Unit 2: Sports and other activities

Content Area: **World Languages**
Course(s): **Spanish 4 CP**
Time Period: **October**
Length: **10 blocks**
Status: **Published**

Enduring Understandings

- Learning a different language/culture leads to greater understanding of one's own language and culture.
- Language learning involves acquiring strategies to fill communication gaps.
- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Geography influences our society and its institutions.
- The responsibilities of a student change as the student furthers their education.

Essential Questions

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How does the language I'm studying help me to better understand my native language?

How does my school compare to schools in other countries?

How is my typical day similar/different to other adolescents?

How can sports bring together the people of a community?

Content

Vocabulary:

Sports/sports activities (to play, baseball, bat, field, etc.)

Structure:

Focus on imperfect tense and uses of imperfect

Reinforcement of noun adjetive agreement, comparisons, direct/indirect object pronouns, preterit/imperfect, future/conditional, subjunctive

Skills

-Identify vocabulary dealing with sports and things related to sports

-Discuss the impact sports have on our school and soceity

-Compose questions and respond to personal questions related to chapter vocabulary

-Use unit vocabulary to interpret authentic texts on sports and health

-Compare popular sports and athletes in your community with the community of target language

-Recall the forms and uses of the imperfect tense to describe habitual actions in the past

-Use the imperfect tense and vocabulary to tell what sports and activities you used to play and compare it to what you do in the present tense

-Role play with classmates using sports vocabulary as players and coaches

Assessments

Paragraphs
Formative: Other Evidence:Performance: Skill Demonstration

Participation in class discussions/question and answer sessions
Formative: Other Evidence: Oral: Discussion

Journal responses

Formative: Other Evidence: Written: Journal/ Diary

Reading comprehension of authentic texts and literature
Formative: Other Evidence:Performance: Skill Demonstration

Unit Test
Summative: Transfer Tasks: Test: Written

Unit Partner Speaking Assessment
Summative: Transfer Tasks: Oral: Discussion

Unit Individual Speaking Assessment
Summative: Transfer Tasks: Oral: Presentation

Standards

WL.7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
WL.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions
WL.7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
WL.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
WL.7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school - related topics.
WL.7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.7.1.IL.C.2	Present student - created and/or authentic short plays, skits, poems, songs, stories, or reports.
WL.7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.