



Grade 7 Spanish - Unit 1 - Quien soy yo en Polson? (Who am I at Polson?)

Unit Focus

"Who am I at Polson?" Madison students will take another look at "themselves" in Spanish, this time paying special attention to who they are at their new middle school - Polson. Students will be engaged in learning more about their new identity at Polson, which includes many new online language learning tools and how they will enhance their middle school experience. This unit goes into detail about what it is like to be a middle school student, including specific courses, classroom objects, activities, expressing preferences, and describing yourself. Students will be able to compare and contrast their middle school schedules and experience with those of students in Spanish speaking countries. They will ultimately select a school that interests them for a study abroad program and will need to correspond with their host family beforehand.

Following the PBA, students will read their first short novel in the target language, *Noches misteriosas en Granada*, about a boy who studies abroad in Granada, Spain.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions • C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics <p>C.2 CULTURES - Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. <p>C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p>T1 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p> <p>T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.</p> <p>T3 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)</p> <p>U2 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)</p>	<p>Q1 How do I enhance my skills as a language learner by appropriately using technology resources?</p> <p>Q2 What am I trying to say and how do I say it?</p> <p>Q3 How do I identify myself?</p> <p>Q4 What is it like to be a middle school student?</p> <p>Q5 How do I make sense of what I'm reading if I don't understand every word?</p>	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

• C.4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Student Growth and Development 21st Century Capacities Matrix

Collaboration/Communication

• Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding.

ACQUISITION OF KNOWLEDGE AND SKILL

	KNOWLEDGE	SKILLS
	K1 Classroom expressions	S1 Asking and responding to oral questions about classes, school routines, and school related activities.
	K2 Me gusta (and infinitive) - to express likes and dislikes	S2 Identifying courses and location of classroom objects in context.
	K3 Activities vocabulary	S3 Generating and asking basic questions to communicate needs in the classroom.
	K4 Yo soy + adjective (adjective and noun agreement) - to describe yourself	S4 Describing myself and my likes/dislikes.
	K5 Class subjects, periods, with time	S5 Describing my school schedule, including the course, time, and what I need for the course.
	K6 Subject pronouns	S6 Identifying the appropriate subject pronouns in context.
	K7 Conjugations of AR verbs in the present tense.	S7 Communicating with all forms of AR verbs to communicate.
	K8 Classroom objects vocabulary	S8 Using online resources appropriately and efficiently for a specific task and/or to simply broaden their language skills.
	K9 Estar and Prepositions (debajo de, encima de, delante de, detrás de, a la izquierda de, a la derecha de, al lado de)	S9 Interpreting information about school schedules in Spanish speaking countries.
	K10 Appropriate technology resources (wordreference.com, duolingo.com)	S10 Reading and interpreting a novel at an intermediate level.
	K11 Main ideas and themes from the novel <i>Noches misteriosas en Granada</i>	