



Unit 5: En mi dormitorio

Subject Area: World Language	Course: Spanish Grade 7	
Unit 5 Title: En mi dormitorio	Start Date: April	End Date: Mid May
Unit Summary: The topics of this unit are items in the bedroom. The grammar structures are adjectives, comparing and contrasting and superlatives.		

Stage 1: Desired Results

Massachusetts Novice Mid World Languages Standards

Communication Standards

1. *Interpretive Communication* - In texts and conversations on topics of high familiarity and interest to students, relying upon practiced or memorized words, phrases, and some sentences, supported by repetition, visual aids, and gestures, students:
 - a. Recognize traits of multiple cultures and communities. (NM.1.a)
 - b. Identify some basic facts from the text. (NM.1.b)
2. *Interpersonal Communication* - In conversations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:
 - b. Respond to questions by expressing basic information about themselves. (NM.2.b)
 - c. Ask highly predictable, formulaic questions. (NM.2.c)
3. *Presentational Communication* - In presentations on topics of high familiarity and interest to students in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon visual aids and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:
 - a. Demonstrate awareness and understanding of themselves and their audience. (NM.3.a)

4. *Intercultural Communication* - In interactions in settings that students would find familiar and highly predictable, using practiced or memorized words, phrases, and some sentences, often relying upon repetition, visual aids, and gestures, in such a way that speakers/signers of the language who are accustomed to engaging with language learners often understand, students:

- a. Refer to some typical products and practices related to an audience's or interlocutor's culture to show basic cultural awareness and respect towards diversity. (NM.4.a)

Linguistic Cultures Standards

5. *Cultures* - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

- b. Recognize and identify factors that contribute to individual and cultural identities. (NM.5.b)

6. *Comparisons* - In settings that students would find familiar and highly predictable, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students fully and consistently:

- b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
 - 1. Identifying cognates. (NM.6.b.1) Massachusetts Curriculum Framework for World Languages 29
 - 3. Identifying similarities and differences in the sound and writing systems. (NM.6.b.3)

Transfer (Authentic, relevant application of learning to new situations)

Students will be able to independently use their learning to...

- Create an ad for a room describing the items in it and how much it costs. Have students "call" the owner and ask questions about things that were not included in the ad: on street parking, taking pets, storage space...

Meaning

Enduring Understandings

Students will understand that...

- Personal spaces reflect our

Essential Questions

Students will consider...

- How do our living spaces reflect

identities, values, and daily routines. • The way people design and use their living spaces is influenced by culture, climate, and tradition. • Understanding cultural differences in living arrangements helps us appreciate diverse ways of life and priorities.	who we are and what we value? • In what ways do cultural traditions and lifestyles influence how people design and use their homes? • How can I ask meaningful questions to learn more about someone's life and perspective? • What can we learn about a culture by exploring how people live day to day?
Acquisition	
Knowledge Students will know... Vocabulary/Grammar: Unit 5 En mi dormitorio	Skills Students will be skilled at... • Listening to and reading descriptions of bedrooms and colors • Talking and writing about their room • Surveying classmates about their bedrooms and compare bedrooms • Identifying cultural practices in an authentic video about homes and home decor