# Unit 4: Global Community

Content Area: **World Languages**
Course(s):
Time Period: **February**
Length: **18 Weeks**
Status: **Published**

## Enduring Understandings

- Language connects people.
- Language and culture are inextricably linked.
- Perspectives, practices, and products are windows into a culture.
- Environment and climate vary across geographic regions.
- Meaning is conveyed through phrasing, intonation, and syntax.
- Comparing and contrasting between one's native-language and the target-language ultimately improves one's awareness and development of each independent language.
- Using cognates and context clues is a strategy that can be used to enhance comprehension of oral and written discourse across all languages.
- Culture is the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.
- Syntax is the arrangement of words and phrases to create well-formed sentences in a language.

## Essential Questions

- How does culture make each Spanish-speaking country unique?
- How do the connections between perspectives, practices, products, and language intersect?
- How does the content of the language I'm studying help me to better understand my native language and who I am in the world in which I live?
- Why do specific elements within a clause impact the structuring of the verb?
- How does syntax of the target-language equate/differ from syntax of one's native language?
- How does problem solving and collaborating with peers enhance one's success in the classroom and the world at large?

## Content

Vocabulary:

Phase 1: La Comunidad (Members & Landmarks)

Phase 2: Spanish-Speaking Countries & Capitals; El Medioambiente (Environment)

Structure:

Phase 1:  Present-Tense Regular "-IR" Verbs

Phase 2:  Estar + Location; Tener

Recall:

Phase 1: Present-Tense Regular "-ER" Verbs; Structuring a Verb to Support an Improper Noun; Ser; La Familia; Carácteristicas; Noun/Adjective Agreement

Phase 2: Estar (3rd-person singular; 3rd-person plural); Ser; Noun/Adjective Agreement; Present-Tense Regular ("-AR;" "-ER;" "-IR")

Culture:

- Traditional Roles of Indigenous Men and Women--Maya; Inca; Aztec
- Jorge Guillen (Spain)--Cima de la Delicia
- Incas--Quechua (Protection and Revitalization of Language)
- Emilia Pardo Bazán (Galicia)--Naturalism
- Geographic Features
    - Amazon Jungle (Ecuador, Colombia, Venezuela, Bolivia, Brazil)
    - Andes Mountains (Venezuela, Colombia, Ecuador, Peru, Bolivia, Chile and Argentina)
    - Isthmus (Guatemala, El Salvador, Nicaragua, Costa Rica and Panama)
        - Panama Canal
    - Atacama Desert (Chile)
    - Pampas (Argentina, Uruguay)
    - Sierra Madre de Chiapas (El Salvador, Guatemala, Honduras, Mexico)
    - Cordillera de Talamanca (Costa Rica, Panama)

## Skills

Phase 1:

- Spontaneously recall and utilize terminology associated with “community” in the target-language
- Explain the difference between an infinitive and a conjugated verb
- Rephrase main ideas through oral and written discourse in the target-language
- Compare and contrast peculiarities of regular, present tense “-ER” and “-IR” conjugated structures
- Examine linguistic features unique to present tense “-IR” conjugated structures
- Express from the first-person point of view within oral and written discourse through utility of regular, present tense “-IR” verbs
- Communicate information from the third-person point of view within oral and written discourse through utility of regular, present tense verbs “-IR” verbs

Phase 2:

- Spontaneously recall and utilize terminology associated with “environment” in the target-language
- Cultural customs, climate, environmental conditions, and lifestyles are impacted by geography which cause variation across Spanish-speaking countries
- Investigate features of nouns (singularity/plurality; femininity/masculinity/neutrality) in order to utilize 3rd-person structures of the verb, “estar,” to support use of a prepositional phrase in the target-language while expressing details of position
- Rephrase main ideas through oral and written discourse in the target-language
- Compare and contrast peculiarities of present tense conjugated structures of the verb, “tener,” to present tense “-ER” conjugated structures
- Communicate information within oral and written discourse through utility of regular, present tense verb “tener”

## Resources

- Textbook: Avancemos 1
- Verbs: Present-Tense “-IR” Verbs; Estar (3rd-person singular; 3rd-person plural) + Location; Tener
- Vocabulary List: La Comunidad; Spanish-Speaking Countries & Capitals; El Medioambiente

