

# Moonachie School District World Languages Curriculum: Grade 7

New Jersey Student Learning Standards for World Languages

Born On: August 23, 2022  
Re-Adopted: August 26, 2025

**WORLD LANGUAGES: GRADE 7**

**PROFICIENCY LEVEL: Novice Mid/Novice High**

**DISCIPLINARY CONCEPTS: Interpretive, Interpersonal, and Presentational Modes of Communication**

**UNIT 1: All About Me**

**Core Ideas:**

1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
2. Interpersonal communication between and among people is the spontaneous exchange of information and the negotiation of meaning.
3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

**Intercultural Statements:**

1. Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs) the way a native speaker living in the target culture interprets meaning in the target culture's society.
2. Learners recognize and identify a few typical practices of the target culture.

**Essential Questions:**

EQ: Who am I? How am I similar to and different from young people in the Spanish-speaking world?

EQ: Can you describe your family?

EQ: Can you offer personal information about your family members?

EQ: What holidays do you celebrate? Is it similar or different from the celebrations in Spanish countries?

**Performance Expectations:**

- 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.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.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 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.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized 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.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 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.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
el abuelo, la abuela, el apellido, el	Students will be able to:	<ul style="list-style-type: none"> <li>● Pairs of students role-play how</li> </ul>	<b>Evidence Statement</b>

<p>bebé, la bebé, el bisabuelo, la bisabuela, la esposa, el esposo, el hijo, la hija, la hermana, el hermano, la madre, el padre, el nieto, la nieta, los padres, el primo, la prima, el tío, la tía, el sobrino, la sobrina. ¿Cómo son? ¿Cómo es? alto, alegre, amable, delgado, gordo, grande, guapo, joven, pequeño, viejo, callado (shy, quiet), divertido, educado (polite), gracioso, honesto, impaciente, mayor que, menor que, ordenado (organized), serio, simpático, soltero, talentoso, raíces, las personas, artista, entrenador/ entrenadora, músico/a, cantante, futbolista, ciclista, pianista, poeta, fotógrafo/a, profesor, bailarín, gimnasta, voluntario/a, bloguero/a, guitarrista, ciclista, latino/a, vegetariano/a.</p> <p><b><u>Grammar:</u></b>  Ser/Estar, estar with emotions and descriptive words.  Gustar with verbs and nouns.  Tener with feelings and age.  Greetings and introductions.  Te presento a...  Mucho gusto  Encantado</p>	<ul style="list-style-type: none"> <li>● present basic information about himself/herself including details about family member personalities and feelings.</li> <li>● interact in Spanish, asking and answering some questions needed to meet and get to know new people.</li> <li>● reflect on how to communicate respectfully when meeting people from other cultures</li> <li>● create an introductory Facebook page in Spanish using the Fakebook template</li> <li>● identify their unique talents, abilities and interests.</li> <li>● identify which careers require proficiency in world languages.</li> <li>● provide evidence about which professions/jobs are valued by the target culture.</li> <li>● self-reflect on proficiency targets referring to the ACTFL proficiency rubrics: <ul style="list-style-type: none"> <li>○ Did I ask open ended questions?</li> <li>○ Did I connect my sentences with transition statements?</li> </ul> </li> </ul> <p><b><u>I can statements</u></b></p> <ul style="list-style-type: none"> <li>● I can describe my personality.</li> <li>● I can tell my age.</li> <li>● I can describe my friends and family.</li> <li>● I can express how I am feeling</li> <li>● I can introduce myself formally and informally</li> </ul>	<p>two strangers who do not speak each other's language might begin a conversation by saying hello, providing their name and asking how the other person is doing.</p> <ul style="list-style-type: none"> <li>● Class discussion about body language and gestures. Note how weather and feelings are universally shared experiences.</li> <li>● Research celebrities and characterize them according to actor, singer, comedian, politician, activist, etc. Create a Prezi naming and labeling each person. Examples: Penelope Cruz es una actriz. Other options: artista, entrenador/ entrenadora, músico/a, cantante, futbolista, ciclista, pianista, poeta, fotógrafo/a, profesor, bailarín, gimnasta, voluntario/a, bloguero/a, guitarrista, ciclista, latino/a, vegetariano/a.</li> <li>● Information gap task: The teacher shows a series of PowerPoint slides of people to the class. Working in pairs, students discuss the image to come to agreement on the person's age, whereabouts, nationality, and the language(s) the person speaks. Once the students have reached consensus based on the photo, the teacher confirms with the</li> </ul>	<p><b>Assessment: Fakebook</b>  <b><u>Summative: Project / Portfolio</u></b>  Students will create a Facebook page that highlights their personal information using terms learned in unit 1. Once completed, students will do a gallery walk and leave comments in Spanish about the work of their peers.</p> <p><b><u>Interpretive:</u></b> Based on student interest, find out about products and popular t.v. shows/ commercials in Spanish countries Discuss how they are similar or different from their own culture.</p> <p>Read a conversation between two students. Identify details shared between each of the students in their conversation.</p> <p>Watch the video, “Me gusta--mis pasatiempos.” Create a list of the activities he likes and the activities he dislikes.</p> <p><b><u>Interpersonal:</u></b> Write an email to a student from another school who plans to transfer to your school. Introduce yourself and tell the student about your family.</p> <p><b><u>Presentational option #1:</u></b>  Create a postcard that tells about you and the activities you like to do including some information about your family. This postcard will be sent to an exchange student interested in coming to stay with you. Title your postcard</p>
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	<ul style="list-style-type: none"> <li>• I can greet someone and close a conversation.</li> <li>• I can talk about activities i like and don't like</li> <li>• I can talk about spanish culture and how it is similar or different from my own culture</li> <li>• I can identify people and careers</li> <li>• I can compare personalities</li> </ul>	<p>actual facts.</p> <ul style="list-style-type: none"> <li>• You have been chosen to be an exchange student to Spain this summer! You will be staying at the home of Mario and his sister, Elena. Mario has sent you some photos to introduce himself. Find some photos on the Internet showing you and your hobbies. Write a brief narration under each picture.</li> <li>• Students introduce one person to the entire group using culturally appropriate language and gestures.</li> <li>• Students assemble a Tagxedo collage that is done in the shape of a self-portrait. The self-portrait includes symbols and/or pictures that represent key elements of their identity. They use the portrait to introduce themselves.</li> <li>• Create a doodle sheet about yourself. Participate in a gallery walk to learn more about your classmates</li> <li>• Connect a variety of factors that impact identity- begin with general categories and specify with individual information</li> <li>• Read and react to the poem <a href="#">Where You From? Poem by Gina Valdés</a></li> </ul>	<p>Un día en mi vida . Write about 5 activities . Illustrate each idea. Be sure to use the Spanish expressions: Me gusta, Te gusta and Tengo</p> <p><b><u>Presentational option #2:</u></b></p> <p>Ask four classmates to tell you two things they like to do ¿Que te gusta hacer? And two things they don't like. Record their names and responses on a chart.</p> <p>Work in groups of four. Add up the results or the interviews to see which activities are the most popular and which ones are the least popular. Share your results with the class by pretending to be a news reporter (Report can be broken into sections by the group)</p>
Resources/Materials	<b>Websites</b> <a href="#">Puzzlemaker.com</a>	<a href="#">Me gusta--Mis Pasatiempos</a> <a href="#">Where I Come From</a>	<a href="#">Create a Family Tree</a> <a href="#">Spanish Flashcards</a>

