# Unit 5 (Cinco) - Family and the Home Copied from: Spanish 1, Copied on: 02/21/22

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# Spanish IA, 9-12

# The Family & The House

**Belleville Board of Education**

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## Unit Overview

Unit 5 - Family and the Home

Family vocabulary

- Express family relationships

Possessive Adjectives

- Express ownership and show possession.

Pets / Animal Vocabulary

- Identify and describe selected animals & pets

Customs & Traditions

- Identify and describe family traditions

## Enduring Understanding

Students will understand:

- Cultural variations influence family structure, rites of passage, social etiquette, and communication skills.
- Communicating in at least one other language is essential to gaining knowledge of other cultures (traditions, products, and perspectives).
- Participating in multilingual communities both within and beyond the school setting leads to personal enjoyment and enrichment.
- Appreciating and understanding the variety of cultures that exist in a society enriches that society.

## Essential Questions

Students will keep considering:

- How does culture affect family dynamics?
- How are cultural perspectives (attitudes, values, and beliefs) reflected in a culture's products & social practices?
- How do I develop communicative competence?
- How is language a product of a culture?
- What strategies do I need to communicate in linguistically & culturally appropriate ways?
- Is knowledge of grammar rules essential for communication?

- What distinguishes a fluent foreigner from a native speaker?
- Why do people from different cultures sometimes say, write and do things differently from the way I do them?

## Exit Skills

Students will be able to:

- Describe family members and pets.
- Ask for each others' family members and talk about own family.
- Discuss activities/tasks of family members.
- Compose simple interrogative sentences.

## New Jersey Student Learning Standards (NJSLS-S)

| | |
|---|---|
| WL.7.1.NM.A.1 | Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. |
| WL.7.1.NM.A.2 | Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. |
| WL.7.1.NM.A.3 | Recognize a few common gestures and cultural practices associated with the target culture(s). |
| WL.7.1.NM.A.4 | Identify familiar people, places, and objects based on simple oral and/or written descriptions. |
| WL.7.1.NM.A.5 | Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics. |
| WL.7.1.NM.B.1 | Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes. |
| WL.7.1.NM.B.2 | Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities. |
| WL.7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions. |
| WL.7.1.NM.B.4 | Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. |

| | |
|---|---|
| WL.7.1.NM.B.5 | Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. |
| WL.7.1.NM.C.1 | Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience. |

## Interdisciplinary Connections

| | |
|---|---|
| LA.L.9-10.1.B | Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| LA.L.9-10.2.C | Spell correctly. |
| LA.L.9-10.3.A | Vary word choice and sentence structure to demonstrate an understanding of the influence of language. |
| LA.L.9-10.5.A | Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. |
| LA.L.9-10.5.B | Analyze nuances in the meaning of words with similar denotations. |
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |

