

# 04\_ La Ciudad y El Campo/The city and country life

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **10-15 days**  
Status: **Published**

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

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### **Spanish 3H**

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world languages fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

This course provides students with the fundamental background to speak, to read, to write, and to understand the target language. A great deal of stress is placed on the development of audio-lingual skills including correct pronunciation, intonation, and accentuation. There will be a continued emphasis on the development of listening, speaking, reading and writing skills using the communicative approach. Additional material for development of reading skills is provided for each student. The units on the culture and civilization of the target culture are expanded.

There will be a continued emphasis on the three modes of communication: interpretive, interpersonal, and presentational. Different opportunities will be provided to develop the listening, speaking, reading and writing skills using the communicative approach. Cultural aspects of the target language/culture will be expanded as well. Students are introduced to songs, movies and short literature selections throughout the year. The use of authentic materials will be provided to each student.

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

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Students will understand:

- there are similarities and differences in Latin American and North American city and

country life.

- the correct use of grammar and vocabulary is important to facilitate communication when traveling.
- the location of a city plays an important role in cultural practices, products and perspectives.
- rural life plays an important role in cultural practices, products and perspectives.

#### Essential Questions:

- How does country life in Latin America differ from that in North America (ie. Ayacucho, Perú vs. Mooresville, GA)?
- How are major cities in Latin America similar to those in North America (ie. Guayaquil, Ecuador vs. Boston, MA)?
- How does the pace of city life affect cultural practices and products in Latin America and North America?
- How do country vs. city life perspectives differ?
- What are some of the advantages and disadvantages of living in the city vs. country?
- What terms are important to know when visiting or living in a new city?
- How does the imperfect progressive give you other grammatical options for expressing action in the past?
- How are demonstrative adjectives in Spanish and in English different? In what ways are they similar?

#### Enduring Understandings:

- A country perspective affects the rhythm and lifestyle of a country.
- The location of a city will affect the types of practices and products found in Latin and North America.
- City life is fast paced, while country/farm life is more relaxed.
- Knowing how to communicate in a new city is essential for living.
- The imperfect progressive is used to express actions that were taking place in the past and can be used with the preterit.
- Demonstrative adjectives in Spanish and English are similar in usage - used to demonstrate location and possession of a noun, but differ in cultural references (such as gender/noun agreement).

#### Diversity and Inclusion

- Awareness of diversity & inclusion issues as relating to immigration, history, visual and performing arts, literature, climate, subject area content, population where appropriate in the content area.
- Awareness of political, economic, and social contributions, inclusive of all people,

where appropriate to the content area.

## Climate Change

Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures.

### CONTENT AREA STANDARDS

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FL.IM.7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
FL.IM.7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
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.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.

### 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.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- vocabulary terms for city life will facilitate communication when navigating in a city.
- correct grammar conjugations for -ar/er/ir verbs in the imperfect progressive tense are essential for communicating information that was taking place in the past.
- there are similarities and differences in the use of imperfect progressive in Spanish and English.
- there are advantages and disadvantages to city vs. country life.
- demonstrative adjectives are used to demonstrate the location and possession of a noun.
- demonstrative adjectives follow the same rules of adjectives in the Spanish language - agreement of gender and quantity.

### **Procedural Knowledge**

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Students will be able to:

- infer the meaning of unfamiliar vocabulary for city and country life.
- exchange opinions about a variety of things that can be expected when traveling in a city or country/farm.
- give reason, when expressing opinions about city life and country life.
- use language creatively in writing to express actions that were taking place in the past.

- exchange opinions to express the impact the location of a city has interpersonal relationships.
- use language creatively to express events that were taking place in the past using direct and indirect pronouns.
- use knowledge of structures of the target language to correctly form and use the imperfect progressive and pronouns.
- use language vocabulary correctly in writing or orally to list the advantages and disadvantages of living in the city and country/farm.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Benchmark Assessments**

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Edulastic Assessments

## **Alternate Assessments**

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

## **Formative Assessments**

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Do now's/Exit tickets

Homework

Paired activities -list of advantages and disadvantages of living in the city vs. countryside.

Questions and answers by teacher/students -Which elements of Bariloche are similar to those of Denver, Colorado? Why are they both popular vacation cities?

Listening activities-Using whiteboards to review grammar and vocabulary

Writing activities-Short answer responses about how a city like Guayaquil, Ecuador and Manhattan, NY are evidence of the impact a design of a city has on interpersonal relationships.

Kahoot for vocabulary review

## **Summative Assessments**

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### QUIZZES:

Speaking - students will create a presentation on the advantages and disadvantages of living in a city vs. country farm life

Vocabulary and grammar quizzes

Cultural Comparison - how does the design of a city impact interpersonal relationships?

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

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Buen viaje -Glencoe Spanish 2

Buen viaje-Glencoe-Practice workbook and audio/visual components

Incorporating visuals within texts

Powerpoints/Google slides/ Nearpod

Provide written and oral directions

Pairing students

Sample texts

Authentic documents

Google Apps - Jamboard

Graphic organizers

## **INTERDISCIPLINARY CONNECTIONS**

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Language Acquisition

Current Events

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.