	<a href="#">Miscositas.com</a> <a href="#">Quizlet</a> <a href="#">Kahoot</a> <a href="#">Blooket</a> <a href="#">Factile.com</a> <a href="#">Seesaw</a> <a href="#">Flipgrid</a>	<a href="#">Interactive Notebooks</a> <a href="#">Family Vocabulary in Spanish</a> <a href="#">Family in Spanish</a> <a href="#">Family Vocabulary- Spanish</a> <a href="#">Friends Song</a> <a href="#">family Infographics</a> <a href="#">Abuelos Story</a> <a href="#">Mi Abuela- La Loca 1</a> <a href="#">Mi Abuela- La Loca 2</a> <a href="#">Family Members in Spanish</a> <a href="#">Family Tree</a> <a href="#">La Familia</a> <a href="#">Family Tree Lesson</a>	<a href="#">Questions about the Family in Spanish</a> <a href="#">Me encanta escribir en español</a> <a href="#">Teaching Foreign Languages K-12: A Library of Classroom Practices</a> <a href="#">Teaching Emotions in Spanish</a> <a href="#">Emotions</a> <a href="#">Startalk- Interpretive</a> <a href="#">Startalk- Interpersonal</a> <a href="#">Startalk- Presentational</a> <a href="#">Spanish Resources</a> <a href="#">Free Spanish Printables</a> <a href="#">Where You From? Poem by Gina Valdés</a>
<b>Interdisciplinary Connections</b>	<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.</li> <li>W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</li> <li>W.SE.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</li> </ul> <p><b>Health and Physical Education</b></p> <ul style="list-style-type: none"> <li>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</li> <li>2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</li> <li>2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).</li> </ul>		
<b>Career Readiness, Life Literacies and Key Skills</b>	<ul style="list-style-type: none"> <li>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</li> <li>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.</li> <li>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</li> <li>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).</li> <li>9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</li> </ul>		

<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"> <li>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> <li>8.2.8.ITH.2: Compare how technologies have influenced society over time.</li> </ul>
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Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

## WORLD LANGUAGES: GRADE 7

PROFICIENCY LEVEL: Novice Mid/Novice High

DISCIPLINARY CONCEPTS: Interpretive, Interpersonal, and Presentational Modes of Communication

### UNIT 2: Art & Culture

#### Core Ideas:

1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
2. Interpersonal communication is the **spontaneous** exchange of information and the negotiation of meaning between and among individuals.
3. Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### Intercultural Statements:

1. Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs) the way a native speaker living in the target culture interprets meaning in the target culture's society.
2. Learners recognize and identify a few typical practices of the target culture.

**Essential Questions:**

EQ. What can be considered art?

EQ. Can art be used as a form of protest?

EQ. What can artwork reveal about Spanish and Latin American culture?

EQ. How do cultural perspectives influence music, television, and pop art?

EQ. What role do arts and pop culture icons play in expressing the vision and message of their works to a greater global audience?

EQ. What is cubism? How did cubism influence 20th century art culture?

EQ. How is cubism different from surrealism?

EQ. Can an artist's style change?

EQ. How does art reflect the historical, political and/or socio-economic context in which the artist lived/lives?

**Performance Expectations:**

- 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.
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- 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.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
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- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
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- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<b>Physical features:</b> bajo/a alto/a débil fuerte castaño/a moreno/a pelirrojo/a rubio/a gordo/a	Students will be able to: <ul style="list-style-type: none"> <li>• understand the influence of African culture brought to Latin America as a result of the slave trade.</li> <li>• identify and describe physical features in artwork using descriptors in the target language.</li> </ul>	<u><b>Music/Dance</b></u> <ul style="list-style-type: none"> <li>• Learn and present some dance steps and reflect on the experience</li> <li>• Listen to authentic examples of a variety of music</li> </ul> <u><b>Fashion</b></u> <ul style="list-style-type: none"> <li>• Solve clothing riddles in Spanish</li> </ul>	<b>Evidence Statement</b>  <u><b>Interpretive &amp; Presentational:</b></u> Frida Kahlo Boutique Students create their own fashions Using clothing descriptive vocabulary from the unit. Describe their creation in Spanish and try to “sell” it to other students.

