



Unit # 2: My Community

Subject(s): Spanish FLES

Grade(s): 3-5

Designer(s): Byrne,

Fahie, Harrington, Laumann, McKenzie, Prell, Romero, and Zamora

Exploratory 3rd grade- 5th grade

Third Grade Black Fourth Grade Orange Fifth Grade Orange

STAGE 1 – DESIRED RESULTS

Unit Title: Theme 2 - My Community

Themes/Concepts: My Community

Enduring Understandings:

What specifically do you want students to understand?
What inferences should they make?

Students will understand...

- they belong to a group within a community
- communities make up small units of a larger society
- community members help each other
- weather and culture affect their community

Essential Questions:

What thought-provoking questions will foster inquiry, meaning-making, and transfer?

- How does my classroom community fit into the school community?
- What are some ways in which community members help one another?
- How does weather affect my community?

Students will know:

What facts and basic concepts should students know and be able to recall? What is the key vocabulary (include tiers of vocabulary: basic, frequently occurring, content specific)?

- [Link to Theme 2 Exploratory K-2](#)
- That community members in our town and in towns around the world have roles that help their communities. (**ayudar, tener, gustar, poder, ser**)
- That Spanish is spoken around the world and that speaking more than one language is very helpful in today's world (**ser, poder, ayudar**).
- That time zones are different around the world (**ser**)

Students will be able to:

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

- **identify** and **name** members of the community
- **recognize** and **describe** the members of the community using adjectives
- **listen** to and **understand** short stories about community members in Spanish-speaking countries
- **say one thing that they can do to make their community stronger**
- **act out and explain** how community members help each other
- **write** short phrases and simple sentences about members of the community
- **Read and respond to a passage about different types of community workers**
- **watch** and **understand** a video about a small community that makes a difference on a large scale (orquesta reciclada)
- **list** small and large communities in your area.
- **tell** what languages they can speak
- **identify** countries where Spanish is spoken
- **listen** to people from around the world speak other languages
- **tell** the time to the hour.



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- That weather in different parts of the world affects their communities including related to activities and clothing choices people make (**tener, ser, hacer, poner, gustar, estar**)

- **ask** and **respond** to simple questions related to clothing, seasons and weather orally and in writing
- **name** and **classify** clothing according to weather and seasons
- **understand** that there are differences in weather and seasons in the United States and Spanish-speaking countries.
- **read** stories about people from different parts of the world and observe how weather affects their clothing choices.
- **identify** what classmates are wearing during different seasons.



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STAGE 1– STANDARDS/COMPETENCIES	
Code	Standard
WL.1	The student will exchange simple spoken information in the target language.
WL.3	The student will understand simple spoken and written target language presented through a variety of media and based on familiar topics.
WL. 4	The student will use verbal and nonverbal cues to understand simple spoken and written messages in the target language.
WL. 5	The student will present information orally in the target language, using a variety of familiar vocabulary, phrases, and structural patterns.
WL. 11	The student will demonstrate an understanding of the significance of culture through comparisons between the cultures studied and the cultures of the United States.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

- Type name of performance task(s) here.

Click here to access the performance task(s) described above.

The Performance Task is a culminating performance through which students demonstrate their ability to answer the Essential Questions and the Enduring Understandings they have acquired. Performance Tasks typically present students with a problem: a real-world goal, set within a realistic context of challenges and possibilities. Students develop a tangible product or performance for an identified audience, and the evaluative criteria and performance standards are appropriate to the complex task—and known by the students in advance.

Other Evidence:

Click here to access the other evidences described above.

What kinds of evidence are needed to provide formative and/or summative information to guide instruction and draw conclusions about student knowledge and skill?
 What specific characteristics in student responses, products, or performances should we examine? Does the proposed evidence enable us to infer a student’s knowledge, skill, and understanding (Stage 1)?
 Does the assessment method match what the teacher is trying to measure?



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STAGE 3 – RESOURCES FOR THE LEARNING PLAN

District Resources:

When designing the learning plan, these resources are intended to be a primary resource used by teachers.

- Type the title of the resource here.

Santillana: Descubre el español

Click here to access the resources listed above.

Supplemental Resources:

These are considered additional resources that are recommended by the Curriculum Review Teams. Those resources with an asterisk () may be purchased by each individual school.*

- Type the title of the resource here.

Click here to access the resources listed above.

Exemplar Lessons:

Appendix (interdisciplinary connections, possible student misconceptions, vertical articulation, guidelines for alternate assessment, guidelines for personalized learning, AP/IB specifics, etc.):