

Unit 02: En casa y en familia

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 2

Unit Title:	En casa y en familia
Suggested Duration:	9 weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
<p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p>
<p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p>
<p>Sociology: Describing where and how people live.</p>
<p>Art: Drawing houses</p>
<p>Geography: Learning about different styles of homes in the Spanish-speaking countries.</p>
<p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

Technology Integration

Technology Integration
<p>Northern supports the integration of the SAMR Model: a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.</p>

Chromebook, SmartPhone, Viewsonic and digital interactive platforms

Teacher-created digital presentations

Review with teacher-created digital games and activities

Listening to authentic material integrating blogs, documentaries, and videos via educational digital sites including:

<https://www.yabla.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/index.html>

<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

<https://spanish-resources.com/>

<https://llevatilde.es/>

<https://aprenderespanol.org/>

<https://cvc.cervantes.es/>

Standard(s) Addressed

Standard 7 [World Language](#)

- 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard 7 [Climate Change Education](#) (World language)

- 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.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchanging information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Standard 9 [Career Readiness, Life Literacies, and Key Skills](#)

- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage

WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
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	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i> describe how the United States become a second home for Hispanics.	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • Language and culture are mutually dependent. • Learning languages provides connections to additional bodies of knowledge. • Learning languages allows students to realize there are multiple ways of viewing the world. • Language students have the ability to participate in multilingual communities. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How are Hispanics represented in the United States? • What does your place of residence say about yourself, your family and culture? • How has the United States become a second home for Hispanics? • How have Hispanics influenced the art in the United States since the twentieth century

Acquisition

Students will know . . .

- Vocabulario

Unit 2 En casa y en familia

- Familia members
- Descriptions
- Household items and activities
- Daily routine
- Emotions
- Household items placement

Language structure in context

- Affirmative and negative expressions
- Direct and Indirect object pronouns
- Present Progressive
- Simple future tense
- Use of Se in impersonal expression
- Reflexive verbs
- Informal commands (+)
- Prepositions for location.

Students will be skilled at . . .

- Describing family relationships
- Using affirmative and negative expressions correctly
- Talking about Hispanic presence in the United States
- Talking about activities in a house and household items
- Using the present present progressive to talk about what I and others are doing
- Using the Se impersonal in general statements and signs
- Discussing an exhibit honoring Hispanic artists in the United States.
- Talking about my family's morning routine.
- Using reflexive verbs to describe routines, emotions, and reciprocal actions
- Talking about the Hispanic presence in New York and California
- Using informal commands to tell someone what to do
- Using expressions fo place to indicate where things are
- Describing my bedroom
- Reading and discussing a short story by Sandra Cisneros

STAGE II Assessment Evidence

Practice	Assessments
<p>Week 1: Introduction of new vocabulary</p> <ul style="list-style-type: none"> • Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc) • Teacher-created digital activities activities for unit vocabulary practice • Interpersonal Practice: ¿Qué tiene tu cuarto/habitación ideal? (IP) - discuss with your partner, use the graphic organizer and be ready to present to the class. • Práctica de vocabulario interpretive and presentational <p>• Language structure</p> <ol style="list-style-type: none"> 1. Informal commands (+) 2. Reflexive verbs 3. Prepositions for locations 4. Direct and Indirect object pronouns 5. Present Progressive (Mi casa ideal) <p>Week 2: Application of vocabulary</p> <ul style="list-style-type: none"> • Slides presentation of unit vocabulary and here • Teacher-created digital activities activities for unit vocabulary practice • Más práctica con el vocabulario y aquí - Vocabulary practice • Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc) <p>Week 3-4: Talking about Chores while introducing and practicing a new Language structure: Direct and Indirect pronouns</p> <ul style="list-style-type: none"> • Games to practice unit content 	<ul style="list-style-type: none"> • Vocabulary assessment • Classroom oral and written interactions and individual written activities. All formative assessments that are not impromptu conversations are recorded in our GC and Flipgrid. • Assessment Project “Manos a la obra” • Elements for the assessment: authentic audios and Google Form • Students will work on completing this project: Mi casa ideal (Change Project have the students use the following - Present Progressive, preposition <ul style="list-style-type: none"> • Students’ final revisions project. Project ready for assessment <p>Other Evidence: formative daily assessments</p> <ul style="list-style-type: none"> • Vocabulary Gaming • Oral activities <ul style="list-style-type: none"> • Show and tell • Presentations, Dialogues • Class discussions • Answering yes and no, direct response questions using previously acquired vocabulary • Presentation both face-to-face and recorded of the Unit’s practices, products, and perspectives • Listening activities <ul style="list-style-type: none"> • Watch videos in Spanish.

- Quizlet.live para practicar los [quehaceres](#)
- Presentational and interpretive practice: Practica con los [electrodomésticos](#) and using (Google Form) for immediate feedback
- Presentational and Interpretive practice of language structure [Casa día 3](#)(actividad 24. Nuestros nuevos vecinos

Week 5-7: Application and use of the unit's vocabulary with Summative assessment, and introduction of new language structure incontext, how to make commands.