<p>delgado/a mayor joven</p> <p><b>Fashion:</b> Formal Casual Favorite colors La falda La blusa Los pantalones Los zapatos El collar La pulsera</p> <p><b>Music:</b> Tango, Salsa, Mambo, etc. Famous singers</p> <p><b>Art:</b> Description of figures in paintings by Frida Kahlo, Pablo Picasso, Goya. El arte, artefacto (artifact), percepción (perception), imaginación, belleza, formal, análisis (analysis), tema (subject matter), contenido (content), contexto, patrón, comisión (commission), tamaño, composición, forma, línea, color, textura, modelo (pattern), la pauta (pattern), el objeto, las influencias, distorsionado (distorted), estilo (style), período, retrato (portrait), lona (canvas), polémico (controversial), original, impactante (shocking), escultura (sculpture), escenario (scenery), museo (museum), círculo, cuadrado,</p>	<ul style="list-style-type: none"> <li>● compare and contrast thematic elements of various artistic mediums to determine characteristics and traits consistent with various cultures and time periods.</li> <li>● determine how climate can influence both fashion and behavior.</li> <li>● describe what he/she sees in a painting</li> <li>● identify the styles of contemporary paintings</li> <li>● provide a simple definition of surrealism</li> <li>● demonstrate an understanding of surrealism by creating a surrealist sketch or self portrait.</li> <li>● compare and contrast cubism and surrealism</li> <li>● name all of the shapes in Spanish that can be found in a cubist painting</li> <li>● comment on the time period and theme of select famous works of art</li> <li>● create a self-portrait using cubist techniques</li> <li>● engage a partner in the discussion of two different interpretations of the same painting</li> <li>● talk about the 200th anniversary of the Prado museum using 3-D projection mapping</li> </ul>	<ul style="list-style-type: none"> <li>● Research the use of reclaimed water bottles in fashion. In groups, design an electronic sales poster for your favorite new brand.</li> <li>● View a video about recycling clothing and shoes from plastic waste or other recyclables. Search for consignment shops in your town.</li> <li>● Research and present famous fashion designers by creating a class “fashion magazine”</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>● Use artwork as the basis for creating a short description or story (orally or in writing).</li> <li>● Direct instruction about a Spanish painter, his/her style, culture and surroundings.</li> <li>● Assume the character of an artist/designer and describe your work and what influenced your creations.</li> <li>● <a href="#">Comparing Picasso and Dali</a>. Spanish research activity to compare the Spanish artists.</li> <li>● Use chrome books to research facts about Frida Kahlo. Create a Prezi to display findings; discuss in a whole class setting.</li> <li>● Examine an infographic about Frida Kahlo. Tell your partner three things that you learned.</li> <li>● In pairs, sequence the events</li> </ul>	<p><b>Interpretive:</b> Students will create a set of cards or an online game (Quizlet, Kahoot, Factive) to play trivia about components of Spanish Culture and Arts covered in the unit.</p> <p><b>Interpersonal:</b> You are a pop magazine/T.V. critic: Conduct an interview with a cultural icon, past or present. Record and present your interview. (Provide additional questions in an envelope for support.)</p> <p><b>Presentation option #1:</b> Compare and contrast two famous music artists or Television/movie actors/actresses.</p> <p><b>Presentation option #2:</b> Write an article describing your chosen artist or pop singer and give your opinion on their work.</p>
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<p>rectángulo, triángulo, estrella, óvalo, pentágono, hexágono, octágono, corazón, cruz, flecha, diamante.</p> <p><b><u>Grammar:</u></b></p> <p>Adjective/noun agreement, comparative/superlative. Past tense of irregular verb, ir.</p>	<ul style="list-style-type: none"> <li>● associate select artists with their artwork; likewise, they will be able to identify less well-known pieces by these same artists by evaluating, themes, style and time period</li> <li>● create a timeline showing the historical influences on Picasso, Dali, Goya and Velasquez</li> <li>● self-reflect on proficiency targets referring to the ACTFL proficiency rubrics: <ul style="list-style-type: none"> <li>○ Did I ask open-ended questions?</li> <li>○ Did I connect my sentences with transition statements?</li> </ul> </li> </ul> <p><b><u>I Can Statements:</u></b></p> <ul style="list-style-type: none"> <li>● I can give my opinion of a painting</li> <li>● I can identify the style used by an artist</li> <li>● I can talk about the styles of Picasso and Dalí</li> <li>● I can interpret the big ideas of some simple art critiques</li> <li>● I can talk with a partner about the things that I see in a painting</li> <li>● I can guess at the meaning of abstract art</li> <li>● I can associate major Spanish and Hispanic artists with their major works</li> </ul>	<p>of Frida Kahlo's life.</p> <ul style="list-style-type: none"> <li>● Examine an infographic on Las Meninas. Tell your partner three things that you learned.</li> <li>● Tell about Goya's painting, El Fusilamiento del 2 de mayo and how it can be considered art as protest.</li> <li>● Create a timeline of famous artists including birth/death and one or two major works.</li> <li>● Take a virtual tour of the Prado museum and the Reina Sofía. List at least two artists' works that you can identify in each setting.</li> <li>● Your teacher will provide you with some pictures of famous paintings and buildings. In groups of four, talk about which ones you want to see and why. Explain the rationale for your choice. Make sure that all of the pictures are chosen by at least one of the members of your group.</li> <li>● Use chrome books to take a tour of Salvatore Dali's house. How does it compare with Gaudi's architecture in Barcelona? Create a Venn diagram comparing the two.</li> <li>● Examine Picasso's rendering of Las Meninas in cubist style. Use a similar technique to sketch a picture of your choosing in a cubist manner.</li> </ul>	
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	<ul style="list-style-type: none"> <li>● I can describe the architecture of Gaudi and name his famous cathedral</li> <li>● I can describe the challenges that Frida Kahlo experienced in her life and talk about her major themes and use of color.</li> <li>● I can list the characters in the painting, Las Meninas, and tell how this painting represents a major turning point in art.</li> <li>● I can talk about Guernica, telling its size, its significance and why it was so controversial.</li> </ul>	<p>You can choose to copy a painting that already exists or create a self-portrait.</p> <ul style="list-style-type: none"> <li>● Write a headline about Guernica. Follow it up with the first few lines of a newspaper article that you compose as if you were living in 1936.</li> <li>● Partner activity: Interview a portrait or artist, asking questions that are both personal and about their art. Write a Facebook post about your experience.</li> <li>● Conduct an art fair with a presentation of your personal artwork</li> </ul> <p><b>Television</b></p> <ul style="list-style-type: none"> <li>● Record a news broadcast in the target language to talk about a historical event.</li> <li>● Create a script and film a 3 minute telenovela about a familiar theme.</li> </ul>	
<b>Resources/Materials</b>	<a href="#">Kahn Academy Formal Art Analysis</a> <a href="#">Art Analysis Activity Ideas</a> <a href="#">Commenting On Art</a> <a href="#">Welcome To The Prado</a> <a href="#">Inside The Prado</a> <a href="#">Prado 200 Year Celebration</a> <a href="#">Museo Nacional Del Prado 200 Años</a> <a href="#">El Museo Del Prado Cumple 200 Años</a> <a href="#">10 Curiosidades Sobre El Museo Del Prado</a> <a href="#">Presentation Of The Museum's Collection</a>	<a href="#">Virtual Museums</a> <a href="#">Reina Sofia Overview</a> <a href="#">Guernica Picasso's Most Important Work?</a> <a href="#">Guernica Infographic</a> <a href="#">Picasso Museum</a> <a href="#">Picasso Lesson,</a> <a href="#">Cubism Self-Portrait Activity</a> <a href="#">Cubist Portrait Traits</a> <a href="#">Picasso Worksheet</a> <a href="#">Picasso Infographic</a> <a href="#">Surrealism Infographic</a>	<a href="#">Shapes In Spanish</a> <a href="#">Startalk Interpretive</a> <a href="#">Startalk Interpersonal</a> <a href="#">Startalk Presentational</a> <a href="#">Interpretive Listening Activities</a> <a href="#">Target Language Strategies</a> <a href="#">Get Your Students Speaking Spanish</a> <a href="#">Spanish Movie Worksheet</a> <a href="#">Cafe And Conversations</a> <a href="#">Culturizando,</a> <a href="#">Robbery At The Prado Museum</a> <a href="#">Un Paseo Por El Arte</a>

