

Unit 2 Feelings - Sentimientos / Family Review - Familia

Content Area: **Unified Arts**
Course(s): **Spanish 4**
Time Period: **November**
Length: **10 lessons**
Status: **Published**

Unit Summary

This unit will teach students to express their feelings when they answer the question "Cómo estás?" - How are you? Students will be able to express their feelings beyond "Estoy bien." - I am well. "Estoy mal." - I am not well. and "Estoy así así." - I am so so. Students will identify family members while being able to express how their family members are feeling. As the students learn feeling phrases they will increase their ability for more natural conversation with peers in the targeted language. Students will explore the phrases but not limited to these phrases only: Estoy enfermo, Estoy triste, Estoy enamorado, Estoy contento, Estoy enojado, Estoy furioso, Estoy sorprendido, Estoy loco, Estoy cansado, Tengo hambre and Tengo sed.

Standards

LA.SL.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
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.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
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.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
	Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.
	Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
	Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

Student Learning Objectives

Students will learn to:

- greet and introduce one another in the targeted language.
- ask and answer how they are feeling in the targeted language.
- say a farewell to close the conversation.
- ask and answer how their family members are feeling in the targeted language.

Essential Questions

- 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 can I express myself on basic topics using greetings, goodbyes, and introductions in Spanish?

Enduring Understandings

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

Students will be able to independently use their learning to:

- have basic conversations in the targeted language.
- appropriately greet others.
- provide introductions.
- identify feeling.
- use appropriate farewells.

Skills

Students will be skilled at using targeted language to:

- greet one another.
- introduce themselves.
- ask and answer how they are feeling. (How are you? ¿Cómo estás?)
- say goodbye.