

MP1-2 Families and Parties

Content Area: **World Language**
Course(s): **Spanish 5**
Time Period: **MP1-2**
Length: **MP1-2**
Status: **Published**

Essential Questions

- How can you recognize which activities take place at cultural celebrations?
- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?

Big Ideas

- Observing and participating in culturally authentic activities contribute to familiarization with cultural products and practices. (Topics and activities that assist in the development of this understanding should include, but are not limited to: authentic celebrations, songs, and dances.)

Technology Integration

8.1.5A.5 Create and use a database to answer basic questions.

Activity:

Students will be introduced to different family vocabulary. Once students know the vocabulary they will create their own **árbol genealógico** (*family tree*) where they will answer basic questions about their own familia. They will create the **árbol genealógico** using their choice of Google Docs or Google Slides.

8.1.5.A.2 Format a document using a word processing application to enhance text, include graphics, symbols and/or pictures

Activity:

Students will be introduced to different types of parties and customs in Spanish speaking countries. Students will work in groups of three and they will create a document comparing and contrasting Spanish holidays and customs to those of the US.

(i.e. → quinceañera v. sweet 16)

Cross-Curricular Integration

Integration Area: Language Arts

SL.5.1 Engage effectively in a range of collaborative discussion with diverse partners on grade 5 topics and texts, building on others ideas, and expressing their own clearly.

Activity:

Students will be introduced to family vocabulary and will read a simple text on someone's family in Spanish. They will be asked various comprehension questions on the text. Students will then be able to create their own description of their family in Spanish.

Enduring Understandings

7.1 Language

A. Interpretative Mode

7.1.NH. IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.

7.1.NH. IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes

7.1.NH. IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

B. Interpersonal Mode

7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

C. Presentational Mode

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.

Focus Area

Grammar

- *Tener*
- *Gustar*

Vocabulary

- Family
- Celebrations
- Traditions
- Parties

Cultural

- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.
- The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)