

# Unit 2: ¿Cómo te expresas?

Content Area: **Template**  
Course(s):  
Time Period:  
Length:  
Status: **Published**

## State Mandated Topics Addressed in this Unit

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N/A	N/A

## Unit 2: ¿Cómo te expresas?

### Learning Objectives

- Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life: art, artists and works of art and performing arts.
- Combine and recombine learned language to express personal ideas about areas of interest (art and performing art) when creating oral and written presentations that are shared with a target language audience.
- Compare and contrast some unique linguistic elements in English and the target language (preterit and imperfect).
- Engage in short conversations about personal experiences or events and/or topics studied in other content areas, specifically visual art and performing art.
- Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities: art, performing arts and artists.
- Infer the meaning of some unfamiliar words and ideas in some new contexts when talking about works of art and performing arts.
- Present preferences on everyday topics of interest, such as visual and performing art and artists and explain reasons for the preferences, using simple sentences.
- React to a series of oral and written instructions connected to daily life and art and performing arts.
- Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas about artists and works of art.
- Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s). (Frida movie)
- Use language creatively to respond in writing to a variety of oral or visual prompts and works of art.
- Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

## Essential Skills

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- Compare how artists express themselves
- Comprehend the difference in verbs when being used as the preterit or the imperfect
- Correctly use ser and estar
- Correctly use the preterit and imperfect
- Discuss and explain art school activities
- Listen to and read about art and music
- Talk and write about music and theater
- Understand cross-cultural perspectives
- Understand the context of an artist
- Use the verb estar with participles

## Standards

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WL.IL.7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
WL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.IL.7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
WL.IL.7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
WL.IL.7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
WL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.IL.7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
WL.IL.7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
WL.IL.7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

## Instructional Tasks/Activities

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- Listening Activities about the arts and artists

- Partner conversations about artists and works of art
- Reading activities about the arts and artists
- Scavenger Hunts using art and performing art terminology
- Sentence matching activities about art and performing art terminology
- Various writing activities about the arts and artists
- Vocabulary Drawing Activities related to the arts
- Walk n' Talks

## **Assessment Procedure**

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- Classroom Participation
- Classwork on arts terms
- Essay on artists and works of art
- Exit Ticket/Entrance Ticket/Do Now on vocab related to the arts
- Kahoot on the arts vocab
- Other named in lesson
- Peer Editing
- Performance
- Project
- Quiz on art vocab
- Rubric
- Sentence Corrections
- Teacher Collected Data
- Test on art terms
- Worksheet on the arts vocab

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot

- Other- Specified in Lesson
- Quiz

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally

- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Resources**

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- Realidades and ¡Avancemos! Textbook and Workbooks
- [www.quia.com](http://www.quia.com)
- [www.quizizz.com](http://www.quizizz.com)
- [www.quizlet.com](http://www.quizlet.com)