Unit 3: Mi Comunidad

Content Area: **World Language**
Course(s):
Time Period: **MP3**
Length: **10**
Status: **Published**

NJSLS World Language

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 & 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 - What will students know?

- 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

Skills - What will students be able to do?

- 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

Activities/Strategies - How do we teach content and skills?

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)

Formative Assessments - How do we know students have learned?

- Teacher Observation
- Class participation
- Completion of practice worksheets
- Quiz on vocabulary

Summative Assessments - How do we know students have learned?

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)

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

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Numbers	Count numbers on target language. Greetings in different of time of	By identify numbers Spanish vs English

Greetings	day in Spanish	Read with your peer a short paragraph about greeting in Spanish

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Interdisciplinary Connections

L.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
L.RF.1.3.B	Decode regularly spelled one-syllable words.
L.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
L.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
L.RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.
L.RF.1.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., fly, walk, old).
L.RF.1.3.G	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
RL.CR.1.1	Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).