

# Unit 4: Characteristics

Content Area: **World Language**

Course(s): **Generic Course, World Language 7, French Fundamentals, German Fundamentals, French I, German I, Spanish I CP, Spanish Fundamentals I, World Language 6, Spanish Fundamentals**

Time Period: **3 weeks**

Length: **3 Weeks**

Status: **Published**

## Unit Overview

---

Understand basic information when someone describes themselves and others. Match/draw pictures based on oral descriptions of physical and/or personality traits. Students will compare and contrast physical and personal traits using charts/diagrams. Understand the usage of the verbs "to be" (spanish) or "to have" and its conjugations in the present tense and review noun adjective agreement.

## Transfer

---

Communicate about their own personalities and those of others

Communicate about nationalities

Conjugations according to pronouns in the present tense, noun adjective agreement.

## Meaning

---

## Understandings

---

How to describe self, peers and others using the correct verb conjugation.

The importance of word order & agreement of nouns & adjectives and the use possessive adjectives.

The importance technology in furthering your enjoyment of a new language

## **Essential Questions**

---

Students will keep considering...

How do I express myself and my feelings to others?

What information do I need to know in order to describe a person to a foreign country using the target language?

How do I use ser(to be)(spanish) to say what someone is like?

How do I know when to use "ser over estar" (spanish)?

How do I use subject pronouns in the target language?

How do I use definite and indefinite articles in the target language?

How do I use adjectives in the target language to describe people, places or things?

## **Application of Knowledge and Skill**

---

### **Students will know...**

---

Students will...

Memorize vocabulary and know how to use it in a sentence.

Recognize and choose the correct form of the verb to be or to have

Respond to questions about one's nationality and physical characteristics

Match adjective to noun in gender and quantity

## Students will be skilled at...

---

Students will be skilled at...

- Understanding how word order affects meaning
- using some tools from your own language to learn a new language
- understanding how inflection, intonation, cultural gestures and body language influence what is said.
- conjugating according to pronouns and understand the usage of specific verbs.
- Describing self and other in the target language.

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

## Academic Vocabulary

---

7th Grade

COLD

RED HAIR

SAD

SICK

UGLY

AMBITIOUS

GENEROUS

TIRED

BIG

OVER-WEIGHT

SMALL

WEAK

SPANISH

MEXICAN

WEIRD

8th Grade

COLD

RED HAIR

SAD

SICK

UGLY

AMBITIOUS

GENEROUS

TIRED

BIG

OVER-WEIGHT

SMALL

WEAK

SPANISH

MEXICAN

WEIRD

OLD  
RICH  
SILLY/FOOLISH  
SERIOUS  
HAPPY  
PUERTORICAN  
SHY  
GOODLOOKING  
BLONDE  
HONEST  
FUNNY  
STRONG  
HOT  
THIN  
SHORT  
LAZY  
YOUNG  
POOR  
DARK COLOR HAIR  
INTELLIGENT  
TALL

OLD  
RICH  
SILLY/FOOLISH  
SERIOUS  
HAPPY  
PUERTORICAN  
SHY  
GOODLOOKING  
BLONDE  
HONEST  
FUNNY  
STRONG  
HOT  
THIN  
SHORT  
LAZY  
YOUNG  
POOR  
DARK COLOR HAIR  
TALL  
NERVOUS  
BORRED  
TIRED  
COSTARICAN  
NICARAGUAN  
DOMINICAN

Create and present a collage describing yourself and activities you enjoy. Incorporate authentic visuals and vocabulary in the target language

## **21st Century Life and Careers**

---

|                |  |
|----------------|--|
| 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. |
| CAEP.9.2.8.B.7 | Evaluate the impact of online activities and social media on employer decisions.   |

## **Formative Assessment and Performance Opportunities**

---

Daily written/verbal check-ins

Group conversations

Group activities

Online activities

Think-Pair-Share

3-2-1 Reflections

Exit Ticket

## **Differentiation/Enrichment**

---

- ☐ Tiered Activities (leveled reading)
- ☐ Flexible grouping based on ability/interest level
- ☐ Interest-based options (product/process choice)
- ☐ Learning modalities (interpersonal, intrapersonal, audio, musical, linguistic, visual-spatial, bodily-kinesthetic)
- ☐ Technology integration

## Unit Resources

|                                     |   |
|-------------------------------------|---|
| •Academic games                     | . |
| •Realidades textbook                | . |
| •C'est a toi workbook w.s. (French) | . |
| •Discovering French textbook        | . |
| •Exploring French/ Spanish textbook | . |
| •Geni@l Klick (German)              | . |
| •Powerpoint presentations           | . |
| •Role play rubric                   | . |
| •Teacher created worksheets         | . |
| •Test and quizzes                   |   |