	<a href="#">Obra Comentada: Las Meninas, De Velázquez</a> <a href="#">Obra Comentada: La Fragua De Vulcano, De Velázquez</a> <a href="#">Obra Comentada: La Familia De Carlos Iv, De Goya</a> <a href="#">Kahn Academy Goya's 3rd Of May</a> <a href="#">An Invitation To Consideration: Universal Themes In Goya</a> <a href="#">Restoring Greco's El Cristo</a> <a href="#">Conde Orgaz</a> <a href="#">Painting Of A Nation</a> <a href="#">Guernica</a> <a href="#">Guernica Coloring</a>	<a href="#">360 Dali</a> <a href="#">Dali Infographic</a> <a href="#">Dali Fill In</a> <a href="#">Gaudi Sagrada Familia Video</a> <a href="#">Interview A Portrait Activity</a> <a href="#">Frida Kahlo Museum</a> <a href="#">Life Of Frida Kahlo</a> <a href="#">Frida Worksheets</a> <a href="#">Frida Infographic</a> <a href="#">The Life And Works Of Diego Rivera</a> <a href="#">Latino Art Museum</a>	<a href="#">Spanish Reader</a>
<b>Interdisciplinary Connections</b>	<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</li> <li>W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</li> <li>W.AW.7.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>7.G.A: Draw, construct, and describe geometrical figures and describe the relationships between them.</li> </ul> <p><b>Visual Arts</b></p> <ul style="list-style-type: none"> <li>1.5.8.Pr4a Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.</li> <li>1.5.8.Pr5a Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.</li> <li>1.5.8.Re7a Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed.</li> <li>1.5.8.Re7b Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions.</li> </ul>		

	<ul style="list-style-type: none"> <li>● 1.5.8.Cn11a Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture.</li> <li>● 1.5.8.Cn11b Analyze and contrast how art forms are used to reflect global issues, including climate change.</li> </ul>
<b>Career Readiness, Life Literacies and Key Skills</b>	<ul style="list-style-type: none"> <li>● 9.4.8.Cl.4: Explore the role of creativity and innovation in career pathways and industries</li> <li>● 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8).</li> <li>● 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</li> <li>● 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.</li> <li>● 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).</li> <li>● 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.</li> <li>● 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.</li> </ul>
<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"> <li>● 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> <li>● 8.2.8.ITH.2: Compare how technologies have influenced society over time.</li> <li>● 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.</li> <li>● 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.</li> </ul>

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Annotation guides	Answer masking		Self-directed activities	Answer masking
Think-pair- share	Answer eliminator			Answer eliminator
Visual aides	Highlighter			Highlighter
Modeling	Color contrast			Color contrast

Cognates				Parent communication Modified assignments Counseling
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## WORLD LANGUAGES: GRADE 7

PROFICIENCY LEVEL: Novice Mid/Novice High

DISCIPLINARY CONCEPTS: Interpretive, Interpersonal, and Presentational Modes of Communication

### UNIT 3: Where Are You Going?

#### Core Ideas:

1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
2. Interpersonal communication is the **spontaneous** exchange of information and the negotiation of meaning between and among individuals.
3. Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### Intercultural Statements:

1. Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs) the way a native speaker living in the target culture interprets meaning in the target culture's society.
2. Learners recognize and identify a few typical practices of the target culture.

#### Essential Questions:

EQ. What are the differences between American and Spanish towns?  
EQ. What are the important places in our community?  
EQ. Who works in my neighborhood?  
EQ. Where can I find Spanish in my community?  
EQ. Why is it important to spend time in nature?  
EQ. What kinds of open-air activities are there to participate in? Which of these reflect environmental awareness?  
EQ. What are some US National Parks?  
EQ. Are the plants and animals different at each national park?  
EQ. Do other countries have national parks?

#### Performance Expectations:

- 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.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.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 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.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized 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.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 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.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<b>Transportation</b> tomar la guagua (el autobús), el metro, el taxi a la derecha, a la izquierda, al fondo (de), al lado (de) detrás (de), en media (de), en una avenida, en el barrio, en el campo, en la ciudad, en una calle tranquila, en el pueblo, todos los días, de vez en cuando, raras veces, nunca. Hay: Is there a _____? cerca de, lejos de, el horario, gratis, transporte público, carro, avión, tren, panadería, restaurante, ropería, supermercado, biblioteca, museo, centro comercial, cine, café, bombero, departamento de policía, escuela, almacén, mercado, bodega, tienda, farmacia, hospital, gasolinera, ferretería, joyería, agencia de viajes, papelería, quiosco, floristería, frutería, heladería, librería, carnicería, tienda de ropa, juguetería, zapatería, pescadería, perfumería, tienda de deportes, obrero/a (worker), dependiente (clerk), a la derecha, a la izquierda,	Students will be able to: <ul style="list-style-type: none"> <li>● identify local places found in a city</li> <li>● listen to and interpret directions in order to navigate a new city</li> <li>● examine graphs conveying population data on various cities and compare the size of those cities</li> <li>● compare and contrast cities using a Venn diagram</li> <li>● name all transportation choices that are available in the city</li> <li>● tell how often he/she uses select methods of transportation</li> <li>● identify community helpers</li> <li>● list typical leisure activities to be done on the weekend</li> <li>● use prepositions to describe location (far from, close to, across the street from, etc.)</li> <li>● tell where he/she is from and ask where someone else</li> </ul>	<ul style="list-style-type: none"> <li>● Pair matching task linking specialty stores with the things that can be purchased in each one</li> <li>● Drawing activity. Teacher describes a scene that students draw while listening, paying attention to prepositions of location</li> <li>● Students will play a card game in pairs about community helpers</li> <li>● Students will follow directions to get from one place to another on a very simple map</li> <li>● Students will play the license plate game with simple numbers and letters</li> <li>● Students will work with images from cities where the target language is spoken, and they will ask and answer questions to determine which cities have things in common and what features are unique to certain cities.</li> <li>● For example, "Is there a (lake, museum, etc.)?"</li> <li>● Students will work in groups to create virtual tours of their cities that might be of interest. They will answer questions such as: What do you like</li> </ul>	<b>Evidence Statement</b>  <u><b>Interpretive:</b></u> Students answer questions about "The Best Camp of the Summer," by referencing an infographic.  <u><b>Interpersonal:</b></u> After viewing a short video called: The Hidden Worlds of National Parks, students will converse with a partner about the park that they want to visit. Conversations must last 2 minutes. Support is provided through questions in an envelope.  <u><b>Presentational:</b></u> Students will pretend that they have just spent the day at a national park. They will send a family member a postcard telling where they have been, what they have seen and done, what the weather was like and whether or not they enjoyed

