

# Unit 1 Getting Started

Content Area: **Unified Arts**  
Course(s): **World Language 2**  
Time Period: **September**  
Length: **10 Days**  
Status: **Published**

## Unit Summary

In the first unit of the year, children become acquainted with their teacher, classmates, and classroom routines. They begin the year by developing interpretive skills (listening and responding physically to the teacher's directions and instructions). Once they have internalized high frequency expressions, they begin to respond verbally in Spanish when asked personal questions. They begin the unit as Novice Low speakers with little functional ability to communicate. As the year progresses they are able to communicate using memorized words and a few phrases to identify familiar objects and respond to very familiar questions about themselves, their classroom, and school friends.

## Standards

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.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.A.C.1	Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)
WL.7.1.NM.A.L	Linguistic
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.B.L	Linguistic
WL.7.1.NM.B.L.1	The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
WL.7.1.NM.C.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
SOC.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
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...

- the rules and procedures of the classroom.
- ask questions in Spanish that are needed to for daily instruction.
- locate supplies are in the room and reference them using their novice spanish spekaing skills.

## Essential Questions

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- What rules and procedures do you need to make a classroom work?
- When does accuracy matter?
- How can I better understand when I do not know everything I hear?
- How can I talk to someone in another language when I am just starting to learn it?
- What will help my classmates, my teacher, and others understand me better?

## Enduring Understandings

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Students will understand that...

- Classrooms need rules and procedures in order to function efficiently.
- Successful communication is knowing how, when and why to convey a message to different audiences.
- It is surprisingly important to listen and observe actively when learning another language.
- They can help classmates and the teacher understand them by using actions and pictures as well as words

## Application

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

- recognize and identify members of class
- follow instructions
- ask and answer questions
- identify classroom supplies
- recognize and give classroom instructions
- greet people
- identify questions and appropriate response

## **Skills**

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Students will be skilled at...

- participating in classroom routines and expectations.
- asking questions in Spanish ex: May I go to the bathroom.
- communicating with peers and teachers in English and Spanish.
- asking for classroom supplies in Spanish.
- answering questions asked in Spanish in both English and Spanish.