Unit 5: Travel

Content Area: **World Languages**
Course(s):
Time Period: **April**
Length: **8 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.
- Pragmatics deal with language in use and the contexts in which it is used.

Essential Questions

- How does the world become smaller as technology advances?
- 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?
- How does cultural sensitivity to pragmatics affect communication?
- 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: Transportation; Numbers 1-1,000

Phase 2: Vacaciones/Atracciones; Animales

Structure:

Phase 1: Telling Time; Tener + que + infinitive

Phase 2: Ir; Ir + a + infinitive

Recall:

Phase 1: Ser; Tener

Phase 2: Transportation; Numbers 1-1,000; Telling Time

Culture:

- Geography
- Metric System
- Salvador Dalí (Spain)--The Persistence of Memory
- Gabriel García Marquez (Colombia)--Relationship between space and time
- Federico García Lorca (Spain)--Theater

Skills

Phase 1:

- Spontaneously recall and utilize terminology associated with “numbers” 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
- Examine linguistic features unique to “numbers,” particularly 1-1,000, to identify a consistent pattern among common numerical phrases in the target-language

- Express information within oral and written discourse through the utility of conjugated present-tense structures of “tener” followed by the conjunction “que” in addition to an infinitive verb.

Phase 2:

- Cultural customs, climate, environmental conditions, and lifestyles are impacted by geography which cause variation across Spanish-speaking countries
- Rephrase main ideas through oral and written discourse in the target-language
- Spontaneously recall and utilize terminology associated with “travel” in the target-language
- Communicate information within oral and written discourse through utility of the present tense verb “ir”
- Explain the difference between an infinitive and a conjugated verb
- Express information within oral and written discourse through the utility of conjugated present-tense structures of “ir” followed by the preposition “a” in addition to an infinitive verb.

Compare and contrast peculiarities of present tense conjugated structures of the verb, “ir,” to present tense “-IR” as well as present tense “-AR” conjugated structures

Resources

- Textbook: Avancemos 1
- Verbs: Telling Time; Tener + que + infinitive; Ir; Ir + a + infinitive;
- Vocabulary List: Transportation; Numbers 1-1,000; Vacaciones/Atracciones; Animales (1) (2)
- Technological Platforms: NewsELA; Gimkit; Duolingo; YouTube
- Google Chromebooks
- G-Suite
- Graphic Organizers

Standards

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.
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
    - Considering the introduction of tenses beyond the present
- 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