Grade 7: World Language - All About Me

Content Area: **World Language**
Course(s):
Time Period: **Marking Period 1**
Length: **9 weeks**
Status: **Published**

Unit Overview

Students will need to know...

- Physical characteristics
- Personality qualities
- Pastime activities
- Expressions of like and dislike
- Numbers 1-31
- expressions used to indicate location

Interpretive Listening:

I can understand some basic information when someone describes themselves and others.

- a. I can match pictures based on oral descriptions of physical and/or personality traits.
- b. I can draw a picture based on oral descriptions of physical and/or personality traits.

I can understand some basic information when someone talks about likes and dislikes related to pastime activities and sports.

I can understand when someone is stating their age and telling where they are from.

Interpretive Reading:

I can understand some basic personal information as found in personal profiles, bulleted biographies, and emails.

- a. I can match pictures based on oral descriptions of physical and/or personality traits.
- b. I can draw a picture based on oral descriptions of physical and/or personality traits.

I can understand some basic information found in short readings dealing with preferences related to pastime activities and sports as found in personal profiles, bulleted biographies, and

emails.

I can understand when someone is stating their age and telling where they are from.

Interpersonal:

I can use digital tools and face-to-face communication to:

- a. Introduce myself and others.

- b. Ask for some personal information such as name, age, and where someone is from.
- c. Provide personal information such as name, age, and where I am from.
- d. Ask memorized questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities.
- e. Answer simple questions (yes/no, either/or, and short response) related to physical characteristics and personality qualities.
- f. Ask memorized questions (yes/no, either/or, and short response) related to preferences of pastime activities and sports.
- g. Answer simple questions (yes/no, either/or, and short response) inquiring about my preferences as they relate to pastime activities and sports.

Presentational: Speaking and Writing

- I can use words, phrases, and memorized sentences to describe myself including details about my physical characteristics.
- I can greet and take leave in a culturally acceptable manner.
- I can use words, phrases, and memorized sentences to describe others based on their physical characteristics and their personality qualities.
- I can tell my age and the age of others.
- I can use words, phrases, and memorized sentences to tell which pastimes and sports I like and which I do not like.
- I can use words, phrases, and memorized sentences to tell which pastimes and sports others like and which they do not like.
- I can categorize pastimes and sports based on whether they are popular in the United States, the target culture, or in both places.

Students will be able to...

- Recognize descriptions of people and pastime preferences as found in culturally authentic oral and written texts.
- Ask memorized questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.
- Answer simple questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.
- Use appropriate greetings and leave-taking from the Hispanic culture.
- Imitate appropriate intonation for asking different types of questions in Spanish
- Describe self and others using oral or written text.
- Retell highlights from a culturally authentic children's text (oral or written) that includes physical characteristics, personality qualities, pastime activities, and likes and dislikes.
- Identify culturally specific pastime activities.

Activities:

- Students use Spanish in the three modes of communication to explore physical characteristics, personality descriptions, and pastime preferences.
- Examine what they share in common with members of the Hispanic culture.
- They understand that their experiences help shape their personal identity.

Standards

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.
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.
7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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.
7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
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.
7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

Materials

Core Materials:

- Google Slides
- Nearpod Activities
- Teacher-created materials

Supplemental Materials:

- PowerPoint presentations

- Google Earth/Google Maps
- Discovery Education Videos
- YouTube Educational Videos
- Quizizz/Blooket/Quizlet/Gimkit
- NewsELA
- BrainPop resources

Technology

9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Evidence of Learning/Assessment

Formative Assessment

- Teacher Observation
- Quizzes
- Exit Tickets

Summative Assessment

- Benchmark Assessments
- Alternative Assessments: Performance Tasks & Projects

Accommodations & Modifications

Special Education

Follow IEP Plan which may contain some of the following examples…

- In class/pull out support with special ed teacher or assistant
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

504

Follow 504 Plan which may contain some of the following examples…

- In class/pull out support with special ed teacher or assistant
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

ELL

- Translation device/dictionary
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

At-risk of Failure

- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit number of questions
- Scribe

Gifted & Talented

- Independent projects
- Online games
- Extension activities

Interdisciplinary Connections

LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).