## Learning Objectives

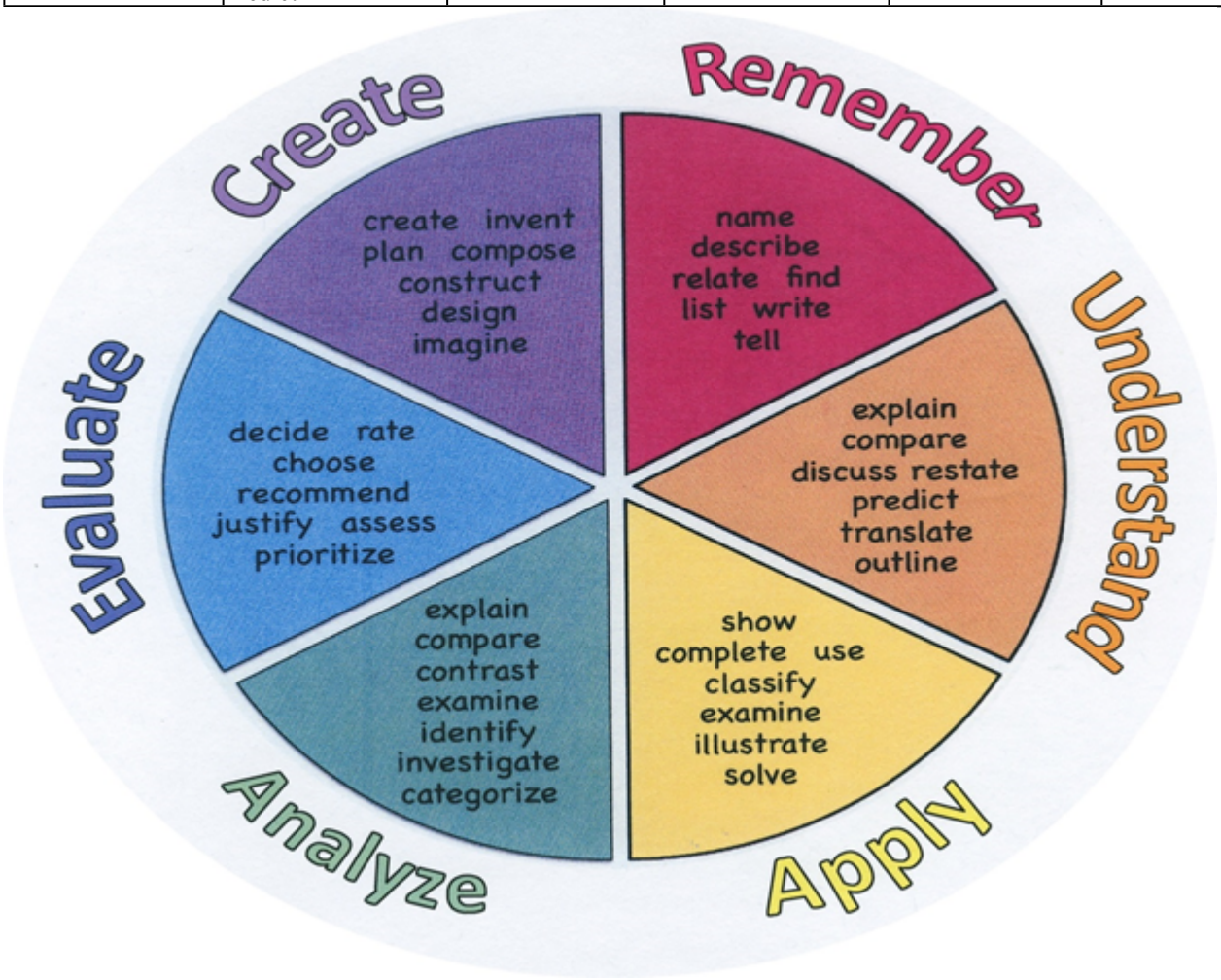
**After completing this unit, students will be able to:**

- **Read, comprehend, analyze**, and **critique** written text and oral languages
- **Understand** and **apply** written and oral conventions to everyday interactions
- **Compare & contrast** family & homelife of target country with those of the US

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |

| | | | | | |
|---|---|---|---|---|---|
| Draw<br>Outline<br>Point<br>Quote<br>Recall<br>Recognize<br>Repeat<br>Reproduce | Paraphrase<br>Represent<br>Restate<br>Rewrite<br>Select<br>Show<br>Summarize<br>Tell<br>Translate<br>Associate<br>Compute<br>Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Add<br>Calculate<br>Change<br>Classify<br>Complete<br>Compute<br>Discover<br>Divide<br>Examine<br>Graph<br>Interpolate<br>Manipulate<br>Modify<br>Operate<br>Subtract | Detect<br>Diagram<br>Discriminate<br>Illustrate<br>Outline<br>Point out<br>Separate | Rate<br>Support<br>Test | Drive<br>Devise<br>Generate<br>Integrate<br>Prescribe<br>Propose<br>Reconstruct<br>Revise<br>Rewrite<br>Transform |




## Suggested Activities & Best Practices

Suggested Activities:

- Written comprehension activities;
- Reading comprehension activities;
- Oral practice;
- Interactive games;
- Integrate technology (e.g. Kahoot!, Escape Rooms, Seesaw, etc.)
- Exemplar:  Work collaboratively in pairs or groups to create, revise and present script on student choice unit topic in Seesaw video project.