<p>sigue adelante, el bombero, el policía, la enfermera el doctor, el dependiente, andar en bicicleta, apreciar las plantas y los animales, caminar en el bosque, correr en la playa, dar un paseo en el campo, descubrir los parques nacionales, escalar montañas, hacer camping, hacer esquí acuático, pescar, relajarse, plateau, montaña (mountain), colina (hill), llanura (plain), meseta (plains), binoculares, los prismáticos, el saco de dormir, el mapa, la caravana, la mochila, brújula (compass), linterna, repelente de insectos, la navaja, el mechero, la barca, los remos, la lámpara de gas, la cuerda, el hacha, las cerillas, la linterna, la brújula, el fuego, la tienda de acampar, el bosque</p> <p><b>Grammar:</b> Estar with location, verb hacer, ¿De dónde eres? Soy de _____. expressions of frequency, places in a town, use of haber to express existence.</p>	<p>is from</p> <p><b>I Can Statements</b></p> <ul style="list-style-type: none"> <li>• I can communicate basic information about my city</li> <li>• I can identify common places in a town</li> <li>• I can research and compile activities to do while on vacation</li> <li>• I can ask/answer questions about what I am going to do around town</li> <li>• I can ask/answer questions about the location of places to visit in town</li> <li>• I can identify community helpers</li> <li>• I can follow written and spoken directions to arrive at a destination</li> <li>• I can describe the location of places of interest in the town</li> <li>• I can recognize words, phrases, and characters when I associate them with things I already know.</li> <li>• I can tell where I am from and ask someone else where he/she is from</li> </ul>	<p>about (city)? Where do you work? What do you do in your free time?</p> <ul style="list-style-type: none"> <li>• Using a program like Woices (www.woices.com), students will record simple facts about locations of interest.</li> <li>• Students will add scrapbook pages about their adopted cities and will be able to explain the images that are part of the scrapbooks.</li> <li>• Students will classify various methods of transportation sostenible according to the following: es ecológico, solidario (accessible to all) económico, reduce el estrés (puede ver el paisaje), reduce el tráfico</li> <li>• Chart activity. Students will create a chart showing how often they use different forms of transportation (todos los días, de vez en cuando, rara vez and nunca. They will write I-statements such as “camino” “tomo el autobús escolar” “ando en bicicleta” “tomo un tren regional” “tomo un autobús público” “uso un automóvil” etc.</li> <li>• Discuss how a city can modernize.. Consider el metro cable, nuevos autobuses, zona de wifi gratis, las estaciones de transporte y el uso de transporte público</li> <li>• Students prepare a “vlog” entry where they tour their neighborhood (or a neighborhood new to them) and describe what they see using vocabulary from the unit.</li> </ul>	<p>themselves.</p>
<p><b>Resources/Materials</b></p>	<p><a href="#">A Vocabulary Guide: Going Camping in Spanish</a>  <a href="#">Qué Es Ecoturismo</a>  <a href="#">18 Guías Visuales Que Todo Viajero Necesita En Su Vida</a></p>		

	<a href="#">The Hidden Worlds of the National Parks</a>
<b>Interdisciplinary Connections</b>	<b>ELA</b> <ul style="list-style-type: none"> <li>• SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</li> <li>• W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</li> <li>• W.IW.7.2.D A. Use precise language and domain/ grade-level- specific vocabulary to inform about or explain the topic.</li> <li>• W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</li> </ul>
<b>Career Readiness, Life Literacies and Key Skills</b>	<ul style="list-style-type: none"> <li>• 9.4.8.IML.3: Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping (e.g., 6.SP.B.4, 7.SP.B.8b).</li> <li>• 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</li> <li>• 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data.</li> <li>• 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.</li> <li>• 9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.</li> <li>• 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</li> </ul>
<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"> <li>• 8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.</li> <li>• 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> <li>• 8.2.8.ITH.2: Compare how technologies have influenced society over time</li> <li>• 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make technology appropriate and sustainable in one society but not in another.</li> </ul>

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology

Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Modified assignments Counseling	Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
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## WORLD LANGUAGES: GRADE 7

PROFICIENCY LEVEL: Novice Mid/Novice High

DISCIPLINARY CONCEPTS: Interpretive, Interpersonal, and Presentational Modes of Communication

### UNIT 4: Around The World

#### Core Ideas:

1. Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
2. Interpersonal communication is the exchange of information and the **spontaneous** negotiation of meaning between and among individuals.
3. Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

#### Intercultural Statements:

1. Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs) the way a native speaker living in the target culture interprets meaning in the target culture's society.
2. Learners recognize and identify a few typical practices of the target culture.

#### Essential Questions:

EQ.How does climate change with geographical location?  
EQ. Why are some animals only found in specific places around the world?  
EQ.How widely used is Spanish in the World, on the Internet and in my Community?  
EQ. What does it mean to be Hispanic? What is Hispaniola?  
EQ. What is the relationship between the United States and Puerto Rico?  
EQ. What is a passport and what is it used for?

