

# Unit 5: Body Parts

Content Area: **Unified Arts**  
Course(s): **World Language 2**  
Time Period: **November**  
Length: **4**  
Status: **Published**

## Unit Summary

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In this unit students will learn the names of body parts in Spanish. Students will continue to build their Spanish vocabulary in order to be able to communicate in a language other than English. While building their vocabulary, students will develop an appreciation for other cultures and for those who are learning English. They will also make connections between how words are pronounced, spelled and used between Spanish and English and hopefully learn ways to remember and practice this vocabulary. Each vocabulary unit helps the students take another step towards mastery.

## Standards

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| WL.7.1.NM.A.1     | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.  |
| WL.7.1.NM.A.2     | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.  |
| WL.7.1.NM.A.L.1   | The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.                                |
| WL.7.1.NM.C.2     | Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.   |
| WL.7.1.NM.C.L.1.a | Make lists.  |
| CRP.K-12.CRP1     | Act as a responsible and contributing citizen and employee.  |
| TECH.8.1.2        | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |

## Student Learning Objectives

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Students will learn...

- how to express the following phrases in Spanish and communicate with peers using the phrases and previous vocabulary:

1. cabeza-head
2. manos-hands
3. caderas-hips
4. rodillas-knees
5. pies-feet
6. ojos-eyes

- to discuss their physical features which will allow students to share more about themselves and learn about others.
- body parts enables students to physically describe each other in a foreign language.

## Essential Questions

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- How can I describe myself physically in Spanish?
- How am I physically the same and/or different from others?
- How can I use colors and numbers to describe myself physically?
- What is the correct word order when creating sentences in Spanish to describe myself physically?

## Enduring Understandings

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Students will understand that...

- they can describe themselves physically in Spanish using tengo, numbers, and colors.
- they can learn about the physical differences and similarities between themselves and others, using the vocabulary in this unit.
- they can use numbers to share how many of each body part they have, and colors to describe their hair and eyes.

## Application

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Students will be able to independently use their learning to...

- describe themselves and others physically using vocabulary acquired in this unit.
- communicate in targeted language with peers and adults.
- follow directions in targeted language.

## Skills

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Students will be skilled at...

- recognizing and pronouncing the names of body parts in Spanish.
- having a conversation with peers and teachers.

