

Unit 3: Spanish - Community and Transportation (3-5)

Content Area: **Spanish**
Course(s): **Spanish 3, Spanish 4, Spanish 5**
Time Period: **Generic Time Period**
Length: **# days**
Status: **Published**

Established Goals/Standards

Please choose the appropriate Goals/Standards from the Standards tab above.

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.c	State needs and preferences.

Essential Questions

How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?

To what extent does learning a world language promote cultural tolerance, acceptance, and understanding?

Enduring Understanding

All cultures value date, time, and special events, but express them in different ways.

Studying other languages and cultures offers insight into our own.

Meaning is conveyed through phrasing, intonation, and syntax at the sentence level.

Content

Content Knowledge:

15-20 vocabulary words for modes of transportation and places in the community

Colors

10 vocabulary words associated with transportation and community

Use of interrogative word *¿cómo?*

Use of the verb *ir* in the *yo* and *tú* forms

Use of the interrogative word *¿dónde?* to ask about the location of somewhere in the community

Content Understandings:

Adjectives must agree in number and gender with the words for modes of transportation

There are similarities and differences in community living and methods of transportation in Spanish-speaking countries and the U.S.

The interrogative word *¿cómo?* is used to ask how one gets from one place in the community to another

Content Skills:

Describe vehicles and places in the community

Use questions and answers when speaking about transportation and community, using correct interrogative words and verb forms

Understand written and oral discourse in Spanish

Discuss how to get from one place to another in the community

Resources

MRSRILEY.COM

VIDEO ELE.COM