

# 02\_Family & Home

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **25-30 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### **Spanish 7**

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world language fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related and/or financial success in our increasingly interconnected world.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

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.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
WRK.K-12.P.4	Demonstrate creativity and innovation.

WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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### ***Students will understand that:***

- family traditions reflect cultural values.
- previous learned grammar can be applied to any verb.
- communicating ownership creates a natural flow of conversation.

### ***Essential Questions:***

- What family traditions are reflected in the cultural values of Hispanic families?
- How can I apply previously learned grammar to the family and home vocabulary?
- How can I talk about my family and home in Spanish?

## **CONTENT AREA STANDARDS**

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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.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
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.

## **STUDENT LEARNING TARGETS**

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## **Declarative Knowledge**

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Students will understand that:

- there is specific vocabulary related to family, home and celebrations.
- idiomatic expressions are used in Spanish in relation to the family and home.
- like adjectives and nouns, possessive adjectives have gender and number.
- possessive adjectives can be used to describe family and home.
- there are similarities and differences between families in the U.S. and in Spanish speaking countries.
- there is a special importance of the “quinceañera” in some Spanish speaking countries.

## **Procedural Knowledge**

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Students will be able to:

- conjugate and utilize the verb “tener” to tell what you and others have and to express age.
- integrate conjugation of “tener” and vocabulary to utilize idiomatic expressions.
- show possession and tell what belongs to you and others.
- contrast and compare family celebrations in the United States and Spanish speaking countries.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Oral Presentations
- Multimedia Presentations
- Student Dramatizations

- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

## **Benchmark Assessments**

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Edulastic Assessments

## **Formative Assessments**

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1. Teacher observations
2. Homework
3. Teacher created worksheets
4. Nearpod
5. Kahoot

## **Summative Assessments**

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1. Quizzes - family, home
2. Unit test
3. Projects (design your dream home, speaking to describe family)

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- Textbook/Workbook Ch 2
- CD Audio Resource
- Culture Readings

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - Language Acquisition, Informational Writing

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.