Unit 3 - Home and Family

Content Area: **World Languages**
Course(s): **Spanish A**
Time Period: **December**
Length: **7 weeks**
Status: **Published**

Transfer

Enduring Understandings

Language connects people.

Learning a different language/culture leads to greater understanding of one's own language and culture.

Language learning involves acquiring strategies to fill communication gaps.

Cultural perspectives are gained by using the language and through experience with its products and practices.

Family relationships, traditions and celebrations are affected by geography and vary throughout the regions of the world.

People around the world live differently depending on factors such as culture, geography and tradition.

Essential Questions

How can I become a more effective reader, writer, speaker and listener in languages other than English?

How does the language I'm studying help me to better understand my native language?

How does learning a new language broaden my horizons?

What can I already communicate in my new language?

How does my family compare to other families in Spanish speaking countries?

How does family life reveal the cultural perspectives of people?

Is my family life similar or different than that of a Hispanic teenager?

How is home life for teenagers similar or different in Spanish speaking countries and in the United States?

How do those similarities and/or differences reveal cultural perspectives in the United States and in Hispanic countries?

Content

Structure:

Possessive Adjectives

Comparitives (mas que, menos que)

Continue present tense of er and ir verbs

“de” to show possession

Ser vs. Estar

Prepositions of place

Tener

Vocabulary

La abuela, el abuelo, los abuelos, la familia, la hermana, el hermano, la hija, el hijo, la madrastra, la madre, el padrastro, el padre, el primo, la prima, la tia, el tio, el gato, el perro, vivir, numbers 1-100, Cuantos anos tienes, mayor, menor, feliz cumpleanos

Rooms in a house – el dormitorio, la cocina, el sotano, el atico, la sala, el garaje, el patio, el bano

Objects in a house - la cama, el sofa, la silla, la mesa

Types of houses found in Spanish speaking countries

Some chores around the house – pasar la aspiradora,

Learning Objectives

Investigate the internet to find types of houses in Spanish speaking countries. Students will compare and contrast these houses with their own.

Develop commands using directional vocabulary. Students will either give or listen to a command orally or in writing and then respond through appropriate physical response.

Develop and ask interview questions to talk about preferences in chores around the house. Then compare the findings to how students view chores in Spanish-speaking countries.

Describe yourself and family members using written and oral communication.

Listen to and comprehend the information in a Podcast describing a family in Spanish. Students will illustrate the family tree being described in the Podcast.

Read and interpret a Spanish family tree to discover the definitions of family members in Spanish.

Read and interpret an authentic house advertisement to discover the information used to describe houses, rooms, money and directional vocabulary.

Read and interpret the Mexican fable, “Domitila: A Cinderella Tale from the Mexican Tradition,” adapted by Coburn to identify, describe and analyze the main characters, setting, plot, resolution and discuss cultural values depicted in the authentic story.

Compare and contrast our own version of Cinderella with the Mexican version.

Exchange information with others by writing a pen-pal letter via email to a student in a Spanish speaking country to des to describe oneself and likes/dislikes using Gustar, the present tense of ser and estar, and noun/adjective agreement.

Design a map of a house using directional vocabulary, rooms, adjectives, and family members.

Dramatize and act out a scene from the Reader’s Theater to properly express intonation and idiomatic expressions in the target language.

Compose and interview classmates to talk about likes and dislikes of particular household chores.

Investigate and discuss the differences in houses between the United States and in Spanish-speaking countries. Think-pair-share to discuss why geographical location and weather can affect the type of houses being built in

a particular area.

Create a family tree to identify and describe the members of the family in Spanish using Power Point, Prezi, PowToon, etc.

Develop a short skit with a partner to describe oneself and family members using more adjectives and noun/adjective agreement.

Construct and write a journal entry to describe family members and type of house using noun adjective agreement, family members, adjectives, tener, ser, and possessive adjectives.

Retell Domitila as a short skit or podcast orally or in writing.

Compare and contrast the families and home life represented in the cultures of Puerto Rico and the United States orally or in writing.

Resources

Potential Works of Study:

1. *Avancemos*Spanish 1 by Holt McDougal 2013 p. 162-189
2. Spanish royal family tree
3. Teacher generated text messages in Spanish.
4. Domitila: A Cinderella Tale from the Mexican Tradition adapted by Coburn

1. *Aesop's Un-classic Fables*in Spanish by Paula Camardella Twomey
2. Reader's Theater

Standards

WL.7.1.NH.A	Interpretive Mode
WL.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
WL.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
WL.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on

	familiar topics.
WL.7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.NH.B	Interpersonal Mode
WL.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
WL.7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
WL.7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
WL.7.1.NH.C	Presentational Mode
WL.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience.
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
WL.7.1.NH.C.4	Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NH.C.5	Tell or write about cultural products associated with the tar get culture(s) and identify how the products and practices are derived from the cultural perspectives.