Unit 3: Home & Family

Content Area: **World Languages**
Course(s):
Time Period: **December**
Length: **8 Weeks**
Status: **Published**

Enduring Understandings

- Language connects people.
- Cultural perspectives are gained by using the language and through experience with its products and practices.
- Geography influences our society and institutions.
- Pragmatics deal with language in use and the contexts in which it is used.
- Students around the world share many common interests and participate in similar activities.
- Meaning is conveyed through phrasing, intonation, and syntax.
- Comparing and contrasting between one's native-language and the target-language ultimately improves one's awareness and development of each independent language.
- Using cognates and context clues is a strategy that can be used to enhance comprehension of oral and written discourse across all languages.

Essential Questions

- How and where do people live in the countries where the target-language is spoken?
- How does cultural sensitivity to pragmatics affect communication?
- How does the content of the language I'm studying help me to better understand my native language and who I am in the world in which I live?
- Why do specific elements within a clause impact the structuring of the verb?
- How do the linguistic characteristics of the target-language that equate/differ from the linguistic characteristics of one's native-language inform the perspective of a native speaker?
- How does problem solving and collaborating with peers enhance one's success in the classroom and the world at large?
- How do I develop a new identity as I delve deeper into my language studies?

Content

Vocabulary:

Phase 1: La Familia; Characteristics;

Phase 2: La Casa; Los Muebles; Prepositions of Position

Structure:

Phase 1: Ser (1st-person singular; 1st-person plural) [Characteristics; Origen; Occupation; Relationships]

Phase 2: Estar (3rd-person singular; 3rd-person plural); Prepositions of Position

Recall:

Phase 1: Ser (3rd-person singular; 3rd-person plural); Noun/Adjective Agreement; Gustar; Indirect Object Pronouns; Present Tense "-AR" Verbs; Present Tense "-ER" Verbs; La Ropa

Phase 2: La Familia; Ser; Present Tense "-AR" Verbs; Present Tense "-ER" Verbs

Culture:

- Architectural Differences
    - Alhambra (Spain)--Influence of Arabian architecture
    - Andalusia, Spain--Use of whitewashing due to escalating temperatures
    - Inca, Maya, Aztec--Multiple family apartments
    - Aztec, Maya--City Grids
    - Azotea (México)
    - Chile, Colombia, Costa Rica, Cuba, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico--Colorful dwellings representing liveliness of cultures
- Family Values
    - Loyalty; Respect; Closeness; Community

Skills

Phase 1:

- Apply appropriate syntactic organization of nouns, verbs, and adjectives within oral and written

discourse in the target-language

- Compare and contrast peculiarities of both singular and plural terminology the target-language
- Investigate features of nouns (singularity/plurality; femininity/masculinity/neutrality) in order to determine a complimentary adjective structure while describing characteristics of a family member
- Evaluate context clues to apply an appropriate 1st-person structure of the verb, “ser,” within oral and written discourse
- Spontaneously recall and utilize terminology associated with “family” in the target-language
- Identify similarities and differences between personal native-language and the target-language

Phase 2:

- Spontaneously recall and utilize terminology associated with “house” in the target-language
- Examine context clues to activate an appropriate 3rd-person structure of the verb, “estar,” within oral and written discourse
- Utilize 3rd-person structures of the verb, “estar,” to support use of a prepositional phrase in the target-language while expressing details of position
- Rephrase main ideas through oral and written discourse in the target-language

Compare and contrast peculiarities of third-person, present tense conjugated structures of the verb, “estar,” to third-person, present tense “-AR” conjugated structures

Resources

- Textbook: Avancemos 1
- Verbs: Ser (1st-person singular; 1st-person plural) [Characteristics; Origin; Relationships]; Estar (3rd-person singular; 3rd-person plural) + Prepositions of Position
- Vocabulary List: La Familia; Characteristics; La Casa; Los Muebles; Prepositions of Position
- Technological Platforms: NewsELA; Gimkit; Duolingo; YouTube
- Google Chromebooks
- G-Suite
- Graphic Organizers

Standards

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.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.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.

Modifications

Special Education and 504s:

Including but not limited to

- Specific accommodations and modifications as indicated in a student’s IEP and/or 504
- Use an alternative instructional method to address individual learning style

- Provide study guide for assessments
- Provide additional time to complete assignments

Students at Risk of School Failure:

Including but not limited to

- Reduce length of assignments
- Allow for different modes of assessment
    - Writing assessments using sentence strands
    - Reading assessments with running vocabulary lists
    - Speaking assessments with detailed prompts
- Repeated check-ins during class sessions
- Prioritize tasks in checklist, note completion

English Language Learners:

Including but not limited to

- Connections to prior knowledge/background
- Connecting content to ELLs' background knowledge
- Teacher will model how to complete a task or assignment
- Use of think-alouds to show progress thought the steps of the task
- Use of adapted texts

Gifted and Talented:

Including but not limited to

- Acceleration or compacting of content
    - Using unseen vocabulary in the context of learned syntax to stretch communication
    - Scaffolding for other students
- Flexible pacing

- Use of advanced or complex concepts and examples
    - Extending verb discussion beyond “ar” and “er” into “ir”
- Connections to other content areas

Assessments

Including, but not limited to

- Use formative measures to track individual and/or class progress toward standards-aligned objectives
- Help students track their individual progress toward standards-aligned objectives
- Determine whether small group or individual interventions are needed to advance learning of standards-aligned objectives
- Use formative and alternative assessments that reflect awareness of cultural differences represented in the classroom
- Assessment of standards and standards-aligned objectives as indicated in curriculum units
- Department common assessments, and Midterms and Finals
    - Interpersonal Conversations
    - Tasks which require close reading and writing
    - Products which are centered in the target language through the three modes of communication

Interdisciplinary Connections

Mathematics:

- Understanding of the numerical system through a secondary language
- Analysis of graphs and charts

English Language Arts:

- Close reading of text to understand new information
- Gathering relevant information from a text in the target language
- Using language to express ideas and relay information

Science:

- Identifying and addressing global issues such as climate change

Social Studies:

- Investigating historical figures of Spanish speaking countries
- Identifying cultural and historical contexts of Spanish speaking countries and peoples.

Technology

- Use of electronic platforms identified in the resources section such as
    - G-Suite
    - DuoLingo
    - Gimkit
    - Laptop Use