

Unit 7 Family/ Adjectives - La familia / Adjectivos

Content Area: **Unified Arts**
Course(s): **World Language 3**
Time Period: **March**
Length: **10 Lessons**
Status: **Published**

Unit Summary

In this unit, students will learn to identify and describe family members in the targeted language. They will use this knowledge, previously learned knowledge about age, and apply it to their own family in a project that will include labeling who their family members are in relation to themselves, describing their family member with an adjective and telling the age of each family member. They will build on previously-learned vocabulary and language functions to communicate about themselves, their friends, teachers, and classroom at the Novice-Mid level of proficiency.

Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
TECH.8.1.5	<p>Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p> <p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>

Student Learning Objectives

Students will learn to...

- identify and translate family member vocabulary.
- label family trees with the correct family members.
- explain the relationships between family members on a family tree not related to the student.
- describe family members using adjectives in the targeted language.
- describe family members with gender-correct adjectives in the targeted language.
- tell how old a family member is in targeted language.

Essential Questions

- How will I respond to what I hear and interpret what I read in Spanish?
- How will my knowledge of English grammar help me to understand my knowledge of Spanish Grammar?
- How do practiced conversations and presentations help me become a better speaker and writer in Spanish?

Enduring Understandings

Students will understand that...

- Language learning involves taking risks and learning from one's mistakes.
- An ability to communicate in another language fosters a better understanding of my own language and culture.

Application

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

- have basic conversations in the targeted language
- take a deeper look into their ancestry and family tree making them aware of who is in their family
- identify targeted language in written form
- compare English and targeted language
- identify family members in targeted language

Skills

Students will be skilled at...

- Identifying family members in the TL.
- Talking about the relationships they have with their family members in the TL.
- Describing their family members with gender-correct adjectives.
- Telling the age of their family members.