

# Unit 5:Family

Content Area: **World Language**  
Course(s): **Generic Course, World Language 7, WorldLanguage 8, French Fundamentals, German Fundamentals, French I, German I, Spanish I CP, Spanish Fundamentals I, World Language 6, Spanish Fundamentals**  
Time Period: **3 weeks**  
Length: **3Weeks**  
Status: **Published**

## Unit Overview

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Students will identify 20-25 family members, the relationships between family members and use prior knowledge on characteristics and the verb "to be" to give descriptions.

Students will also use correct noun and adjective agreement and grammar concepts to give correct descriptions. Students will compare and contrast the culture of home life between the target culture and their own.

## Transfer

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

- Explain the differences and similarities between family life between target culture and students' culture.
- Name and explain the relationships between family members in the target language.
- Describe own family and members and/or fictional families using the verb "to be" and adjectives learned during a previous unit.

## Meaning

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## Understandings

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Students will understand that...

- There are similarities between the way the target culture relates to their family members and differences in home life between the target culture and their own culture.
- There is more than one way to explain relationships between family members in the target language.
- Adjectives need to agree with the gender of the family member being described and the amount of people being described.

## **Essential Questions**

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Students will keep considering...

- How are families in society different between the target culture and my culture?
- How can I describe my family in the target language?
- How is a typical family in the target culture different or similar to my family?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- 20-25 family members in the target language.
- how to make nouns and adjectives agree and how to use the possessive adjectives (my, your)
- how to describe family members using previous knowledge on characteristics
- the differences and similarities between the role of family in society between own culture and the target culture.

## **Students will be skilled at...**

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Students will be skilled at...

- Naming family members in the target language
- Describing relationships between family members either their own family or a fictional family.
- Describing family members using characteristics while using correct grammar concepts of noun and adjective agreement and possessive adjectives.
- Comparing and contrasting their family to a typical family in the target language.

## **Academic Vocabulary**

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Mother

Father

Sibling (Spanish)

Brother(s)

Sister(s)

Grandmother

Grandfather

Aunt(s)

Uncle(s)

Cousin(s) (female/male)

Husband

Wife

Child/Children

Son

Daughter

Nephew

Niece

Brother-in-law

Sister-in-law

Step-brother(s)

Step-sister(s)

Step-mother

Step-father

grandchild/grandchildren

granddaughter(s)

grandson(s)

teenager

boy

girl

baby

## Target 2

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Students will compare and contrast:

- The role of the family in the target culture as compared to their own culture.
- How their family compares to the typical family in the target culture

Students will construct sentences using:

- descriptions of their family members using correct noun and adjective agreement.
  - descriptions of famous families either fictitious or real using physical and personality characteristics.
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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.C.1

Immigration changes both the community of origin and the new community.

(Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)

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.4

Ask and respond to questions, make requests, and express preferences in various social situations.

WL.7.1.NH.B.L.1.a

Ask and answer questions related to everyday life.

WL.7.1.NH.B.L.1.b.1

Initiate, maintain, and end a conversation.

WL.7.1.NH.C.3

Describe in writing people and things from the home and school environment.

WL.7.1.NH.C.C.2

The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)

## Summative Assessment

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- Performance assessment (Family tree/google slides)
- tests/quizzes
- oral assessments
- role plays/performances
- Unit tests

## 21st Century Life and Careers

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CAEP.9.2.8.B.3

Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

CAEP.9.2.8.B.5

Analyze labor market trends using state and federal labor market information and other resources available online.

CAEP.9.2.8.B.6

Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

## Formative Assessment and Performance Opportunities

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<b>Group discussions</b>
<b>•Class participation</b>
<b>•Grammar/ Vocab Worksheets</b>
<b>•Homework</b>
<b>•Mini conversations</b>
<b>•Oral drills</b>
<b>•Paired activities</b>
<b>•Self assessment of learned topics</b>
<b>•Written activities</b>

## **Differentiation/Enrichment**

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•Cultural based activities
•Extra time to think and reflect, i.e. wait time
•Follow all accommodations from 504 plans and IEPs
•Make assessments ongoing, interactive process
•More group work and pair work
•More visual and oral resources available
•Offer options for projects that reflect different learning styles and interests
•Restate learning goal/ activity in own words
•Shortening the length of material but retaining authenticity
•Study guides
•Teachers notes readily available
•Word banks/ word wall

## **Unit Resources**

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•Academic games
•Realidades textbook
•C'est a toi workbook w.s. (French)
•Discovering French textbook
•Exploring French/Spanish textbook
•Geni@l Klick (German)
•Powerpoint presentations
•Role play instructions and rubric
•Teacher created worksheets
•Test and quizzes