

UNIT OVERVIEW: Community

Spanish

STAGE ONE: Identify Desired Results			
Established Goals/Standards	ACTFL Standards S1.1, 1.2, 1.3 2.1, 3.1 4.1, 4.2 5.1	Long-Term Transfer Goals	
		<i>At the end of the Community/Neighborhood unit, students will use what they have learned to independently</i> <ul style="list-style-type: none"> Communicate in the target language, in various situations, about their community and the community of others Be aware and understanding of other cultures' communities and their experiences within them. 	
		Meaning	
		Enduring Understandings <i>Students will understand that</i> <ul style="list-style-type: none"> Communities and neighborhoods can take on many forms Communities have many parts and each part may have a different culture than the others. Culture is often reflected in community design and practices Language follows patterns that are often messy and unpredictable Language learning involves acquiring strategies to fill communication gaps Members of one culture may make assumptions about other cultures based on their own attitudes, values, and beliefs. 	Essential Questions <i>Students will consider such questions as...</i> How can I use new vocabulary to communicate in the target language? How does the content of the World Languages classroom help me understand who I am in the world in which I live? How can I survive and thrive using the target language in and outside of the classroom? How will recognizing grammar patterns help me with language acquisition? How do the practices and perspectives of other cultures compare to my own? What does a person's community or neighborhood reflect about their beliefs, practices, socio-economic status and other aspects of culture?
		Acquisition	
		What knowledge will students learn as part of this unit?	What skills will students learn as part of this unit?

		<ul style="list-style-type: none">• Vocabulary and phrases useful for communicating about communities and neighborhoods:<ul style="list-style-type: none">○ Places in the neighborhood○ Locations in the community○ Giving Directions○ Activities and Transportation• Syntax strategies such as:<ul style="list-style-type: none">○ To go + infinitive○ Irregular verbs○ To play• About various types of communities in the target culture and how the communities (and their reflected beliefs and practices) compare to our own.	<ul style="list-style-type: none">• Students will apply community vocabulary in order to provide and obtain information and opinions.• Students will use knowledge of syntax to communicate both expressively and receptively.• Students will gain an awareness of other cultures' communities.• Students will compile all of these skills and knowledge into a brochure about their own community.
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STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence
<p>Criteria to assess understanding:</p> <p>Teacher created rubrics based on NYS Assessments.</p>	<p>Performance Task focused on Transfer:</p> <ol style="list-style-type: none"> 1. In this performance task, students will create and present a “Welcome to Rochester” project about their community (to be completed in TL) <p>Create and label in a map of your ideal town in TL Your map must have 10 different places labeled in TL. Be sure to draw or cut out pictures of the different places throughout your town.</p> <p>10 Places and 2 Activities Look at the different places you have labeled on your map. In TL, write down 2 activities you can do at the 10 different places in your town (no repeats!).</p> <p>Write about your town In TL, write a paragraph (30 words minimum) about your town. Some things you may want to consider while writing your paragraph.</p> <ul style="list-style-type: none"> - Does your town have a name? - How many people live there? - Is your town big or small? - What are some of the places throughout your town? - What place do you like to go to in your town? - Why do you like to go there? - What are some things you do there? <p><i>This performance task centers on ACTFL Standards</i></p> <p><i>1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics</i></p> <p><i>3.1: Students reinforce and further their knowledge of <u>other disciplines</u> through the foreign language</i></p> <p>Teacher Created Rubric NYS Writing Rubric</p> <p>Other Assessment Evidence: Homework, Class Participation, Classwork (listening, reading and writing activities in TL), Informal Speaking Tasks, Quizzes, Unit Test</p>

T, M, A (Code for Transfer, Meaning Making and Acquisition)	STAGE THREE: Plan Learning Experiences				
	Learning Events:				Evidence of learning: (formative assessment)
Lessons 1-3: A, M	Lessons 1 through 3: Scholars identify and use education vocabulary with imagery, audio and kinesthetic activities in context.				
Lessons 4-5: A, M	COMMUNITY	STORE	LIBRARY	MUSEUM	Daily Informal Assessment
	M-A-L-L	BEACH	BUS	TOWN	STREET
	NEIGHBORHOOD	GAS-STATION	GROCERY-STORE	RESTAURANT	CITY
Lessons 6-7: M,T	BARBER/HAIR-SALON	JAIL	OFFICE	MOUNTAINS	(Ticket Out the Door, Journals, Warm Up, Class Participation, Graphic Organizers)
	PHARMACY	COUNTRYSIDE	HOSPITAL	P-A-R-K	HOTEL
Lesson 8: A, M, T	CLOTHING STORE	BOOK-STORE	MOVIES	TRAIN	POST-OFFICE
	ZOO	FIRE-STATION	CHURCH	AMUSEMENT-PARK	LESSON PLAN
	CULTURE	DOCTOR'S-OFFICE	DENTIST-OFFICE	TO THE RIGHT	SCHOOL
	NEIGHBORHOOD	GAS-STATION	GROCERY-STORE	RESTAURANT	Quizzes
	BARBER/HAIR-SALON	JAIL	OFFICE	PARKING-LOT	TO THE LEFT
	CAR	BY FOOT	BUY	TO SHOP	Presentation of Project (Lesson 7)
	TO WALK	TO WORK	TO WATCH A MOVIE	TO LEARN	HOTEL
	Lessons 4 & 5: Scholars are using vocabulary in context and learning how to incorporate irregular verbs and the verbs “to go” and “to have”. Scholars are learning grammatical strategies to express opinions about school and give simple, informal commands. Scholars are practicing expressive and receptive activities.				POST-OFFICE
	Lessons 6-7: Scholars create and present a project welcoming people to our Rochester Community in the TL.				Unit Test (Lesson 8)
					TO READ
					TO GO

	Lesson 8: Scholars will review community material and then take unit exam.	
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