## Assessment Evidence - Checking for Understanding (CFU)

- Evaluation & Oral presentation rubrics
- Group activities
- "Do Now" activities
- Peer assessment
- Specific CFU examples for Unit 5:  Famous family relationship ID session in the target language (ex:  Kim and Khloe = sisters "hermanas")

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate

- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

## Primary Resources & Materials

District Text Books provided for each language.

## Ancillary Resources

- Current event articles
- Internet / Video clips

- Teacher-generated materials

## Technology Infusion

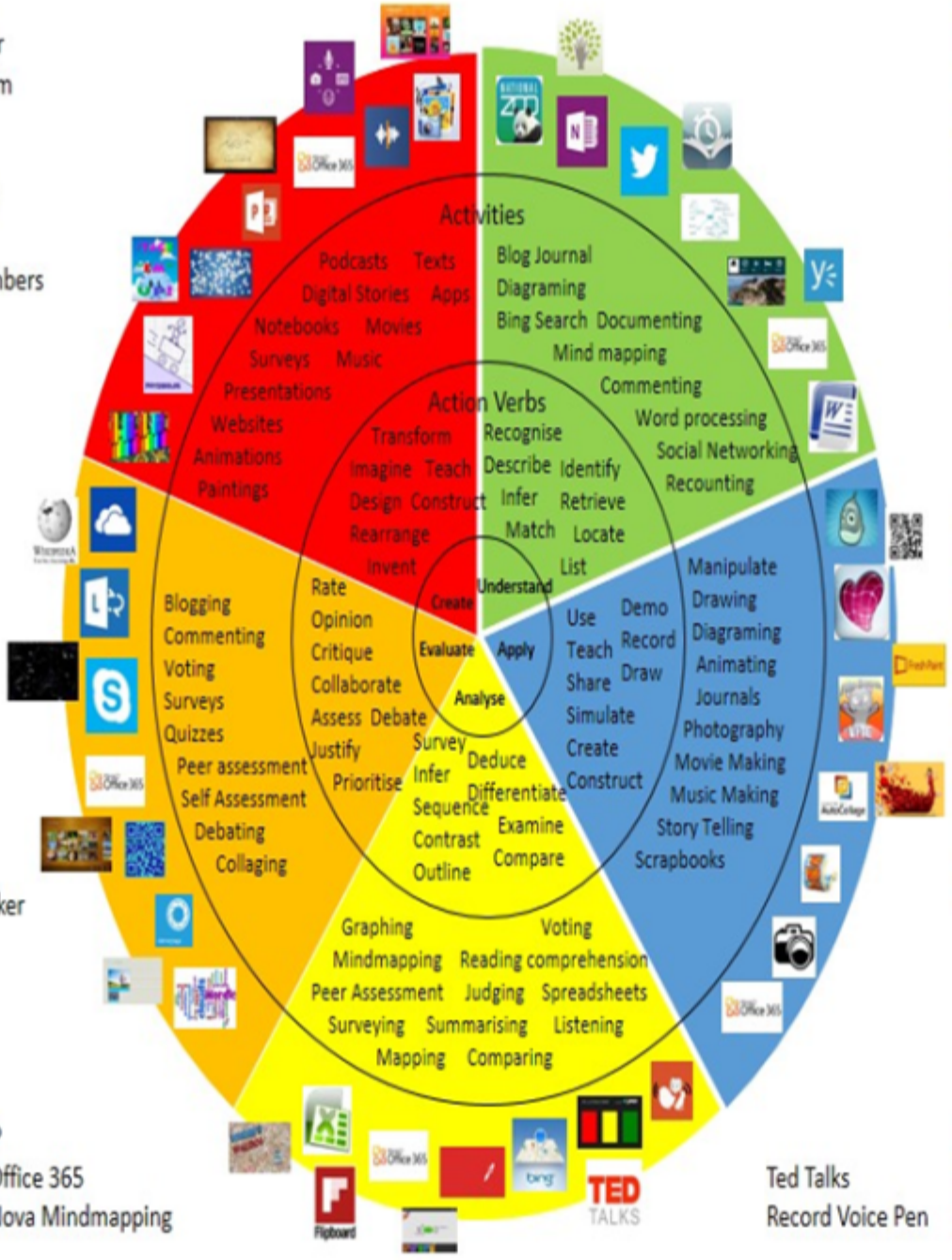
World language websites & resources are provided on Edlio class website and in class assignments like Google Classroom, SeeSaw, Kahoot, etc.