#### Performance Expectations:

- 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.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.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 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.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized 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.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 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.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
¿Cómo? ¿Cuánto? ¿Dónde? ¿Por qué? ¿Quién? ¿Qué? viajar, países que hablan español, Asia, Norteamérica, Sudamérica, Europa, África, Australia, Antártida, una isla, más o menos gente, zona tropical, desierto, bosque, selva, hielo, pasaporte, agencia de viajeros, conocer a amigos nuevos, asistir a conciertos, ir de compras, visitar catedrales, iglesias, mezquitas o templos, sacar fotos, viajar, visitar el zoológico, hacer un tour con guía, el clima, zona polar, zona templada, Polo Norte, Polo Sur, débil, el agua, la tierra, erosión, desgaste, deriva continental, desplazamiento de los glaciares, cuatro esferas de la Tierra, agua, tierra, agua, vida. la descripción física, es moreno, tiene pelo rubio, tiene pelo, castaño, es rubio, es pelirrojo. Tiene ojos azules, de color café, negros, verdes, pinguino, llama,	Students will be able to: <ul style="list-style-type: none"> <li>• identify Spanish-speaking countries on a world map</li> <li>• recite a Gouin series about air travel.</li> <li>• complete a passport application including personal, descriptive information</li> <li>• recite the earth's continents</li> <li>• arrange the continents on a world globe</li> <li>• interpret an infographic about population in other countries and make comparisons</li> <li>• examine a ranking of countries with the most Spanish speakers and draw conclusions</li> <li>• recognize cultural products and practices and begin to understand perspectives of the target language.</li> <li>• role play a meeting between</li> </ul>	<ul style="list-style-type: none"> <li>• Students fill out a passport template</li> <li>• Create a mapamundi in google maps to locate and pin each Spanish-speaking country</li> <li>• Refer to the Pew Research Center of the US Census bureau to investigate the numbers of immigrants from different Spanish-speaking countries living in the US. Create a graph or chart.</li> <li>• Each pair of students will receive a copy of a world map. They will play a version of Flyswatter at their desks. Each student will hold a pencil with an eraser end. Students will listen as the teacher says where certain items are from. Students will race to touch the country with the eraser end of the pencil.</li> <li>• Travel Agents and Travelers. Novice-Mid Travel agent cards, traveler cards, steps to taking vacations cards, traveler question</li> </ul>	<p><b>Evidence Statement</b>  <b>Interpretive:</b> Assign students several infographics related to travel destinations and climate. Learners will answer questions based on what they read.</p> <p><b>Interpersonal option #1:</b> Students will chat with a partner about which locations they would be interested in staying at based on climate and activities. (See travel agent cards in Resources.) The discussion continues as they compare and contrast expenses.</p> <p><b>Interpersonal option #2</b>  Students participate in a travel fair. They have images and realia from a region they plan to visit and meet others who are interested in traveling to the same or to a different region.. Students</p>

<p>canguro, león, lobo, águila, osito panda.</p> <p><b>Grammar:</b> Interrogatives, , Sequence words: first, next, then, finally. Present tense verbs</p>	<p>a travel agent and client.</p> <ul style="list-style-type: none"> <li>• sing a song about the continents</li> <li>• associate the correct wild animal with the continent on which he can be found</li> <li>• describe the effects that climate change has on various species of the animal kingdom.</li> <li>• list several ways to combat climate change</li> </ul> <p><b>I Can Statements:</b></p> <ul style="list-style-type: none"> <li>• I can fill out a form with some basic personal information when applying for a passport/visa.</li> <li>• I can write captions about pictures from a trip.</li> <li>• I can locate the continents on a map.</li> <li>• I can perform the gesture that relates to each continent</li> <li>• I can sing a song about the continents</li> <li>• I can name a wild animal that lives on each of the continents</li> <li>• I can describe how to plan and carry out a trip to the country where the target language is spoken</li> <li>• I can list areas of culture where Spanish-speakers have had an influence on American life</li> </ul>	<p>cards, end of trip survey cards, google slideshow. In this activity, students will talk about a vacation they would like to take and engage in conversation about traveling. Students will learn words related to traveling and taking a vacation. They practice speaking to each other about planning a vacation. Students will also express personal opinions and thoughts about their vacation and hotel.</p> <ul style="list-style-type: none"> <li>• Students create a foldable suitcase/passport</li> <li>• Students create a postcard from an imaginary visit</li> <li>• Given a world map, students will color in the continents according to the teacher's directions</li> <li>• Discuss the images on the We All posters that the teacher shows on the SMART board to break down perceived differences between borders</li> <li>• Where do you want to travel? Novice-Mid. In this activity, students will take a fun quiz to find out what kind of traveler they are. Students will also respond to a multitude of questions regarding their likes/dislikes in a group conversation setting.</li> <li>• Take Buzz Feed quiz, vis a vis markers, Google slideshow, heads up cards</li> <li>• Each student receives a baggie</li> </ul>	<p>introduce themselves and exchange some personal information before answering some questions about where they are going and what they will see in the region.</p> <p><b><u>Presentational option #1::</u></b> Students will talk about a vacation they would like to take and convince their classmates to travel there. Students will include places to stay and sites to visit as well as pricing and affordability. Students will use words relating to traveling and vacationing.</p> <p><b><u>Presentational option #2</u></b> Students acquire a box of memorabilia from their trip to the target country. The boxes will be on display in a classroom museum where students will act as docents. When approached by visitors (parents, community members, the teacher or other students), they will identify the artifacts and provide at least one fact about each one.</p>
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	<ul style="list-style-type: none"> <li>• I can talk about climate change in Spanish</li> <li>• I can list the causes of climate change in our world.</li> </ul>	<p>with sentence strips in the target language. Each sentence strip is a response to a personal identity question. As the teacher reads a question or makes a comment, the students find the corresponding response and they stand up when they are ready to display the sentence strip.</p> <ul style="list-style-type: none"> <li>• The teacher will bring in several articles of clothing that have labels showing where the article was made. Students will look at the label inside the article of clothing to see where it was made. They will ask and answer questions to find out where the item was made.</li> <li>• Students create an itinerary for the trip using Google maps. Students create a storyboard for a multimedia presentation that includes pictures, budgeting, and captions for the content.</li> <li>• Using fodey.com, create a newspaper article that answers all of the interrogative questions</li> <li>• Using the website, Climate Kids, complete independent tasks with chrome books: weather and climate, atmosphere, plants and animals and big questions.</li> <li>• View video, what is climate chang? (Nasa, Climate Kids)</li> <li>• Complete select activities for Kids (Nasa, Climate Kids)</li> <li>• Complete a challenge activity:</li> </ul>	
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		<p>the climate time machine</p> <ul style="list-style-type: none"> <li>• Complete a challenge activity: weather metrics</li> <li>• Complete a math challenge activity: You've Got Algo-rhythm</li> <li>• Review graphs conveying population data on various cities and compare the size of those cities using bigger than, smaller than. Note: CIA World Factbook (census data and country statistics, available in English): <a href="http://www.cia.gov/library/publications/the-world-factbook/">www.cia.gov/library/publications/the-world-factbook/</a></li> <li>• Interpersonal Activity: <a href="http://oercommons.s3.amazonaws.com/media/editor/187944/NOT_copyrighted_version_of_Spanish_101_-_Week_13.pdf">http://oercommons.s3.amazonaws.com/media/editor/187944/NOT_copyrighted_version_of_Spanish_101_-_Week_13.pdf</a></li> <li>• Presentational Activity: <a href="https://www.oercommons.org/authoring/50013-los-agentes-de-viajes-y-los-viajeros-travel-agents/view">https://www.oercommons.org/authoring/50013-los-agentes-de-viajes-y-los-viajeros-travel-agents/view</a></li> </ul>	
<b>Resources/Materials</b>	<a href="#">NASA Climate Kids</a>		
<b>Interdisciplinary Connections</b>	<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• W.WR.7.5. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation</li> <li>• SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</li> </ul>		
<b>Career Readiness, Life Literacies and Key Skills</b>	<ul style="list-style-type: none"> <li>• 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences.</li> <li>• 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals</li> <li>• 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).</li> <li>• 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</li> </ul>		
<b>Computer Science and Design</b>	<ul style="list-style-type: none"> <li>• 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political,</li> </ul>		

