

Unit 04: Accel - As a child...

Content Area: **World Languages**
Course(s): **Spanish II A**
Time Period: **Semester 2**
Length: **5 weeks**
Status: **Published**

Unit Introduction

Students use the target language in the three modes of communication to what they used to do and what they were like as children.

Standards

FL.3-12.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.
FL.3-12.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
FL.3-12.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
FL.3-12.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
FL.3-12.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
FL.3-12.7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
FL.3-12.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
FL.3-12.7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
FL.3-12.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
FL.3-12.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
FL.3-12.7.1.NH.C.5	Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

Essential Questions

How do childhood experiences affect the person that you become?

What are some common elements in childhood experiences cross-culturally?

Content/Skills

Students will be able to:

- discuss childhood toys and games
- describe what they were like as a child
- talk about activities they did as a child
- describe holiday celebrations
- describe people, places, and situations in the past

Students will be required to use the following vocabulary and grammar:

- vocabulary related to toys and games
- adjectives to describe people, places, and situations
- preterite and imperfect tenses, regular and irregular forms