

Unit 3: Spanish - Community and Transportation (6-8)

Content Area: **Spanish**
Course(s): **Spanish 6, Spanish 7, Spanish I**
Time Period: **Generic Time Period**
Length: **# days**
Status: **Published**

Established Goals/Standards

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

FL.6-12.7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
FL.6-12.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
FL.6-12.7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
FL.6-12.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
FL.6-12.7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
FL.6-12.7.1.IL.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.
FL.6-12.7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
FL.6-12.7.1.IL.C.2	Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
FL.6-12.7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.

Essential Questions

Why do people from different cultures sometimes do things differently from the way we do them?

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

Enduring Understanding

Cultural perspectives are gained by using the language and through experience with its products and practices.

Learning a different language/culture leads to a greater understanding of one's own and other languages and cultures, and why people act and think in different ways.

Content

Content Knowledge:

How to ask and give directions to a location in the community

How to describe a place in the community

Vocabulary associated with directions and locations of places

The forms of -ar verbs and the verb *ir* in the preterite tense

Prepositions showing location and direction

About the muralist, Diego Rivera

Vocabulary for places in the community

Vocabulary for indicators of past time (*ayer, anteayer, la semana pasada, etc*).

Content Skills:

Compare and contrast places within a city

Create and role-play persons asking for and giving directions

Describe location of a place or building in their community

Use questions and answers when speaking

Understand written and oral discourse in Spanish

Name things you do in your community and where you do those activities

Discuss jobs within a community and advantage of knowing Spanish in different occupations

Content Understandings:

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

Many words dealing with people, places in a community and products are related

Within the US there are Hispanic communities, and their importance to people of those cultures

Streets in Spanish-speaking countries are frequently named for an historic person or event

Murals are a common artistic form in Spanish-speaking communities

Resources

Paso a Paso B (Scott-Foresman)

Buen Viaje, Level 1 (Glencoe McGraw Hill)

Quizlet.com and Quia.com (drag and drop for ActivBoard)

Paso a paso.com (Internet activities)

Buen Viaje.com (Internet activities)

Town Map

Jeopardy game