

# 04\_The House and the Family

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **45 days**  
Status: **Published**

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

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This is an introductory Spanish course continuing on from the topics studied in Spanish Novice 1. It builds on the basics of the Spanish language through the discovery of various Spanish-speaking cultures around the world. The units in this course include habitats around the world, including weather, animals and geographical locations; foods and eating in a restaurant; the house and the family; the body and health; and sports. Students will continue to ask questions in Spanish, as well as form sentences to answer questions in Spanish. This course develops the essential pieces of learning the next level of a world language with an emphasis on reading, writing, listening and speaking. It also uses the three modes of communication: interpretive, interpersonal and presentational. The course uses authentic materials to introduce these topics and allow the students to grow as Spanish speakers, readers, writers and listeners with a background knowledge of Hispanic cultures around the world.

## **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 cultural differences between English-speaking countries and Spanish-speaking countries bring a necessity to understand the culture before identifying the language and that language comes through culture.
- the verb “VIVIR” is used to describe where one lives.
- the Spanish language uses irregular verbs
- the “IR+A” describes the very near future.
- in Spain and Latin America there are differences in the architecture of the houses and apartments based on cultural needs.
- family is extremely important and valuable in the Latin American and Spanish culture.

*Essential questions:*

- How is family life different in Spanish-speaking countries than here in the USA?
- How can I describe my house and family in Spanish?
- In what ways are the home styles and designs different in Spanish-speaking countries than here in the USA?

## **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.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
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.4	Copy/write words, phrases, or simple guided texts on familiar topics.

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

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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.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
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.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- the definite and indefinite articles can be used to label the items and rooms of the house.
- the verb “IR” describes where one is going.
- possessive adjectives can be used to specify family members.
- the conjugations and the meanings of the verbs “TENER, VIVIR, IR, SER, ESTAR” are irregular in Spanish.
- ordinal and numerical numbers can be used to identify the number of floors and rooms in a house.
- there are specific objects associated with certain rooms of the homes in Spanish-speaking countries.

- demonstrative adjectives can be used to specify objects in the house.

## **Procedural Knowledge**

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Students will be able to:

- request and provide information by asking and answering simple, practiced questions, using memorized words and phrases with the house and family vocabulary.
- share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class using the house and family vocabulary.
- identify familiar people, places, objects in daily life based on simple oral and written descriptions about the house and the family.
- present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on the house and family.
- copy/write words, phrases, or simple guided texts on the house and family.

## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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1. Listening comprehension: Students will listen to different descriptions about family members and guess who they are.
2. Listening comprehension: Read a description and the students will guess which room it is.
3. Writing activity: Describe your house/apartment with the number of rooms and the items in each room.
4. Writing activity: Describe your family or your ideal family using the family vocabulary
5. Exit ticket: How is the household different in terms of who is living in the house different in Spanish countries vs. the United States?
6. Map activity: Students will create a map of the world and describe where each of their family members live using the vocabulary for the family and the verb “vivir”.
7. Webquest/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. Research real estate websites in different countries and compare and contrast the living situations.
8. Listening comprehension: Students will cut out different furniture items for the living room and they will listen to various descriptions. They will need to place the furniture in the correct spot in the room with glue.
9. Writing activity: Students will create a story using the action verbs and the vocabulary for the house and the family. Share the stories with the class.
10. Drawing/Writing/Speaking activity: Students will create a diagram of themselves tomorrow. Then, they will draw 1 year from now. Lastly, they will draw 10 years from now. They will describe where

they will be in each of those time frames by using the verb ir+a and ir+infinitive.

11. Exit ticket: What 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?
12. Exit ticket: What differences are visible in rural housing around the world
13. Exit ticket: ¿Quién es quién? - fill in the blank with the Spanish word for the missing family member.
14. Exit ticket: El verbo TENER - fill in the blank with the correct conjugation of TENER (to have).

## **Summative Assessments**

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1. Project: Students will begin a family tree project. Students will create a family tree using celebrities and cartoon characters. They will describe the family using a variety of vocabulary.
2. Project: Create a house with all the pieces of furniture. Create a house with all the furniture objects. Label the rooms in the house and all the objects in each room.
3. Speaking project: Students will create a presentation using the house and family. They will create an essay about their family and home using the verbs and vocabulary.
4. MTV Cribs project: Students will create a video project describing their houses or a friends' house using the vocabulary for the family and house. They will include prepositional phrases and demonstrative adjectives.
5. Writing assignment: Students will write about their home and their family. They must use 75 words in Spanish and follow the other guidelines for the grading rubric.
6. Project: Family Album - create a picture album of family members and write a description of each photo in the album in Spanish.
7. Quiz 1: Family members and the verb TENER
8. Quiz 2: Possessive adjectives
9. Webquest on the House & Home: Students will use the websites to find 5 apartments/home available for purchase. They will answer the questions in the Webquest according to the information they find. The websites given are all from Spanish-speaking countries.

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

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- SmartBoard activities
- Quizlet
- Wordle activities
- Skills for Success: Spanish Middle/High School Workbook
- Skills for Success: Building Spanish Vocabulary
- Glencoe Buen Viaje 1
- Whiteboards
- [www.voki.com](http://www.voki.com)

- Matamosca game with family members <https://docs.google.com/presentation/d/1LevKUVAWc1NnzU8cdLIEqKEIFFVICN8Qk9sgqfaRbxE/edit?usp=sharing>
- Packet 1 "La familia" <https://drive.google.com/file/d/1B0inJJ4IW63hieXOvrlp5a3KHEvJkzit/view?usp=sharing>
- Google slides on possessive adjectives [https://docs.google.com/presentation/d/1CzlNn2tQAAHBX\\_o8mktRq4Zrte0bgDGiQHCCsCIK7qQ/edit?usp=sharing](https://docs.google.com/presentation/d/1CzlNn2tQAAHBX_o8mktRq4Zrte0bgDGiQHCCsCIK7qQ/edit?usp=sharing)
- Packet 2 "La casa" <https://drive.google.com/file/d/1uwJsdp5OYuqmT9JicuXUs5pkPyUfYYEL/view?usp=sharing>
- Packet 3 "En mi dormitorio" <https://drive.google.com/file/d/1ieJOt5LETNQIPU9MLJ47RQeex64-ryBE/view?usp=sharing>
- Packet 4 "¿Dónde vives y con quién vives?" <https://drive.google.com/file/d/1BKjZ0FAd6Lq19zNyEA23TPFjQYtGoMk4/view?usp=sharing>

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - Language Acquisition, Information Writing

Social studies - Anthropology

Visual performing arts - Dramatization

Technology/Multimedia - Educational tech applications

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.