

# 04\_Unit 4: En la escuela y la ciudad

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **20-25 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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This is a full year course that is designed to develop basic reading, writing, speaking and listening skills in the Spanish language through a variety of media. Various aspects of Spanish culture in Spain, the Caribbean, Central America and South America, as well as the geography of these regions, are discussed around the world. Students will have the opportunity to ask questions and respond to them in Spanish. Students will be able to conduct conversations in the target language. Students will learn the basics of the Spanish language, the common phrases, food, describing self and others, school, sports, family and home. This course develops the essential pieces of learning the beginning levels of a world language: reading, writing, listening and speaking. It also emphasize the three modes of communication: interpretive, interpersonal and presentational. Spanish 1CP will provide students with authentic materials and the use technology within the classroom to allow the students to grow as Spanish speakers, readers, writers and listeners in the Global world. Students will have the ability to communicate with others and culturally understand the importance of a foreign language as an essential component of global competence.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- one can converse in the present tense with IR+A to talk in the near future.
- the Spanish language uses irregular verbs.
- there are two uses of the verb TO BE in the target language.
- students travel in different modes of transportation
- it is important to express one's feelings and emotions using the verb ESTAR

Essential questions:

- How will I know how to use the verb SER and the verb ESTAR when they both mean TO BE?
- How do students travel around the city?
- How do you feel when you experience a situation?

## **CONTENT AREA STANDARDS**

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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.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

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.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
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.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
SEL.PK-12.1.1	Recognize one's feelings and thoughts
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

## **STUDENT LEARNING TARGETS**

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## **Declarative Knowledge**

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Students will understand that:

- the verb IR+A describes the very near future.
- students travel around the city/town using various forms of transportation
- there are differences with the verb TO BE when used in different context.
- the conjugations of IR, DAR and ESTAR are all irregular.
- one must express feelings and emotions using the verb ESTAR.
- students can create complete sentences using two verbs in the same sentence.

## **Procedural Knowledge**

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Students will be able to:

- conjugate the verb IR -(to go) in complete sentences.
- utilize the verb IR -(to go) +a where people are going.
- use the verb IR -(to go) +a to discuss the immediate future.
- use IR -(to go) + the infinitive to describe the immediate future.
- identify terms for the Spanish Club
- create grammatical sentences with A+EL and A+LA when traveling to different locations.
- discuss various locations in a city/town.
- describe the town.
- compare and contrast the local town with other cities/towns.
- conjugate the verb ESTAR (to be) when describing where people/objects are located.
- conjugate the verb DAR (to give) in complete sentences.
- create examples of locations in the target language locally and abroad.
- describe feelings of self and others using the verb ESTAR.
- identify the different uses of SER and ESTAR.
- create detailed sentences using a variety of vocabulary.

## **EVIDENCE OF LEARNING**

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## **Benchmark Assessments**

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Edulastic/Pear Assessments

## **Formative Assessments**

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- Listening assessments describing where people are located.
- Writing assessments
- Speaking assessment
- Categories of the different topics-Category chart
- Kinesthetic activities
- Quizziz, Nearpod, Classkick, Kahoot, Blooket formative assessments.
- Monitoring progress through Unit packet
- Notetaking in the Unit packet
- Exit ticket: Describing where you are going and where you are now?
- Student-created conversations
- Student-created dialogues

## **Summative Assessments**

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Drawing/Written/Speaking Activity: Students will create a diagram of themselves tomorrow. Then, they will draw 1 year from now. Lastly, they will draw 10 years from now. They will describe where they will be in each of those time frames by using the verb *ir* + *a* and *ir* + infinitive.

Unit 4 Assessment

Project--Presentation: Use *ESTAR* and *IR* + *A* with describing locations around the city

## **Alternate Assessments**

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- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Resources:

- Buen Viaje 1: Chap 4
- [Unidad 4: Packet](#)

Technology Subscriptions to the following:

- Nearpod
- Classkick
- Wordwall
- Quizziz
- Quizlet
- Blooket
- Kahoot
- Adobe Spark/Canva/Piktochart
- Jamboard
- Edpuzzle
- Padlet

Additional resources:

- Whiteboards
- Textbook: Buen Viaje 1-Glencoe
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Smartboard Activities
- Clothing of different seasons.
- Google Slides presentations
- Youtube videos describing clothing

Authentic materials/websites:

[www.wordreference.com](http://www.wordreference.com)

## **INTERDISCIPLINARY CONNECTIONS**

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Language Acquisition

Use technology to enhance productivity

Work productively in teams while using cultural global competence

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

