

Instructional Unit

WHS Spanish III Unit 1

Subject: Foreign Language and Literature **Grade(s):** Grade 10 - Grade 12

Last Modified: willingboro, willingboro
(8/13/2018 5:43 PM)

Description:

City Life

Additional Properties

Author: willingboro, willingboro

Duration: 9 Weeks

Cost/Fee: No

Restricted Use: No

Status: Public Free

Material Bank: Willingboro Township Schools

Created By: Zalika, Ron (7/1/2018 4:41 PM)

This unit is a revision of the original [Spanish Grade 8 Unit 1](#) by Zalika, Ron.

Content

Essential Questions/Enduring Understandings

EQ1: What similarities and differences in city life exist in other parts of the world?

EQ2: Why are there two verbs that mean "to know" in Spanish? How is each one used?

EQ3: How are affirmative and negative commands formed and used?

EQ4: What cultural similarities and differences are found in a Spanish vs. American post office, bank, and pharmacy?

EU1: There are both similarities and differences related to city life in France and the United States.

EU2: In French, both the verbs "saber" and "conocer" mean "to know" and are used differently based on context.

EU3: Culture and tradition influence the roles that post offices, banks, and pharmacies play in different countries.

Students will be able to...

- Identify common locations in a city
- Make a plan for a day
- Ask and follow directions
- Ask for information related to actions in a city
- Use the verbs "saber" and "conocer" to express knowledge
- Make requests in various city locations
- Give commands
- Form questions
- Express quantity

Evidence of Learning/ Assessment

[Summative Assessment and Evaluation 1](#)

[Summative Assessment and Evaluation 2](#)

Formative Assessments:

Quizzes, tests, assignments, projects at the discretion of the teacher.

Instructional Design/Learning Plan

[Suggested Sequence for Learning](#)

[Suggested Learning Activities](#)

Unit Materials

"Realidades" Spanish I textbook
"Realidades" workbook and supplemental textbook materials

Aligned Standards

NJ CCCS World Languages

- 7.1.NH.A: Interpretive Mode
 - **7.1.NH.A.1: Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials**

using electronic information and other sources related to targeted themes.

- **7.1.NH.A.2: Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.**
- **7.1.NH.A.3: Recognize some common gestures and cultural practices associated with target culture(s).**
- **7.1.NH.A.4: Identify people, places, objects, and activities in daily life based on oral or written descriptions.**
- **7.1.NH.A.5: Demonstrate comprehension of short conversations and brief written messages on familiar topics.**
- **7.1.NH.A.7: Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.**
- **7.1.NH.A.8: Identify some unique linguistic elements in English and the target language.**
- **7.1.NH.A.C: Cultural**
 - **7.1.NH.A.C.2: The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)**
 - **7.1.NH.A.C.6: The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)**
- **7.1.NH.A.L: Linguistic**
 - **7.1.NH.A.L.1: The Novice - High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences to:**
- **7.1.NH.B: Interpersonal Mode**
 - **7.1.NH.B.2: Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.**
 - **7.1.NH.B.3: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.**
 - **7.1.NH.B.4: Ask and respond to questions, make requests, and express preferences in various social situations.**
 - **7.1.NH.B.5: Converse on a variety of familiar topics and/or topics studied in other content areas.**
 - **7.1.NH.B.L: Linguistic**

- **7.1.NH.B.L.1: The Novice - High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:**
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