



Grade 7 Spanish - Unit 1 - ¿Quién soy yo?

Unit Focus

In unit one of seventh grade, students will explain their likes and dislikes about activities, compare and contrast these things with their classmates, connect their personality traits with the activities they like to do, as they share who they are with their peers.

At the culmination, students will share their likes and dislikes using personality adjectives in an audio recording. In the end, students will continue to explore likes, dislikes, and personalities through the cultural content of El Ekeko book.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages - Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1) - Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C. 1.2) - Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3) - Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1) - Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (C.4.1) Madison Public Schools Profile of a Graduate - Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	<i>Students will be able to independently use their learning to...</i> T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges. T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U2 Topics, skills, and ideas learned in one subject/endeavor can become deeper and more expansive in another subject/endeavor.	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 How do I express the activities I love, like, and dislike? Q3 How do I recognize my new language skills in a different context? Q4 How do I make sense of what I'm reading if I don't understand every word?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Gustar/Encantar K2 Conjugation of SER verb and adjective agreement K3 Activity vocabulary K4 Personality trait vocabulary K5 Subject pronouns K6 Conjugation of AR verbs	<i>Students will be skilled at...</i> S1 Identifying a variety of activities S2 Asking and responding to oral questions about their loves/likes/dislikes as it relates to activities S3 Using all the forms of SER and AR verbs to communicate