- Vocabulary and language structure practice using Quizlet: [quehaceres](#)
- Picture prompt presentational writing task
- Interpretive practice: (Lectura)

Week 8: Culmination of unit

- Interpretive practice: authentic commercial: [Vive mil años](#)
- Presentational practice: Create a meme applying the Unit language structure [Los mandatos informales -interactive](#)
- Impromptu dialogues adding on to last week's vocabulary to incorporate new language structure

- Listen to songs in Spanish.
- Listen to short dialogues in both formal and informal Spanish and answer questions about what they heard
- Reading Comprehension Activities
- Communicative (interpersonal) Activities, Information Gap Activities

All courses follow a [balanced assessment system](#) with Practice and Assessments.

- Whiteboards and/or digital comprehensive activities to practice unit language structures and vocabulary

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify key words, phrases, or sentences

STAGE III Learning Plan

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Organize plan by weeks

Modes of Communication:

1-Interpretative

2-Interpersonal

3-Presentational

Week 1: Introduction of new vocabulary

- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- [Slides presentation of unit vocabulary \(add appropriate vocabulary](#)
- Teacher-created digital activities activities for unit vocabulary practice
 - Interpersonal Practice: ¿Qué tiene tu cuarto/habitación ideal? (IP) - discuss with your partner, use [the graphic organizer](#) and be ready to present to the class.
 - [Práctica de vocabulario](#) interpretive and presentational

Week 2: Application of vocabulary

- [Slides presentation of unit vocabulary](#) and [here](#)
- Teacher-created digital activities activities for unit vocabulary practice
 - [Más práctica con el vocabulario y aquí](#) -Vocabulary practice
- Impromptu dialogues (describing rooms,chores and responsibilities)
- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- Teacher-created digital activities for unit vocabulary practice

Answer direct responses to questions using acquired vocabulary

Oral and written Interpretive tasks

Weeks 3-4: Talking about Chores while introducing and practicing a new Language structure: Direct and Indirect pronouns

Games to practice unit content

Quizlet.live para practicar los [quehaceres](#)

Brief interpersonal communication: ¿Qué estas haciendo?

- (Create a Google slide for Present Progressive)
 - Presentational and interpretive practice: Practica con los [electrodomésticos](#) and using (Create a Google Form) for immediate feedback
 - Presentational and Interpretive practice of language structure [Casa día 3](#)(actividad 24. Nuestros nuevos vecinos

Using breakroom to foster students interpersonal communication among hybrid/remote students

- Think about the essential household chores. Which are more necessary than others. Make a list of chores that you consider essential and chores that can be done once a month. Share your list with your partner. Share with the class information about your partner 's and your chores. Then, escucha [este audio sobre los quehaceres.](#) Completa el [google form](#) to show your understanding of the audio.

Impromptu dialogues adding on to last week's vocabulary to incorporate new language structure

Impromptu dialogues adding on to last week's vocabulary to incorporate new language structure

Reading Comprehension Activity

Elements for the assessment: authentic audios and [Google Form](#)(Change to Spanish)

Week 5-7: Application and use of the unit's vocabulary with Summative assessment, and introduction of new language structure incontext, how to make commands.

Vocabulary and language structure practice suing Quizlet: [quehaceres](#)

Picture prompt presentational writing task

Interpretive practice: (Pon una Lectura)

Groups discuss the answers (groups) and share with class.

Interactive activity (Create a Quiz using affirmative commands)

Students will work on completing [this project](#): Mi casa ideal (Change Project have the students use the following - Present Progresive, preposition

- Students' final revisions project. Project ready for assessment

- Students' recording and designs are uploaded to FlipGrid
- Students demonstrate understanding of oral speech by completing [Interpretive section](#)

Students interact with [this presentation](#) - Introduction of language structure, how to make commands

- Practice Day 1 [mandatos afirmativos](#)
- [Tic-Tac Toe](#)

Teacher-created communicative activities for unit language structure's practice

- Columnas: Show slide, students combine columns to make sentences.
- Responsabilidades: Show slide with list of names & list of rooms. Count students off by 6 to form groups of 3 or 4. Provide paper and markers.
- Interpersonal activity in which they will identify the chores in the house and state the command form for each

Week 8: Culmination of unit

Interpretive practice: authentic commercial: [Vive mil años](#)

Presentational practice: Create a meme applying the Unit language structure [Los mandatos informales - interactive](#)

Impromptu dialogues adding on to last week's vocabulary to incorporate new language structure

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGTBQ and students with 504 plans.

Specific Resources for Unit

Specific Resources for Unit

- Google Apps For Education (GAPE)
 - Maps

- Sites
- Forms
- Drive
- Classroom
- Slides
- Add ons

- Internet

- Youtube.com videos for aural comprehension and grammar tutorials
- Quizlet.com
- Wordreference.com
- Yabla.com
- <https://www.laits.utexas.edu/spe/>
- Audiolingua
- Videoele
- Flipgrid
- Padlet
- Socrative
- Quizizz
- Edpuzzle
- Thinglink
- LiveworksheetsAudiolingua
- [Locura de marzo](#)

- Texts

- Classroom Instruction That Works by Robert J. Marzano

- Spanish-English Dictionary
- Workbooks
- Authentic reading materials for comprehension exercises

- Teacher-created worksheets and information

- Technology
 - Chromebooks
 - Personal Devices/Phones
 - Screencastify
 - Viewsonic/myviewboard
 - Loom
 - Remind

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

Provide a brief description of how this unit addresses DE&I.

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

Use of technology throughout lessons on a daily basis

Climate Change Education

ClimateChange Education

Enduring Understandings/Core Ideas

Performance Expectations

Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Spanish Speaking Countries

Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the [Core Idea and Performance Expectation](#) from NJDOE link above.