

World language Thematic Unit

Personal/ Public Identity- My community and Beyond

Course
Spanish 3

Grade Level
9-12

Thematic Unit Title
Personal/Public Identity- My Community and Beyond

Length of the Unit
5-6

Unit Description

Students will use the target language to investigate and demonstrate understanding on how communities in the target culture interact. Students will analyze current trends and issues that are impacting the different communities and how this relates to their own community in a global society and how cultural identity is transformed in modern society.

CWL Standards

Communication:
WL.CM1

Students interpret and analyze information, using authentic material related to the specific topic and related fields and demonstrate understanding of what they hear, read and see.

WL.CM2

Collaborate and share information, reactions feelings and opinions. Students negotiate meaning in a variety of real world settings.

WL.CM3

Students present and publish information on various topics

WL.CM4

Students use the target language to investigate how cultures influence one on other over time.

WL.CM7.I

Students identify similarities and differences in basic sentence-level elements

Cultures:

WL.CL2;

Students investigate, explain and reflect in the target language on the relationships

Transfer Goals

- Students will be able to independently use their learning to share opinions, express hopes, dreams, and concerns about my community and propose solutions concerning my community

Enduring Understandings

- Students will understand that global and local issues and experiences shape our identity and how we see the world around us

Essential Question

- How does cultural identity, immigration, and human rights issues impact and shape our outlook on self and community?

Follow up questions:

- What and how have cultural influences shaped you as an individual?
- How do you identify yourself in your community?

Students Knowledge

(What facts and basic concepts should students know and be able to recall?)

- Identify similarities and differences between my community and global communities
- Basic vocabulary related to the roles of

Students Skills

(What discrete skills and processes should students be able to use?)

- Make observations and describe people and aspects of a community
- Interpret and analyze readings and different viewpoints

<p>among product/practice/perspective of the target culture demonstrating understanding.</p> <p>WL.CL4 Students use the target language to investigate how cultures influence one on other over time.</p> <p>Connections: WL.CN1; Students build reinforce and expand their knowledge of other disciplines using the target language to develop critical thinking (connections to art and music, social studies and health)</p> <p>WL.CN2 Students access and evaluate information and diverse perspectives available in the target language and produced for the target culture.</p>	<p>people in the community</p> <ul style="list-style-type: none"> • Other words and phrases for local and global issues • Sentence frames to provide solutions to local and global issues 	<ul style="list-style-type: none"> • Interview a community member • Make inferences and assumptions about ways to help in the community • Give solutions to problems • Describe the roles of people in my community • Compare my community with communities from the target cultures • Interpret and analyze authentic readings and different cultural perspectives about issues in my community
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Evidence

Communication Performance Tasks

<p>Interpretive Mode</p>	<p>Reading and listening authentic materials about various communities in the target culture</p> <p>View and Listening videos of issues that currently impact the quality of life in selected communities of the target culture</p>	<p>Interpret readings about global issues and identify connections with own community</p> <p>Research the selected community to describe aspects of everyday life, cultural influences and origin</p> <p>Read information from selected websites in order to identify credibility and accuracy</p>	<p>Research solution initiatives in the social environment as well as possible motivating factors for change</p> <p>Research people in a leadership position to identify their accomplishments</p> <p>Read and listen material from community members about everyday life</p>
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<p>Presentational Mode</p>	<p>In a book release and signing scenario...</p> <ul style="list-style-type: none"> • Students will be able to use their knowledge to spontaneous present a description of a community, describe people and their roles in the target language. (oral) • Students will be able to use their knowledge to write a short essay about the challenges the community face, how this impacts its members and provide a possible solution to improve the quality of life within the community. (written)
<p>Interpersonal Mode</p>	<p>Student will participate in exchanging information they gather about their selected community, social and global issues</p> <p>Students will interview people in the community</p> <p>Students will share information, their opinion about social issues and possible solutions</p> <p>In a book signing event...</p> <ul style="list-style-type: none"> • Students will be able to participate in an interview (spontaneous interpersonal communication)
<p>Culture</p>	<p>Product: Homes and the town Perspective: Layout and everyday activities the importance of young people</p> <p>Product: School Perspective: Students going to school, access to education and the role to education in the community</p> <p>Product: Local news articles Perspective: Disperse Information groups emphasis to local issues</p> <p>Product: local census Perspectives: population needs and access to resources</p>
<p>Connections</p>	<p>Making Connections:</p> <p>Social studies: research and discussions of topics of colonization, post colonization, social issues, work conditions, political ideology, etc</p> <p>Geography: Location of the community and various aspects of daily life of their members during the unit</p> <p>Health: health conditions, medical treatments, social-emotional, mental health that are impacted by life conditions</p> <p>Linguistics: links between language and social interactions and collective behavior</p> <p>Acquiring Information and perspectives:</p>

	<p>Articles and current news sources</p> <p>Websites from various countries</p> <p>Videos (documentaries, interviews and global related videos about issues that impact the life)</p>
Comparison	<p>Language: Local and global issues</p> <p>Culture: Resources and accessibility of resources Life style Basic needs</p>
Communities	<p>School and Global: Small group work to plan and develop short story and offer solutions Small group work to create storybook</p> <p>Lifelong Learning: Social voice and global citizenship awareness Open mind Share ideas Engage and contribute to a better world Researching and planning Self-assessments Reflections</p>
Connections to 21st Century Learning	<p>21st Century Learning</p> <ul style="list-style-type: none"> • Critical thinking: evaluate information • Communication: express ideas and interact • Creativity: create persuasive presentations • Collaboration: work together to presents
Connections to Common Core	<p>Support ELA and literacy anchor standards reading, writing, listening and speaking, language structures and conventions.</p> <ul style="list-style-type: none"> • Determine main ideas, analyze and summarize key supporting details and ideas in text. • Develop writing by planning, revising and editing • Gather relevant information from credible and accurate sources • Prepare and participate in conversations, build in others ideas and expressing clearly own ideas • Present information and findings and supporting evidence • Organize and develop the task with purpose
Language	
<p>Related structures Narrative structures There is/are</p>	<p>Vocabulary Everyday Life Childhood</p>

Adjectives Need/want Have In my opinion He/she was It has	Community places and roles Social issues and activism Historical and political terms Health conditions Occupations
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Learning Activities

Specific to lesson planning stage
<p>Learning Activity: Unit Goal Supporting or performance task: Mode of communication:</p> <p>Learning Activity: Unit Goal Supporting or performance task: Mode of communication:</p> <p>Learning Activity: Unit Goal Supporting or performance task: Mode of communication:</p>

Resource	Technology Integration
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