

Unit 6 Animals - Pets

Content Area: **Unified Arts**
Course(s): **World Language K**
Time Period: **March**
Length: **6**
Status: **Published**

Unit Summary

In this unit students will participate in several activities which use the target vocabulary in order to learn the name for pets in Spanish. Students will recognize similarities and differences between cultures. 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

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.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.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
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.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.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.c	State needs and preferences.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
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).
WL.7.1.NM.C.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.L.1.a	Make lists.
WL.7.1.NM.C.L.1.b	State needs and preferences.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
TECH.8.1.2.A.CS1	Understand and use technology systems.

Student Learning Objectives

Students will learn to...

- pronounce the following vocabulary in Spanish:
- perro
- gato
- pez
- conejo
- pájaro
- mono
- communicate with peers in targeted language
- understand targeted language in verbal and written forms

Essential Questions

- How can I use a foreign language to name and identify pets?
- How can I use previously learned vocabulary from targeted language with new vocabulary?
- What titles are used to properly address adults recognizing the important role gender recognition has in the target language?
- How to accurately respond to the question words in Spanish

Enduring Understandings

Students will understand that...

- communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.
- learning another language encourages further participation in multilingual communities both within and beyond a school setting.

- interpreting spoken and written language is essential to good communication and building rapport.

Application

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

- have a conversations with Spanish-speaking individuals.
- use cultural information as background to understand and engage with those individuals.
- identify common pets using targeted language.

Skills

Students will be skilled at...

- identifying and repeating the Spanish words for pets
- communicating with peers
- following directions in targeted language