

07_Locations around the city and professions

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **25-30 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

This is an introductory Spanish course. It introduces the students to the basics of the Spanish language through the discovery of various Spanish-speaking cultures around the world. The units in this course include the alphabet, the days of the week, the months of the year, the seasons, geography of the Spanish-speaking countries, the numbers, dates, time, activities, descriptions, school, clothing, professions and places. Students will learn how to ask questions in Spanish, as well as how to form sentences to answer questions in Spanish. This course develops the essential pieces of learning the beginning levels of a world language: reading, writing, listening and speaking. It also emphasizes the three modes of communication: interpretive, interpersonal and presentational. The course uses authentic materials to introduce these topics and allow the students to grow as Spanish speakers, readers, writers and listeners with a background knowledge of Hispanic cultures around the world.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- it is important to be able to communicate in Spanish for many different jobs or professions.
- the cultural differences between English speaking countries and Spanish speaking countries bring a necessity to understand the culture before identifying the language.

Essential questions:

- In which professions would it be most beneficial to speak Spanish?
- How can I use the professions and locations around the city to communicate in Spanish?
- What are some important differences between Spanish-speaking cities and cities in the United States?

CONTENT AREA STANDARDS

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.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
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.

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

LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
WRK.K-12.P.4	Demonstrate creativity and innovation.
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.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that:

- there are different locations around the city in Spanish-speaking countries.
- they can use Spanish to express where things are located.
- the Spanish language can help them to give directions on a map to Spanish speakers.
- it is important to be knowledgeable about various professions in the workforce.

Procedural Knowledge

Students will be able to:

- request and provide information by asking and answering simple, practiced questions, using memorized words and phrases with the locations and professions vocabulary.
- identify familiar people, places, objects in daily life based on simple oral and written descriptions about locations and professions in Spanish.
- present basic personal information, interests, and activities using memorized words, phrases, and a few

simple sentences using the locations and professions vocabulary in Spanish.

- share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class when expressing locations and professions relating to their personal needs in Spanish.

EVIDENCE OF LEARNING

Formative Assessments

1. Listening comprehension: Students will illustrate where the people go to around the city.
2. Game: Connect 4-Places around the city.
3. Game: Charades with the prepositional phrases.
4. Webquest: Students will complete a webquest about “profesiones” and “oficios”. Students will research different professions in Spain and compare the difference between the professions. Students will fill out an application online.
5. Partner Activity: ¿Dónde estás? - Each partner has a picture of a different city with places identified in Spanish on their map. Each partner will ask the other questions to learn where specific places are located within the city. They will write down their partners' responses.

Summative Assessments

1. Project: Create a digital city map using interactive animation. Students will create a city map on PowerPoint using detailed instructions with animation and clipart. Students will include the places around the city, label the parts of the city and include different professions. The students will present the maps to the class and express where different people go to and work.
2. Quiz 1: Las profesiones - students will identify the various professions in Spanish.
3. Quiz 2: Los lugares y el verbo IR (places & the verb "to go")
4. Listening assessment: Students will hear a description of a location in Spanish and identify which place is being described.

RESOURCES (Instructional, Supplemental, Intervention Materials)

- SmartBoard activities
- Quizlet
- Buen Viaje 1
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Packet 1 "Las profesiones" <https://drive.google.com/file/d/1AH3oy6v->

[_5Q8gmBUX8TbL4oX91jUuVbr/view?usp=sharing](https://docs.google.com/presentation/d/15Q8gmBUX8TbL4oX91jUuVbr/view?usp=sharing)

- Numbered Heads game: Los lugares <https://docs.google.com/presentation/d/1zhwAltZqteTx7481hlphYxjdqo9LxILdiWZQQ7lhpc/edit?usp=sharing>
- Packet 2 "Los lugares" https://drive.google.com/file/d/1sMPgYrvwAtH9dPV9j_Md_Ge_yN0NTBA6/view?usp=sharing
- Google slides on the verb IR (to go) <https://docs.google.com/presentation/d/1DOKwGIAPEEAPNJQjqrKGcM5QJ6Y0GHhTAQYYdhn3Z4/edit?usp=sharing>

INTERDISCIPLINARY CONNECTIONS

English/Language Arts - Language Acquisition, Information Writing

Social Studies - Social relationships among people

Career Readiness - Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.