<b>Thinking</b>	<ul style="list-style-type: none"> <li>• social, and cultural issues.</li> <li>• 8.2.8.ITH.2: Compare how technologies have influenced society over time</li> <li>• 8.2.8.ITH.5: Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</li> </ul>
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<b>Modifications</b>				
<b>Multilingual Learners</b>	<b>Special Education</b>	<b>At Risk of School Failure</b>	<b>Gifted and Talented</b>	<b>504</b>
Scaffolding Word walls Sentence/paragraph frames Bilingual dictionaries/translation Think alouds Read alouds Highlight key vocabulary Annotation guides Think-pair- share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling

<p align="center"><b>WORLD LANGUAGES: GRADE 7</b></p> <p align="center"><b>PROFICIENCY LEVEL: Novice Mid/Novice High</b></p> <p align="center"><b>DISCIPLINARY CONCEPTS: Interpretive, Interpersonal, and Presentational Modes of Communication</b></p> <p align="center"><b>UNIT 5: The Animal Kingdom</b></p>	
<b>Core Ideas:</b>	<ol style="list-style-type: none"> <li>1) Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</li> <li>2) Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</li> <li>3) Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li> </ol>
<b>Intercultural Statements:</b>	<ol style="list-style-type: none"> <li>1) Through the target language, learners identify and investigate some typical products related to everyday life in the target culture(s) and in the learners' own culture. They begin to infer perspectives (attitudes, values, beliefs, the way a native speaker living in the target culture interprets</li> </ol>

meaning) of the target culture society.

2) Learners recognize and identify a few typical practices of the target culture.

**Essential Questions:**

EQ. What characteristics identify an animal as “exotic”?

EQ. How does tourism affect animal habitats around the world?

EQ. How can climate change make an animal become extinct?

EQ. How does culture and climate affect the popularity of certain pets in each country?

EQ. How can trade of animals from one country to another affect the animal or environment?

**Performance Expectations:**

- 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.
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- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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- 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.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
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- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
- 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.
- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.
- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Key Vocabulary	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
el perro, el gato, el gatito, el perrito, la mascota, pájaro, hámster, pez, cuy, tortuga, araña, duerme, vivir, salir, asistir, dormir, ir. caminar, volar (ue), deslizarse (slither), arrastrar (crawl), correr, saltar (hop), con rayas, cuatro piernas, alas (wings), plumas (feathers), pico (beak), selva, bosque, océano, tierra, prado, mar, montañas, sharp claws, pointy beak, necesita/no necesita, agua, elefante,	Students will be able to: <ul style="list-style-type: none"> <li>● name the habitats where select animals live.</li> <li>● name some animals on the endangered species list.</li> <li>● tell what puts animals at risk of extinction or endangerment.</li> <li>● tell what is being done to save endangered animals.</li> <li>● explain that there are three</li> </ul>	<a href="#">Take the Animal Personality Test</a>  Students circulate among their classmates while the music plays, exchanging tickets at random with the names of animals on them. When the music stops, they go to the predetermined area of the room that is labeled as their habitat and report out. Play continues as the music	<b>Evidence Statement Assessment:</b>  <u><b>Interpretive option #1</b></u> Students listen to 4 descriptions about different animals and, based on the description given of each animal, they select the corresponding picture from a group of pet images.  <u><b>Interpretive option #2:</b></u>

