Past Perfect [Presentación del presente perfecto in context](#)
- Practice of language structure [with Google Form](#) for immediate feedback
- Individual Practice/Choral response whiteboards

Slides and video presentations of language structure with interactive follow-up questions

Teacher-created communicative activities for unit language structure practice

[¿Qué han hecho estas personas?](#)

Online practice activities for warm-ups and closure

Assessment: Application of language structures

[Interpretive Assessment](#) - con [video](#)

[Script for interpretive section](#)

[Make-up interpretive section](#)

Impromptu dialogues adding on to last week's vocabulary to incorporate new language structures

Go over the [presentation on present perfect](#)

[Reading comprehension](#)

Online practice activities for warm-ups and closure

Practice of language structure Quizlet [Participios irregulares](#)

Practice of language structure Quizizz [Presente Perfecto](#)

Individual Practice/Choral response whiteboards

Week 7-8: Culmination of unit

- Review commands uses and formation [Vengan a mi fiesta](#)
- [Board Choice: ¿Qué ha elegido usted?](#)
- Practice of language structure (irregular past participles) [quizlet](#)
- Interpersonal and presentational practice [Our school map](#)
- Discuss and brainstorm and begin gathering information: [Presentational Summative assessment](#)
- Interpretive Listening Component for presentations
- [Locura de marzo](#)

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

- Google Apps For Education (GAPE)
 - Maps
 - Sites
 - Forms
 - Drive
 - Classroom
 - Slides
 - Add ons

- Internet
 - Youtube.com videos for oral comprehension and grammar tutorials
 - Quizlet.com
 - Wordreference.com
 - Yabla.com
 - <https://www.laits.utexas.edu/spe/>
 - Audiolingua
 - Videoele
 - Flipgrid
 - Padlet
 - Socrative
 - Quizizz
 - Edpuzzle
 - Thinglink

- Liveworksheets
- [Locura de marzo](#)

- Texts
 - Classroom Instruction That Works by Robert J. Marzano
 - Spanish-English Dictionary
 - Workbooks
 - Authentic reading materials for comprehension exercises

- Teacher-created worksheets and information

- Technology
 - iPads
 - Chromebooks
 - Personal Devices/Phones
 - Screencastify
 - Viewsonic / myviewboard
 - Loom
 - Remind

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

The NB World Language department believes that effective world language instruction

promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

[Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGBTQ and students with 504 plans.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	