Exemplar:  Create a 10-15 question Kahoot game using the vocabulary and grammar structures of their choice from the current unit to present to their peers during assessment reviews.

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

| | |
|---|---|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures. |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems. |

## 21st Century Skills/Interdisciplinary Themes

**21st Century/Interdisciplinary Themes** that will be incorporated into this unit:

- Communication and Collaboration
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving

- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## 21st Century Skills

Global Awareness

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## Differentiation

General Differentiations:

- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides
- Multisensory approaches
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Small group setting

Hi-Prep Differentiations:

- Games and tournaments
- Group investigations
- Guided Reading

- Leveled rubrics
- Multiple intelligence options
- Project-based learning
- Stations/centers
- Tiered activities/assignments

Lo-Prep Differentiations

- Choice of activities
- Flexible grouping
- Goal setting with students
- Jigsaw
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied supplemental materials

Exemplar: Students engage in student choice project based learning to help explore and present understanding of current vocabulary and grammar skills in accordance with their own levels of knowledge. (EX: Create a Google Slides presentation of an ideal "famous family" using unit specific vocabulary and verb structures.)

## Special Education Learning (IEP's & 504's)

-Provide modifications as dictated in the student's IEP/504 plan

-Additional time for skill mastery

-Student working with an assignment partner

-Check work frequently for understanding

-Extended time on tests/quizzes

-Multisensory presentation

-Preferential seating

Exemplar:  Provide word bank on fill in the blank/recall assessments.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## English Language Learning (ELL)

Not applicable to World Language.

- teaching key aspects of a topic.  Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## At Risk

-Using videos, illustrations, pictures, and drawings to explain or clarify

-Tutoring by peers

-Having peers take notes or providing a copy of the teacher's notes

-Allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to deomnstrate student's learning

Exemplar:  Encourage attendance at before school/after school tutoring program to allow for added one on one review and instruction time.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic.  Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.

- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## Talented and Gifted Learning (T&G)

-Create a plan to solve an issue presented in the class or in a text

-Cluster grouping

-Allow students to work at a faster pace
Exemplar: Allow students to create a lesson and teach the class using the medium of their choice as a teaching aid (Google slides, speech, SeeSaw activity or video)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

## Sample Lesson

Unit Name: School Life

NJSLS: Please see below

Interdisciplinary Connection: All languages (vocabulary and conversational skills), English, Reading Comprehension, Grammar, Math (patterns)

Statement of Objective: SWDAT identify, translate and explain family related vocabulary and the verb "tener" in the target language at 90% or better on a google form assessment.

Anticipatory Set/Do Now: 5 minute Q&A session regarding current knowledge of Spanish verbs

Learning Activity: 1) General greeting and welcome to the class 2) 5 minute Q&A session regarding current understanding of Spanish verbs 3) Review/student notetaking of TC PPT on family vocabulary words and the verb "tener" 4) Individual completion of google form assessment 5) Whole class review of progress using student leaders at the board 6) Q&A session 7) Closure activity

Student Assessment/CFU's: Please see below

Materials: TC PPT/Google form

21st Century Themes and Skills: Please see below

Differentiation:
Above: Higher tiered questioning, peer teach
On: On target questioning, peer chat
Below: Basic questioning, teacher assisted practice, misconception checks

Integration of Technology: Student laptops