

# Unit 6 Who am I? - ¿Quién soy yo?

Content Area: **Unified Arts**  
Course(s): **World Language 3**  
Time Period: **February**  
Length: **10 Lessons**  
Status: **Published**

## Unit Summary

In this unit students will review greetings and questions about feelings, age, where they live, birthday, favorite color and numbers as a mid year check for knowledge and understanding. This is an opportunity for the students to culminate their years of Spanish instruction into functional communication. They will build on previously-learned vocabulary and language functions to communicate about themselves, their friends, teachers, and classroom at the Novice-Mid level of proficiency.

## Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
TECH.8.1.5	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.
	Presentational communication mode involves presenting information, concepts, and ideas

to an audience of listeners or readers on a variety of topics.

Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

## Student Learning Objectives

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Students will learn to...

- introduce themselves in the targeted language.
- express how they feel in the targeted language.
- tell their age in the targeted language.
- name the town they live in the targeted language using correct phrasing for targeted language.
- state their birthdate in the targeted language.
- Share their favorite color in the targeted language.
- tell their favorite number in the targeted language.

## Essential Questions

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- How will I respond to what I hear and interpret what I read in Spanish?
- How will my knowledge of English grammar help me to understand my knowledge of Spanish Grammar?
- How do practiced conversations and presentations help me become a better speaker and writer in Spanish?
- How are the lunch and dinner in Spanish speaking countries similar or different from lunch and dinner in the US?
- What comparisons or differences can we make about the typical meal times here vs. Spanish-speaking countries?

## Enduring Understandings

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Students will understand that...

- language learning involves taking risks and learning from one's mistakes.
- an ability to communicate in another language fosters a better understanding of my own language and culture.

## Application

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

- review the questions and responses they have learned thus far in the school year.
- review this information verbally with their peers.
- write their personal responses in targeted language.
- create a poster with this personal information and add a creative symbol or picture to accompany and represent their answers.

## Skills

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Students will be skilled at answering questions verbally and in writing using targeted language about...

- introductions
- feelings
- personal age
- town of residence
- birthday
- favorite color
- favorite number