

Unit 8 Review Unit 1

Content Area: **Unified Arts**
Course(s): **World Language 2**
Time Period: **September**
Length: **1**
Status: **Published**

Unit Summary

In this review unit students will continue to build their Spanish vocabulary in order to be able to communicate in a language other than English as well as demonstrate their knowledge and understanding of Spanish. 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 learn ways to remember and practice this vocabulary. Each vocabulary unit helps the students take another step towards mastery.

Standards

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| LA.SL.2.1 | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. |
| LA.SL.2.1.A | Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| LA.SL.2.1.B | Build on others' talk in conversations by linking their explicit comments to the remarks of others. |
| LA.SL.2.1.C | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| WL.7.1.NM.B.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.B.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.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. |

Student Learning Objectives

Students will learn...

- Spanish vocabulary for common items, the paper, the ruler, the clock, the scissors, the folder, the book
- to appreciate other cultures
- to communicate in Spanish with peers
- express the following vocabulary with peers:
 - Colors
 - Numbers 1-50
 - Days of the Week/Seasons
 - Shapes
 - Animals
 - carro
 - avión
 - tren
 - autobús
 - barco
 - bicicleta

Essential Questions

- How can you remember language if you don't use it very often?
- 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.
- follow instructions
- ask and answer questions
- recognize and give classroom instructions
- greet people with common phrases in Spanish

Skills

Students will be skilled at...

- recognizing and giving classroom instructions.
- asking and answering questions.
- following directions.
- communicating with peers in Spanish.
- identifying questions and appropriate responses.
- recognizing common phrases for classroom objects, colors, numbers, clothing, transportation and weather.