

Unit 06: Community and Celebrations

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

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|-------------------|---|
| WL.7.1.NM.A | Interpretive Mode |
| 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.L | Linguistic |
| 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 | Interpersonal Mode |
| WL.7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes. |
| WL.7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities. |
| WL.7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions. |
| WL.7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |
| WL.7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| WL.7.1.NM.B.L | Linguistic |
| WL.7.1.NM.B.L.1 | The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: |
| WL.7.1.NM.B.L.1.a | Respond to learned questions. |
| WL.7.1.NM.B.L.1.b | Ask memorized questions. |
| WL.7.1.NM.B.L.1.c | State needs and preferences. |

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| WL.7.1.NM.B.L.1.d | Describe people, places, and things. |
| WL.7.1.NM.C | Presentational Mode |
| WL.7.1.NM.C.1 | Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience. |
| WL.7.1.NM.C.2 | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. |
| WL.7.1.NM.C.3 | Copy/write words, phrases, or simple guided texts on familiar topics. |
| WL.7.1.NM.C.4 | Present information from age - and level - appropriate, culturally authentic materials orally or in writing. |
| WL.7.1.NM.C.5 | Name and label tangible cultural products and imitate cultural practices from the target culture(s). |
| WL.7.1.NM.C.L | Linguistic |
| WL.7.1.NM.C.L.1 | The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to: |
| WL.7.1.NM.C.L.1.a | Make lists. |
| WL.7.1.NM.C.L.1.b | State needs and preferences. |
| WL.7.1.NM.C.L.1.c | Describe people, places, and things. |

Integration of Career Readiness, Life Literacies and Key Skills

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP3 | Attend to personal health and financial well-being. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP5 | Consider the environmental, social and economic impacts of decisions. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. |
| CRP.K-12.CRP8 | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9 | Model integrity, ethical leadership and effective management. |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence. |

Technology / Integration of Computer Science and Design Thinking

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| TECH.8.1.5 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.5.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.5.A.1 | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. |

- TECH.8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
- TECH.8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

Interdisciplinary Connections: NJSLS for ELA, Social Studies, Science and/or Math Section

- LA.RL.3 Reading Literature Text
Key Ideas and Details
- LA.RL.3.1 Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- LA.K-12.NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- LA.K-12.NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- LA.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Knowledge of a community's cultural differences, its celebrations and foods is important to communication.

Meaning

Essential Questions

Essential Questions

- Where do you go in your community?
- What activities and pastimes in Spanish speaking cultures are similar to our own?
- What foods are eaten in Spanish Speaking countries?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

- Communities from around the world have different places and purposes.
- A community shapes our weekly activities.
- Celebrations and food define a culture and may be similar to our own.
- Some of the foods we eat come from Spanish speaking countries.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- How to ask for and give directions in target culture.
- Holidays and celebrations of Spanish Speaking countries.
- Differences in Spanish calendar with our own.
- Basic practices and products of target community
- Foods of Spanish Speaking countries.

[prepositions movements.docx](#)
[Spanish Days and Months.docx](#)
[Question Words.docx](#)
[spanish foods of Puerto Rico Chile Mexico etc.docx](#)

Skills

Skills

Student will be skilled at ...

- Ask for and obtain information of places and things in their immediate environment
- Ask for and obtain information in everyday situations in target language.
- Describe and explain the significances of products associated with an important civil or religious holiday or celebration, personal or family holiday or celebration in culture or target language.
- Stating and identifying Spanish foods.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

- Adelante Workbook
- Spanish Books for grades 3, 4, 5th
- Google Spanish Classroom Access Codes: 3rd merye9 4th 57hsI9 5th kxusu9d
- Teacher's Google Slides
- Quizlet.com
- Educreations.com (differentiation)
- Kahoot quizzes
- Books/information on QR codes
- FlipGrid
- Conversation Starters (Fenton)
- Games
- Videos, CD's DVD's
- Spanish skits

Formative Assessment Strategies

Formative Assessment Strategies

- Completed worksheets/community map
- Kahoot quiz and teacher created quiz
- Demonstrate knowledge of essential vocabulary
- Educreations.com

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- Give direction in target language.
- Map and/or create a community in target language
- Pair/group listening and speaking activities
- Games: guess where are you, 4 corners, flyswatter, online, etc.
- Create Spanish food plates/and/or read Spanish menus.

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project

work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.