

06_ El Coche y La Carretera / Driving Unit

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

General Overview, Course Description or Course Philosophy

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

Students will understand:

- there are similarities and differences in the make, model of cars, road signs and laws and regulations for driving in Latin American and North America.

- the correct use of grammar and vocabulary is important to facilitate communication.
- geography influences forms of transportations in Latin America and North America
- the use of the imperative grammatical form depends on the register of the dialogue

Essential Questions:

- What driving rules and regulations are similar in Latin and North America?
- Why is it important to know essential terms for driving when visiting a Latin American country?
- Is driving the only form of transportation in Latin America?
- How does geography impact the types of cars found in Latin America?
- Why do many Latin American countries like Ecuador not have that many cars on the road? Why does the Dominican Republic have less cars and more motorcycles?
- What type of imperative commands should be used when talking to friend?
- Why does the register you use when giving a command important?

Enduring Understandings:

- Cultural perspectives (respect for elders and unknown individuals) plays a big role in almost all aspects of grammar, but definitely in the type of imperative commands used.
- Imperative informal commands are given to a friend or someone of the same age.
- Some of the rules for driving (ie. age) is different in Latin America due to need for drivers.
- Many of the cars in Latin America are meant to help with transportation of goods.
- There are not many cars in a country like Ecuador because of the high importation costs.
- Cities like Guayaquil, Ecuador and NYC will have less car owners because of other forms of transportation available.

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

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.

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

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

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

Declarative Knowledge

Students will understand that:

- vocabulary terms for roads and driving will facilitate communication when on the road
- correct grammar conjugations and use of register for informal commands using are essential for communicating affirmative and negative commands to a friend.
- there are similarities and differences in the use of commands in Spanish and English
- there are similarities and differences in driving laws and regulations in Latin America and North America
- geography affects the types of vehicles used for travel in various regions of Latin America

Procedural Knowledge

Students will be able to:

- infer the meaning of unfamiliar vocabulary for cars, road signs and driving laws in conversational dialogue
- exchange information about driving rules and ages in NJ and Latin America
- use language creatively in writing to express the connection between geography and the types of vehicles and forms of transportation used in Latin America
- use appropriate intonations and gestures to give affirmative and negative commands to a friend.
- use knowledge of structures in the target language to form and correctly use imperative informal commands when speaking to a friend or acquaintance.
- use language vocabulary correctly in writing or orally to answer prompts about road travel and giving directions to a friend.

EVIDENCE OF LEARNING

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

Benchmark Assessments

Eduastic Assessments

Alternate Assessments

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

Formative Assessments

Do now's/Exit tickets

Homework

Paired activities -Students will be given various traffic scenarios. They will use tú commands to assist each other in creating a successful outcome to each scenario. The scenarios will include traffic violations, car accidents, and improper driving. This will be connected to the Drivers' Ed curriculum for 10th Graders.

Questions and answers by teacher/students

Listening activities-Using whiteboards to review grammar and vocabulary

Speaking activities-- Group work prompts - give a friend directions to the closest supermarket using informal commands

Reading activities - multiple choice worksheet on the impact of geography on travel. What is the most popular car in Perú- why?

Quizziz for vocabulary review

Summative Assessments

QUIZZES:

Vocabulary and grammar quizzes

Brochure Project: Students will create a brochure for a REAL type of car, or a fictional type of car. They must describe all the parts of the car and give the consumer reasons why their car is the most marketable. Must focus on its need based on geographical location. Must be memorized.

RESOURCES (Instructional, Supplemental, Intervention Materials)

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

Language Acquisition

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.