Unit 2 Family and School Life

Content Area: **World Language**
Course(s): **Spanish Immersion and Culture I**
Time Period: **Semester 1**
Length: **10 weeks**
Status: **Published**

Standards

7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.

Enduring Understandings

1. Family is an integral part of society.-**FL.IM.7.1.IM.IPRET** - Interpretive Mode of Communication-[*Core Idea*] - Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

2. An indiviual's education shapes their path to the future.-**FL.IM.7.1.IM.PRSNT** - Presentational Mode of Communication- [*Core Idea*] - Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

3. The concept of family varies depending on the culutral perspectives of each community.-**FL.IM.7.1.IM.IPERS** - Interpersonal Mode of Communication- [*Core Idea*] - Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

4. There are many learning communities around the world.-**FL.IM.7.1.IM.IPERS** - Interpersonal Mode of

Communication- [*Core Idea*] - Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

Essential Questions

1. What are the differences in school schedules in Hispanic Cultures?

2. What role does school play in an individual's identity?

3. What importance does family life have in the Spanish speaking world?

4. How does family help shape an individual's identity?

Knowledge and Skills

The Performance Expectations for this unit are:

INTERPERSONAL MODE

- engage in the oral exchange of information, options, and ideas in a variety of time frames in formal and informal situations. FL.AL.7.1.AL.IPERS.1
- engage in the oral exchange of information and to clarify meaning by using a variety of strategies. FL.AL.7.1.AL.IPERS.2
- state and support opinions in oral interactions. FL.AL.7.1.AL.IPERS.3
- use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. FL.AL.7.1.AL.IPERS.5

PRESENTATIONAL MODE

- engage in the written exchange of information, opinions, and ideas in a variety of frames in formal and informal situations. FL.AL.7.1.AL.PRSNT.2
- write formal and informal correspondence in a variety of media using appropriate formats and conventions FL.AL.7.1.AL.PRSNT.3
- uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. FL.AL.7.1.AL.PRSNT.4
- self-monitor and adjust language production. FL.AL.7.1.AL.PRSNT.35

INTERPRETIVE MODE

- demonstrate comprehension of content from authentic audio, audiovisual, and visual resources. FL.AL.7.1.AL.IPRET.2
- demonstrate comprehension of a variety of vocabulary, including idiomatic and culturally authentic expressions. FL.AL.7.1.AL.IPRET.1
- identify the distinguishing features of authentic audio, visual, and audiovisual resources. FL.AL.7.1.AL.IPRET.3
- demonstrate and understand the features of target cultures and communities. FL.AL.7.1.AL.IPRET.4

Transfer Goals

Students will be able to independently use their language to:

1. Talk about family routines and school life.

2. Compare and contrast their own school experiences with others.

3. Analyze cultural perspectives on the importance of school in society.

4. Discuss the similarities and differences in family life around different cultures.

Resources

Teacher will use these resources:

1. Film-Under the Same Moon-https://edpuzzle.com/media/65672e43c41ec141b1a95915

2. Flash Cultura-La Familia en Ecuador-https://youtu.be/h6xmz2U4gJM?si=tbw04wUHFf0cFeOm

3. La familia de Jennifer Lopez https://es.dailybreak.com/break/la-familia-de-jennifer-lopez

4. Vocabulary Practica-GimKit-https://www.gimkit.com/practice/61aa181a7b7bae0023b0f565

Assessments

https://docs.google.com/document/d/1lo2AIasvf4HI9gJfGI60hDv57y4d5XKz4Hmy8MukXIQ/edit

Modifications

https://docs.google.com/document/d/1cUIE1QRfV7jJNjgU2NdcW1x91UAyDENe/edit