

Unit 7 Transportation

Content Area: **Unified Arts**
Course(s): **World Language 2**
Time Period: **November**
Length: **3**
Status: **Published**

Unit Summary

In this unit about transportation 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 recognize similarities between English and Spanish spellings of common forms of transportation. They will also make connections between how words are pronounced, spelled and used between Spanish and English and learn ways to remember and practice this vocabulary. Each vocabulary unit helps the students take another step towards mastery.

Standards

WL.7.1.NM.A.C.2	Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)
WL.7.1.NM.A.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
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.B.C.3	Healthy eating habits and fitness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: foods, shopping, eating at home or in restaurants, and wellness practices.)
WL.7.1.NM.B.C.4	Many products and practices related to home and community are shared across cultures; others are culture - specific. (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)
WL.7.1.NM.B.C.5	What is perceived as “basic needs” varies among and within cultures. (Topics that assist in the development of this understanding should include, but are not limited to: safety, food, shelter, and purchase and sale of goods such as toys, games, travel, and luxury items.)
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
SOC.6.1.4.A.14	Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.
SOC.6.1.4.A.CS9	The world is comprised of nations that are similar to and different from the United States.
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

Students will learn...

- how to express the following phrases in Spanish and communicate with peers using the phrases and previous vocabulary:
 - carro
 - avión
 - tren
 - autobús
 - barco
 - bicicleta

Essential Questions

- How much Spanish do you need to know to have a conversation?
- 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

Students will understand that...

- when learning a second language, sometimes you just have to memorize vocabulary.
- we can connect the new vocabulary to something we already know so we can remember it better.
- it is surprisingly important to listen and observe actively when learning another language.
- they have to be able to do more than answer questions in order to have a conversation.
- they can help classmates and the teacher understand them by using actions and pictures as well as words.

Application

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

- use their knowledge of the material in conversations with Spanish-speaking individuals.
- use cultural information as background to understand and engage with those individuals.

Skills

Students will be skilled at...

- identifying, recognizing and saying the words for 6 forms of transportation in Spanish.
- repeating a Spanish song about transportation.
- pronounce the words for the common forms of transportation.
- write the words for the common forms of transportation.