

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

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| 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.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. |
| 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.IPRET.5 | Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change. |
| 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. |
| WL.NM.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

TECH.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

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

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| 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

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| TECH.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. |
| TECH.9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). |
| TECH.9.4.8.GCA.2 | Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. |
| TECH.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). |