

# Unit 6: Fiesta en Familia

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

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This unit allow students to identify family members and talk about celebrations. It also allows students to express ages and preferences. It identifies restaurant etiquette and compare and contrast, holidays and celebrations in a typical Spanish-speaking country versus the United States.

## ESSENTIAL QUESTIONS

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Can I identify my family members? Am I able to talk about celebrations and parties? Am I able to describe someone's age? What is the difference between the family gathering in a typical American family versus that of a Spanish-speaking country? Am I able to describe table settings and use basic restaurant etiquette?

[SPA1 unit 6A.pdf](#)

[SPA1 unit 6B.pdf](#)

## STANDARDS

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### NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

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#### New Jersey (NJSLS) - World Languages - Novice Mid (2020)

##### 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.

##### 7.1.NM.IPERS.1

Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

##### 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.

### **New Jersey (NJSLS) - World Languages - Novice Mid - Interpersonal (2020)**

#### **7.1.NM.IPERS.1**

Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

### **New Jersey (NJSLS) - World Languages - Novice Mid - Presentational (2020)**

#### **7.1.NM.PRSNT.4**

Copy/write words, phrases, or simple guided texts on familiar topics.

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.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
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WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

Students will compare and contrast work within and out of the Spanish-speaking world including the challenges of immigration, the benefits of being multilingual, specifically targeting career and educational objectives, and the contribution of literacy to career readiness.

PFL.9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

Students will use technology to access and assess authentic material via news websites, social media posts, travel websites, and other culturally relevant material. Additionally, they will create games, videos and other electronic models to present, review and understand Spanish language and culture.

WL.AL.7.1.AL.PRSNT.1	Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

**PRE-ASSESSMENTS**

Successful completion of the prior unit will serve as a scaffolded pre-assessment that will be used to determine depth in pace of the current unit. Additionally, students will use KWL charts to build background information and begin to make connections with the Spanish language and culture.

**INSTRUCTIONAL PLAN**

**MODULE 1**

In order to create a routine and establish student expectations, each lesson in each unit will follow a similar pattern. Daily objectives will be visible in the classroom and identifiable each day. Students will be engaged through a variety of activities that include reading, writing, listening, and speaking. Each lesson will include group practice, as well as time for individual student practice. Each day will include formative assessments including exit tickets or other types of assessments that allow for evaluation of the lesson. Subsequent lessons will incorporate a review or reteach as identified by formative assessments.

<p><b>Student Learning Intentions (SLI) WALT: (We are learning to...)</b></p>	<p>Student will be able to identify family members can I describe family members . They will be able to talk about celebrations and parties. Student will be able to ask until age student will be able to come here and contrast a family gathering in a typical American family versus that of a Spanish-speaking country. Student will be able to describe table settings and use basic restaurant etiquette.</p>
<p><b>Student Learning Strategies</b></p>	<p>Highlight cognates and prior knowledge. Use context clues to confirm the meaning of an unfamiliar word. Use picture clues to determine the meaning of an unfamiliar word. Use dictionary to clarify meaning. Practice active listening. Develop note-taking skills. Review posted videos and information on Google classroom.</p>

<p><b>Success Criteria</b></p>	<p>Student is able to identify family members and describe family members. They are able to talk about celebrations and parties. Student can ask and tell age. Student can identify differences and similarities between a typical American family and a family from a Spanish-speaking country. Student is able to describe table settings and use basic restaurant etiquette.</p>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<p>Formative assessments will include exit tickets, thumbs up-thumbs down assessment, quick quizzes, partner practice, Kahoot, Venn diagrams, quizzes, mini whiteboards, 321, Google forms and surveys, and reteaching.</p>
<p><b>Activities and Resources</b></p>	<p>All students will be required to keep a notebook, either digitally or on paper and to incorporate the information provided in the day's lesson into that notebook. All activities and information will be posted on Google classroom, including reference material, videos, links to games and other activities, as well as a list of unit specific vocabulary and grammatical themes.</p>
<p><b>Suggested Modifications</b></p>	<p>Modifications will include the incorporation of images, sentence starters, establishing routines, using TPR, (Total Physical Response), and adjusting time requirements for activities and assessments, as well as using suggestions on IEP and 504 plans.</p> <p>Additional modifications will include more detailed requirements for Spanish-speaking students, as well as individualized advanced activities.</p> <p><b>English Language Learners</b></p> <p><b>Native language support:</b> The teacher provides auditory or written content to students in their native language.</p> <p><b>Adjusted Speech:</b> The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p>

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they

have to complete an assignment.

### **Students with 504 Plans**

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### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as

special needs students.

### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

#### **Alternate or Modified**

**Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

## REFLECTIONS

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### **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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This unit includes interdisciplinary connections with math, science, and social studies. It incorporates a review of basic numbers, as well as the calendar. It also includes cultural comparisons between Hispanic culture and that of local culture. It also identifies elements of Hispanic culture in the local community.

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
MA.K-12.6	Attend to precision.
MA.K-12.7	Look for and make use of structure.
MA.K-12.8	Look for and express regularity in repeated reasoning.