Unit 2: Sports and other activities

Content Area: **World Languages**
Course(s): **Spanish 4 Honors**
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 preterit tense, imperfect tense and differences between the two tenses

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 preterit tense to describe actions in the past

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

Recall the diffrences between the preterit and imperfect tenses to narrate past events

Role play with classmates using sports vocabulary as players and coaches

Identify and summarize the main points and significant details and make appropriate inferences and predictions from a spoken source

Identify and summarize the main points and significant details and predict outcomes from an everyday conversation on a familiar topic

Identify and summarize main points and important details and make appropriate inferences and predictions

from a written text

Engage in the written exchange of information, opinions, and ideas in a variety of time frames in informal and formal situations

Describe, narrate, and present information or persuasive arguments on general topics

Engage in the oral exchange of information, opinions, and ideas in a variety of time frames in informal and formal situations

Self monitor language production to use language that is semantically and grammatically accurate according to a given context

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.