| ***1st grade***  ***Unit 3: Mi Comunidad***  ***February - April*** | | | | | |
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| **Targeted Standards:**  7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions.  7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.  7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s).  7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students’ own cultures in highly contextualized oral texts.  7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced.  7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced.  7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals.  7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations.  7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings.  7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures.  7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication.  7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases that are supported by gestures or visuals.  7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings.  7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students’ own cultures. | | | | | |
| **Rationale and Transfer Goals :**  In this unit, students will learn about what makes up a community, such as the people who work in it and the modes of transportation they use. Students will also compare and contrast their own community to the communities of hispanic countries. In doing so, students will begin to understand how Hispanics live and work. | | | | | |
| **Enduring Understandings:**  Students will understand that cities and towns in Spanish speaking countries, though similar to the town where they reside, have unique characteristics that reflect cultural perspectives. | | | | | |
| **Essential Questions:**  What does my community like?  How is my city/town different from places in Spanish -speaking countries? Why are they different? What do the differences tell me about the people who speak Spanish?  Who works in a community?  What are some modes of transportation?  How do people get around a community?  What is a community? | | | | | |
| Content/Objectives | | | Instructional Actions | | |
| Content  *What students will know* | Skills  *What students will be able to do* | | Activities/Strategies  *How we teach content and skills* | | Evidence (Assessments)  *How we know students have learned* |
| Names of some major locations in a city or town in Spanish (estación de gasolina, estación del tren, estación de policía, hotel, hospital, aeropuerto, súper mercado, mercado, tienda de….., heladería)  How to ask/give for directions in spanish  The names of different modes of transportation  Communities are different in hispanic countries compared to US  Names of important people in a community in Spanish | Identify and name key places in a town or city (estación de gasolina, estación del tren, estación de policía, hotel, hospital, aeropuerto, súper mercado, mercado, tienda de….., heladería)  Give and follow directions in a city or town  Identify modes of transportation (car, bus, train etc..)  Compare modes of transportation with the ones used by children in Spanish-speaking countries  State where they are going in the community and what mode of transportation they will use to get there (voy al \_\_\_\_ en \_\_\_\_\_)  Identify important people in a community such as doctor, teacher, firefighter etc.. in Spanish | | Introduce vocabulary with the use of a powerpoint presentation with pictures  Flashcards  Community pictures  Blocks or model building  Games: Adivina; Matamoscas (Plastic fly swatters); Bingo; Memory/Concentration; Guessing/What’s missing? (whole group or small group); Pictionary; card game  Classroom based activities using technology tools  Interpretive:  Reading target language children stories related to community.  Watch a short video clip related to the community.  Practice worksheets matching the vocabulary word with pictures  **Listening activity:** Teachers will play transportation sound clips, while students raise the vocabulary word of the transportation they hear.  Interpersonal:  In groups, compare and contrast communities in the target culture to Lindenwold  In groups, students will practice the question -¿Adónde vas? and the response -Voy al.  Students will practice sentences in Spanish stating where they are going in the community and what mode of transportation they used to get there.  Once students have practiced orally, students will write at least three sentences in spanish on their own and draw a picture to represent each sentence.  Presentational:  Create a drawing based on oral description of a community.  Create a map of an ideal community labeled in Spanish. (use a rubric) | | Teacher Observation  Class participation  Completion of practice worksheets  Quiz on vocabulary  *Example End of the Unit Assessments:*  Oral or Written Activity: Students will form basic sentences about where in the community they would like to visit and how they are getting there. -¿Adónde vas?  -Voy al\_\_\_\_\_\_(use a rubric)  Presentational:  Create a map of an ideal community labeled in Spanish (use a rubric) |
| Spiraling for Mastery | | | | | |
| Content or Skill for this Unit | | Spiral Focus from Previous Unit | | Instructional Activity | |
| Numbers  Greetings | | Count numbers on target language.  Greetings in different of time of day in Spanish | | By identify numbers Spanish vs English  Read with your peer a short paragraph about greeting in Spanish | |
| **Career Readiness, Life Literacies, and Key Skills**  9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.  9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.  9.4.2.CT.2: Identify possible approaches and resources to execute a plan.  9.4.2.CT.3: Use a variety of types of thinking to solve problems. | | | | | |
| **Key resources:**  Flashcards  CD’s - Songs about the community and transportation  Props for modes of transportation & places in the community  Sound clips on various modes of transportation  Pictures and teacher generated materials on important people in a community  maps of a community  Magic Box with tangible items  Authentic pictures of different communities in spanish speaking countries  Interactive games  Smartboard: Display powerpoints with pictures and vocabulary  Place around town: <http://www.discoverspanish.com/lesson20.swf>  Directions: <http://www.discoverspanish.com/lesson36.swf>  Songs about numbers such as “Cuenta | | | | | |
| **Interdisciplinary Connections:**  **NJSLS ELA**  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  RL.1.1. Ask and answer questions about key details in a text.  RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. | | | | | |