

Not a Unit

Content Area: **Unified Arts**
Course(s): **Spanish 7**
Time Period: **Quarter 1**
Length: **30 Days**
Status: **Published**

Unit Summary


In middle school students digger deeper into becoming fluent with speaking Spanish and develop a more natural conversation. Throughout this unit students will share personal information through conversation sharing likes and dislikes in the targeted language. Students will gain a deeper understanding of grammar and usage in the targeted language using nouns, articles, adjectives, adjective agreement and definite articles.


Standards

7.1 Communication


Standard 7.1 (Communication) All students will be able to communicate in at least one world language in addition to English. They will use language to engage in conversation, understand and interpret spoken and written language, present information, concepts, and ideas while making connections with other disciplines, and compare the language/culture studied with their own.

A. Interpretive Mode


1. Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. 

2. Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation, and other visual and auditory clues. 

- Eye contact and interpersonal social distance
- Table manners and telephone practices


4. Comprehend conversations and written information on a variety of topics. 


- Academic and social interests
- Current or past issues and events at home or in the target country

7. Compare and contrast unique linguistic elements in English and the target language. 


- Grade level appropriate language arts literacy topics/concepts (e.g., time and tense relationships; commonly used words and phrases; idiomatic expressions)


B. Interpersonal Mode

1. Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities. 

2. Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations. 

3. Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
· Reactions to an incident occurring in school or an event taking place in the school, community, or world

- Grade level appropriate science topics (e.g., characteristics and shared characteristics of major categories of organisms) 
- Grade level appropriate social studies concepts (e.g., the role of the target culture country in colonization and exploration of the Americas or in the American Revolution)

4. Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas. 

- Grade level social studies topics (e.g., family celebrations and coming of age customs)

6. Identify professions and careers that require proficiency in a language other than English
· Career preparation skills needed to engage in these professions



C. Presentational Mode

1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
· Grade level appropriate visual and performing arts, language arts and career education (e.g., staging a dramatic presentation of a significant aspect of the life of an important person in the target culture; doing an oral presentation on a famous person, place, or event from target culture supported by research obtained in the target language; creating a visual representation of region or country supported by technological resources and other media)
3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.
· Grade level appropriate language arts literacy topics (e.g., summary of the plot and characters; dramatization of principal scenes in the text; role-playing a film critic to express opinions about the text)



7.2 Culture

Standard 7.2 (Culture) All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

A. Interpretive Mode

1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.



B. Interpersonal Mode

1. Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.
2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture.
3. Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.



CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

Student Learning Objectives

- Students will learn to express opinions, likes and dislikes in the targeted language.
- Students will learn to use correct grammar and adjectives.
- Students will learn to have conversation using correct nouns.

Essential Questions

- How does learning a foreign language affect my life?

- How am I the same/different from my peers in a Spanish-speaking country?
- How can I better understand or communicate when I do not know everything?
- When do I use the formal "you," versus the familiar "you?"
- How can I express like or dislike for activities?
- How can I describe activities?

Enduring Understandings

- Students will understand that communication is the ability to understand and be understood in real world contexts.
- Students will understand that language and culture are mutually dependent.
- Students will understand that listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
- Students will understand that even though I do not know all the written words, I can figure out the main idea by paying attention to titles, pictures, cognates and familiar expressions.

Application

- Students will be able to independently use their learning to engage in short conversations about personal experiences or events.
- Students will be able to independently use their learning to engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.
- Students will be able to independently use their learning to compare and contrast unique linguistic elements in English and the target language.
- Students will be able to independently use their learning to demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses
- Students will be able to independently use their learning to explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.
- Students will be able to independently use their learning to demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S.

Skills

Students will be skilled at:

- Asking for and giving basic personal information in the target language.
- Following simple classroom commands in the target language.
- Imitating culturally appropriate etiquette in verbal and non-verbal communication during everyday interaction.
- Discussing personal preferences of themselves and others.
- Discussing similarities and differences in Día de los Muertos to Holidays in the U.S.A.