Unit 4

Content Area: **World Language**
Course(s): **Spanish 7**
Time Period: **Marking Period 4**
Length: **MP4**
Status: **Published**

Essential Questions

- How does language shape our cultural identity?
- How does art and food reflect its public identity?
- How does one's identity evolve over time?

Big Ideas

- Food & restaurant
    - Money
- Health & wellness
- The verbto make/do
- Telling time

Enduring Understandings

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

Grammar

- Present-tense regular verbs
- Stem-changing verbs
- Indirect object pronouns
- Commands

Cross-Curricular Integration

Integration area: Math

Use mathematics skills to convert weights and measures from the American system to the metric system in order to understand distances, quantities of fruits and vegetables, etc.

Integration area: Health and Science

Use knowledge from health and science classes to compare healthy-eating recommendations using food pyramids or the equivalents from different countries.

Technology Integration

- Through the purposeful use of technology, and at the teacher's discretion:
- Students read, listen to, and view authentic, engaging, and timely materials from the target culture.
- Students practice interpersonal skills as they interact via video, audio, or text in real-time with other speakers of the target language.
- Students collaborate on presentational tasks with their peers or teacher, anytime, anywhere.
- Students work at their own pace as they access online content and/or utilize computer adaptive programs managed by their teacher.
- Students practice discrete skills with engaging online games and applications.
- Students benefit from differentiated instruction where multiple applications can be used to assess students, assign varied tasks, track data, give real-time feedback, and manage classrooms and lessons.