

# 04\_Mi Familia

Content Area: **World Language**  
Course(s):  
Time Period: **Semester**  
Length: **15-20 days**  
Status: **Published**

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

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This is a half year Spanish 5 elementary course. The units include a review of Spanish 4 elementary, food and restaurants, my house and town, and my family units. Students will learn different Spanish vocabulary words. They will continue to answer questions in Spanish and write simple sentences that give opinions and descriptions. This course develops the essential pieces of learning a world language: reading, writing, listening and speaking. It also emphasizes the three modes of communication: interpretive, interpersonal and presentational.

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

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Students will understand that:

- the use of family member vocabulary is universal.
- they can communicate who is in their family using family vocabulary words and the verb tener.
- there are masculine and feminine nouns in Spanish.

Essential Questions:

- How can I use family vocabulary words to describe who is in my family?

## **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.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.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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9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LA.K-12.NJSLSA.R7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

TECH.K-12.P.4

Demonstrate creativity and innovation.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- it is important to identify members of their family.
- nouns change in Spanish to agree with a person's gender.
- the verb tener can be used to express who they have in their family.

### **Procedural Knowledge**

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Students will be able to:

- copy/write words related to family members.
- request and provide information, by asking and answering simple practiced questions related to the family.
- identify family members based on simple oral and written descriptions.
- identify family vocabulary contained in culturally authentic materials and other

resources.

- present basic personal information regarding the family using memorized words, phrases and simple sentences.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **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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exit ticket

student vocabulary checklist

## **Summative Assessments**

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teacher observational checklist

family tree project

oral presentation of family

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

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[Spanish Dictionary: Family Vocabulary and Family Tree](#)

[YouTube:family vocabulary](#)

[Profe Peplinski](#)

[Spanish Resource Library](#)

[2022 Elementary Resources-PDF Powerpoint](#)

[Rockalingua](#)

### **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts-Language Acquisition

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.