- Technological Platforms: NewsELA; Gimkit; Duolingo; YouTube
- Google Chromebooks
- G-Suite
- Graphic Organizers

## Standards

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| 7.1.NH.IPRET.1 | Identify familiar words and phrases in culturally authentic materials related to targeted themes. |
| 7.1.NH.IPRET.2 | Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes. |
| 7.1.NH.IPRET.3 | Respond and act on a series of oral and written instructions, directions, and commands. |
| 7.1.NH.IPRET.4 | Recognize some common gestures and cultural practices associated with target culture(s). |
| 7.1.NH.IPRET.5 | Identify some unique linguistic elements in the target culture. |
| 7.1.NH.IPRET.6 | Interpret some common cultural practices associated with the target culture(s). |
| 7.1.NH.IPRET.7 | Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written. |
| 7.1.NH.IPRET.8 | Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change. |
| 7.1.NH.IPERS.1 | Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information. |
| 7.1.NH.IPERS.2 | Ask and respond to questions on practiced topics and on information from other subjects. |
| 7.1.NH.IPERS.3 | Make requests and express preferences in classroom settings and in various social situations. |
| 7.1.NH.IPERS.4 | Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities. |
| 7.1.NH.IPERS.5 | Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. |
| 7.1.NH.IPERS.6 | Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change. |
| 7.1.NH.PRSNT.1 | Recombine basic information at the phrase and sentence level related to everyday topics and themes. |
| 7.1.NH.PRSNT.2 | Create and present brief messages using familiar vocabulary orally or in writing. |
| 7.1.NH.PRSNT.3 | Describe orally and in writing people and things from the home and school environment. |
| 7.1.NH.PRSNT.4 | Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. |
| 7.1.NH.PRSNT.5 | When speaking and writing, use simple sentences and try to connect them with a few transition words. |

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| 7.1.NH.PRSNT.6 | Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States. |

## Modifications

Special Education and 504s:

Including but not limited to

- Specific accommodations and modifications as indicated in a student's IEP and/or 504
- Use an alternative instructional method to address individual learning style
- Provide study guide for assessments
- Provide additional time to complete assignments

Students at Risk of School Failure:

Including but not limited to

- Reduce length of assignments
- Allow for different modes of assessment
    - Writing assessments using sentence strands
    - Reading assessments with running vocabulary lists
    - Speaking assessments with detailed prompts
- Repeated check-ins during class sessions
- Prioritize tasks in checklist, note completion

English Language Learners:

Including but not limited to

- Connections to prior knowledge/background
- Connecting content to ELLs' background knowledge
- Teacher will model how to complete a task or assignment
- Use of think-alouds to show progress thought the steps of the task
- Use of adapted texts

Gifted and Talented:

Including but not limited to

- Acceleration or compacting of content
    - Using unseen vocabulary in the context of learned syntax to stretch communication
    - Scaffolding for other students
- Flexible pacing
- Use of advanced or complex concepts and examples
    - Extending verb discussion beyond “ir” and into high frequency irregular verbs
- Connections to other content areas

## Assessments

Including, but not limited to

- Use formative measures to track individual and/or class progress toward standards-aligned objectives
- Help students track their individual progress toward standards-aligned objectives
- Determine whether small group or individual interventions are needed to advance learning of standards-aligned objectives
- Use formative and alternative assessments that reflect awareness of cultural differences represented in the classroom
- Assessment of standards and standards-aligned objectives as indicated in curriculum units
- Department common assessments, and Midterms and Finals
    - Interpersonal Conversations
    - Tasks which require close reading and writing
    - Products which are centered in the target language through the three modes of communication

## Interdisciplinary Connections

Mathematics:

- Understanding of the numerical system through a secondary language
- Analysis of graphs and charts

English Language Arts:

- Close reading of text to understand new information
- Gathering relevant information from a text in the target language
- Using language to express ideas and relay information

Science:

- Identifying and addressing global issues such as climate change

Social Studies:

- Investigating historical figures of Spanish speaking countries
- Identifying cultural and historical contexts of Spanish speaking countries and peoples.

## Technology

- Use of electronic platforms identified in the resources section such as
    - G-Suite
    - DuoLingo
    - Gimkit
    - Laptop Use