<p>cocodrilo, delfín, mono, león, pájaro, tigre, pingüino, cola, hipopótamos, tusk (colmillo), mane (melena de león), hoof (casco), la pata, aleta del pez (fin, flipper), escama (scales), cebra, mono, elefante, cocodrilo, el águila calvo, peligro de extinción, está desapareciendo, árboles, construir sus nidos, ballena azul, la gente caza, quieren su carne, quieren su grasa, quieren su horno, rinocerós, pesticidas, los granjeros, malas hierbas, insectos, contaminado, peces contaminados, manatí, colmillos de marfil (ivory tusks), cien dientes, es, son.</p> <p><b><u>Grammar</u></b> Possession with de; Diminutive (ito), Combination of -ar, -er, -ir verbs, Stem-changing verbs, Numbers 1-100</p>	<p>lists: endangered, vulnerable and threatened animals.</p> <ul style="list-style-type: none"> <li>● identify typical American pets in Spanish.</li> <li>● match people and their pets</li> <li>● create a poster advertising a new mascot for their school</li> <li>● create an illustrated booklet about their real or imaginary pet</li> <li>● distinguish between a need and a want for themselves and their pets</li> <li>● add the diminutive ending to various nouns in Spanish</li> <li>● predict (imagine) what animals do when people leave them home alone</li> <li>● identify typical zoo animals in Spanish.</li> <li>● describe basic physical characteristics of zoo animals.</li> <li>● describe animal coverings (fur, feathers, skin, scales)</li> <li>● tell how zoo animals move (fly, slither, walk, run, swim, etc.)</li> <li>● describe animal habitats in nature and in the zoo</li> <li>● associate an animal with its habitat using manipulatives</li> <li>● create an imaginary animal including a picture and description of how the animal looks, moves, eats and behaves on a daily basis</li> </ul> <p><b><u>I Can Statements:</u></b></p>	<p>begins again</p> <p>Working in groups, students complete an animal identification card about their animal. They provide basic information, such as the animal's name, age, and where the animal lives.</p> <p>Match the animals and their names on the SMART board</p> <p>Match the zoo animals and where they live with a partner (manipulative task)</p> <p>Students will take on the role of an animal that they have studied. They will use the vocabulary that they have learned and will pair with various partners asking and answering questions to learn more about the animal of their partner in order to identify it.</p> <p>Students will create avatars using Blabberize.com to introduce themselves as a zoo animal.</p> <p>Students will then listen to the Blabberized zoo animals and ask questions to see who created each one.</p> <p>Students will do a gallery walk providing positive peer feedback</p> <p>Watch a video about the Condor of the</p>	<p>Study the infographic about the Mayan legend of the colibrí and respond to a few questions about it.</p> <p><b><u>Interpersonal:</u></b> Students interview three other classmates about what kinds of pets, real or imagined, they have. They record each pet's name, a description and what the pet likes to do. They compile this information into a class chart. Students may use images of their pets if they wish</p> <p><b><u>Presentational option #1:</u></b> You are the new imaginary animals "zoo" keeper. Explain how you care for one or two particular animals.</p> <p><b><u>Presentational option #2:</u></b> Create an imaginary animal and present it to the class. Describe its appearance, movements, likes and dislikes, preferable habitat, favorite prey/food. Include a picture drawn or created on the computer. Have class conduct a gallery walk to discuss which "animals" they would consider "easy" to work with and maintain.</p>
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	<ul style="list-style-type: none"> <li>• I can name endangered animals and/or plants and tell why they are endangered.</li> <li>• I can associate animals in danger of extinction with their habitat.</li> <li>• I can tell why some animals are in danger.</li> <li>• I can make a list of the things that animals need to survive.</li> <li>• I can name various habitats where animals live.</li> <li>• I can place animals in their correct habitats.</li> <li>• I can describe zoo animals with one or more sentences.</li> <li>• I can ask a friend what animal he/she likes and why.</li> <li>• I can tell which animal(s) I like and why.</li> <li>• I can understand short, simple descriptions about animals with the help of pictures or graphs.</li> <li>• I can ask and answer questions on factual information about animals that are familiar to me.</li> <li>• I can solve animal riddles.</li> <li>• I can name the habitat that animals call home</li> </ul>	<p>Andes</p> <p>Discuss similarities and differences with some species in the US..</p> <p>Choose an animal and draw it in its habitat. Label the picture with the animal's danger level and what it needs to survive.</p> <p>Students listen to the description of endangered animals in the target country and match the descriptions to corresponding images of the animals. Using the images of the animals, students complete a graphic organizer that categorizes the animals based on the type of problem each one faces (climate change, people interference, loss of habitat, etc.)</p>	
<b>Resources/Materials</b>	<a href="#">El Baile De Los Animales</a> <a href="#">Resources For Animales Unit,</a> <a href="#">Animal Vocabulary Sheet</a> <a href="#">Vocabulary Practice,</a> <a href="#">Billy La Bufanda Enseña Los Animales</a> <a href="#">In The Jungle Song</a>	<a href="#">Endangered Species Infographic: 1</a> <a href="#">Endangered Species Infographic: 2</a> <a href="#">Endangered Species Infographic: 3</a> <a href="#">Endangered Species Infographic: 4</a> <a href="#">Endangered Species Infographic: 5</a> <a href="#">Endangered Species Infographic: 6</a>	<a href="#">Benefits Of Having A Pet Infographic</a> <a href="#">Tips For Keeping Your Dog Healthy Infographic</a> <a href="#">Pets Video</a> <a href="#">Pets Video Tio Spanish</a> <a href="#">Animal Names In Spanish</a>

	<a href="#">The Andean Condor</a> <a href="#">What Is A Habitat?</a> <a href="#">Panda Infographic</a> <a href="#">Switcheroo Zoo</a> <a href="#">Animals Around The World</a> <a href="#">Animal Close Ups,</a> <a href="#">Andean Condor Lesson,</a> <a href="#">Save The Animals Video,</a> <a href="#">Save The Turtles,</a> <a href="#">Endangered Habitat</a> <a href="#">Endangered Species In Columbia</a> <a href="#">Climate Change Infographic</a> <a href="#">Extinct Animals</a> <a href="#">Quetzal Infographic</a>	<a href="#">Endangered Species Infographic: 7</a> <a href="#">Endangered Species Infographic: 8</a> <a href="#">Endangered Species Infographic: 9</a> <a href="#">Endangered Species Infographic: 10</a> <a href="#">Vaquita Information</a> <a href="#">Vaquita Infographic</a> <a href="#">Project Peril</a> <a href="#">Endangered Species List</a> <a href="#">Jaguar Resource 1</a> <a href="#">Extinction In Argentina</a> <a href="#">Extinction In Spain</a> <a href="#">Pets Lesson</a>	<a href="#">La Finca Del Tio Ramon Video</a> <a href="#">Hamsters</a> <a href="#">Mexican Dog Breed</a> <a href="#">Calculating Dog Years</a> <a href="#">The Dog Did It Poster</a> <a href="#">Hola Hombre Mosca Story</a> <a href="#">Mascotas Powerpoint</a>
<b>Interdisciplinary Connections</b>	<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly</li> <li>W.IW.7.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</li> </ul> <p><b>Visual/Performing Arts</b></p> <ul style="list-style-type: none"> <li>1.2.8.Cr1b: Organize and design artistic ideas for media arts productions</li> <li>1.2.8.Cr3b: Communicate an intentional purpose and meaning utilizing varying points of view and perspective.</li> </ul>		
<b>Career Readiness, Life Literacies and Key Skills</b>	<ul style="list-style-type: none"> <li>9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. (performance and responsibilities of a "zoo" keeper)</li> <li>9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.</li> </ul>		
<b>Computer Science and Design Thinking</b>	<ul style="list-style-type: none"> <li>8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</li> <li>8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).</li> <li>8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop</li> </ul>		

possible solutions to lessen its impact.

Modifications				
Multilingual Learners	Special Education	At Risk of School Failure	Gifted and Talented	504
Scaffolding	Word walls	Teacher tutoring	Curriculum compacting	Word walls
Word walls	Visual aides	Peer tutoring	Challenge assignments	Visual aides
Sentence/paragraph frames	Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Bilingual	Multimedia	Graphic organizers	Tiered activities	Multimedia
dictionaries/translation	Leveled readers	Extended time	Independent research/inquiry	Leveled readers
Think alouds	Assistive technology	Parent communication	Collaborative teamwork	Assistive technology
Read alouds	Notes/summaries	Modified assignments	Higher level questioning	Notes/summaries
Highlight key vocabulary	Extended time	Counseling	Critical/Analytical thinking tasks	Extended time
Annotation guides	Answer masking		Self-directed activities	Answer masking
Think-pair- share	Answer eliminator			Answer eliminator
Visual aides	Highlighter			Highlighter
Modeling	Color contrast			Color contrast
Cognates				Parent communication
				Modified assignments
				Counseling