

# 06\_Unit 6: La familia y la casa

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **20-25 days**  
Status: **Published**

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

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This is a full year course that is designed to develop basic reading, writing, speaking and listening skills in the Spanish language through a variety of media. Various aspects of Spanish culture in Spain, the Caribbean, Central America and South America, as well as the geography of these regions, are discussed around the world. Students will have the opportunity to ask questions and respond to them in Spanish. Students will be able to conduct conversations in the target language. Students will learn the basics of the Spanish language, the common phrases, food, describing self and others, school, sports, family and home. This course develops the essential pieces of learning the beginning levels of a world language: reading, writing, listening and speaking. It also emphasize the three modes of communication: interpretive, interpersonal and presentational. Spanish 1CP will provide students with authentic materials and the use technology within the classroom to allow the students to grow as Spanish speakers, readers, writers and listeners in the Global world. Students will have the ability to communicate with others and culturally understand the importance of a foreign language as an essential component of global competence.

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

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Students will understand that:

- there are similarities and differences between the makeup of the immediate family in Spain and Latin America, and the family of North America
- the Spanish language uses irregular verbs
- in Spain and Latin America there are differences in the architecture of the houses and apartments based on cultural needs

Essential questions:

- What are the family values in your home compared to the family values of another culture?
- What are the differences in lifestyles around the world?
- How is the household different in terms of who is living in the house different in Spanish countries vs. the United States?
- What are the differences in housing in the urban areas of Latin America and Spain when compared to the houses of North America and other places in the world?
- What differences are visible in rural housing around the world?

## 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.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
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.
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.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
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.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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.

## 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.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- the verb VIVIR is used to describe where one lives.
- the verb IR+A describes the very near future.
- the key terms of Family and house vocabulary are an integral component of communicating in the target language.

### **Procedural Knowledge**

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Students will be able to:

- identify members of the immediate and extended family in Spanish.
- note differences in the makeup of North American vs. Latin American and Spanish households.
- use the verb VIVIR in complete sentences.
- differentiate subjects based on the endings of the verb VIVIR.
- use the verb IR in complete sentences.
- use the verb IR+A where people are going.
- use the verb IR+A to discuss the immediate future.
- use IR + the infinitive to describe the immediate future.
- label the different rooms of the inside of a house, and identify the key parts of the exterior.
- read an article about the difference in apartments and houses in Latin American/Spain vs. houses and apartments in the United States.
- compare and contrast the family values of students and their families with others.
- describe family members using possessive adjectives.
- use the verb TENER to describe how many are in the family.
- use the verb TENER to describe the home.

## **EVIDENCE OF LEARNING**

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### **Benchmark Assessments**

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Edulastic/Pear Assessments

### **Alternate Assessments**

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- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences

### **Formative Assessments**

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- Listening assessments with describing family and home
- Writing assessments describing the family and home
- Speaking assessment-describing family and home
- Categories of the different topics-Category chart
- Kinesthetic activities
- Quizziz, Nearpod, Classkick, Kahoot, Blooket formative assessments.
- Monitoring progress through Unit packet
- Notetaking in the Unit packet
- Exit ticket: Describing yourself and family
- Exit ticket-Padlet-Describing your home
- Drawing game: Describe a house in detail
- Student-created conversations
- Student-created dialogues
- Chart comparing homes in different Spanish-speaking countries.
- Ideal home discussion

### **Summative Assessments**

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Project-Mi familia-Create a celebrity family using a family tree template. Describe the family using possessive adjectives

Map Activity: Students will create a map of the world and describe where each of their family members lives using the vocabulary for the family and the verb VIVIR.

Unit 6 Assessment

Suggested assessment:

Research Activity: Students will plan on buying a plot of property in the northern region of Spain. They will have to "build" a house on it, and describe the house in detail. They will also have to decide on pricing options for the various rooms and important items they will need for the house. All pricing must be in Euros.

Project-Webquest: AirBnB with homes in Spanish-speaking countries.

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

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Resources:

- Buen Viaje 1: Chap 6
- [Unidad 6: Packet](#)

Technology Subscriptions to the following:

- Nearpod
- Classkick
- Wordwall
- Quizziz
- Quizlet
- Blooket
- Kahoot
- Adobe Spark/Canva/Piktochart
- Jamboard
- Edpuzzle
- Padlet

Additional resources:

- Whiteboards
- Textbook: Buen Viaje 1-Glencoe
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Smartboard Activities
- Google Slides presentations
- Youtube videos

Authentic materials/websites:

## **INTERDISCIPLINARY CONNECTIONS**

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Language Acquisition

Use technology to enhance productivity

Work productively in teams while using cultural global competence

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.