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| Language and  **Level / Grade** | Spanish 1  Novice-Mid to Novice-High | | | | Approximate Length of Unit | | | | | 2 weeks | |
| Approximate Number of Minutes Weekly | | | | | 5 x 55 minutes | |
| **Theme/Topic** | Let me introduce my family  <https://onedrive.live.com/?id=28F7C805D5A3213D%21171&cid=28F7C805D5A3213D&group=0> | | | | | | | | | | |
| **Essential Question** | What is a family? What do families like to do together? Why are families important? What are families like in Spanish speaking countries? | | | | | | | | | | |
| **Goals**  *What should learners know and be able to do by the end of the unit?* | Learners will be able to:  describe a family using photographs.  write and talk about what the members of their family like and don’t like, and what they do in their free time.  tell what their family members look like and their personalities, and ask for information about the family of others.  explain what is a family and why families are important  compare families in Spanish speaking countries with families in the US | | | | | | | | | | |
| **Summative**  **Performance Assessment**  *• These tasks allow learners to demonstrate how well they have met the goals of the unit.*  *• They are qthroughout the unit.*  • *The template encourages multiple interpretive tasks.*  *• The interpretive tasks inform the content of the presentational and interpersonal tasks.*  *• The tasks should incorporate 21st Century Skills.* | **Interpretive Mode** | | | | | | | | | | |
| <https://classroom.google.com/c/NjkzMDI0MDBa>  class code: oejb0a  Learners will go to the google classroom site and watch videos and read texts provided in order to answer three questions in the target language.  *¿****Qué es una familia?***  <https://www.youtube.com/watch?v=TmRnwgAqzgg>  <https://www.youtube.com/watch?v=NYdJPN_9zsg>  <https://www.youtube.com/watch?v=OKgbTyvSLAA>  Students will watch 3 videos and write an answer to the question in Spanish What is a family? Students will post answers in the comment box on google classroom site. | | [**¿Por qué es importante la familia?**](https://classroom.google.com/c/NjkzMDI0MDBa/a/MTA3NjEzMjM1/submissions/1)  <http://educacionciudadaniasalesianos.blogspot.com/2010/01/la-familia.html>  <http://actividadesfamilia.about.com/od/Bienestar/a/La-Importancia-De-La-Familia.htm>  <http://www.importancia.org/familia.php>  <http://www.todamujeresbella.com/12480/importancia-familia/>  Learners go to the google classroom page to read the articles above and write a response in the comment box to why is family important? | | | | | | | **¿Cómo son las familias en los países que hablan español?**  Learners will read an article about La Familia Hispana. They will demonstrate comprehension by answering questions about main ideas and will complete an Interpretive guide based on information found in the text.  [La Familia Hispana.docx](file:///C:\Users\Johnstonl\AppData\Roaming\Microsoft\Word\La%20Familia%20Hispana.docx)  [La Familia Hispana Interpretive Guide Name.docx](La%20Familia%20Hispana%20%20%20%20%20%20%20%20%20%20Interpretive%20Guide%20%20%20%20%20%20%20Name.docx)    With y**our partner compare and contrast la familia latina with your families. Record your answers on the graphic organizer.**  <venn.pdf> | |
| **Presentational Mode**  Learners will create their “ideal family” media presentation and present to classmates explaining why this is the ideal family for them, and post their presentation to the google classroom website.  [Mi familia-template.pptx](file:///C:\Users\Johnstonl\AppData\Roaming\Microsoft\Word\Mi%20familia-template.pptx)  Presentational Rubrics [**http://tinyurl.com/qfdtpzj**](http://tinyurl.com/qfdtpzj)  [**Presentational Rubric**](presentational%20rubric) | | | | | **Interpersonal Mode**  **In a group of three, compare your answers to the three questions and update and practice your responses. Students will participate in an oral exam where one of the three questions will be asked of each of the members of the group. The oral exam will be scored on the proficiency rubric.**  [**Interpersonal Rubric**](Interpersonal%20Rubric) | | | | | |
| **Cultures**  (Sample Evidence)  *Indicate the relationship between the product, practice, and perspective.* | **Product:** Coca Coca Commercials  **Practice:** Spending time with family, The Reunion Familiar p.111 Descubre Textbooks (quincienera?)  **Perspective:** Family is most important social group and they like to hang out, celebrate together.    **Product:** People Magazine en Espanol  **Practice:** Reading about the families of famous people  **Perspectives:** Families are interesting and people spend money to read about them in Spanish speaking cultures also | | | | | | | | | | |
| **Connections**  (Sample Evidence) | **Making Connections** | | | | **Acquiring Information and Diverse Perspectives** | | | | | | |
| ELA-the writing process  SS-Comparing and contrasting families, lifestyle  PE-hobbies, pastimes | | | | I can provide a definition of “nuclear and extended family” in the target culture. | | | | | | |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | | | | **Cultural Comparisons** | | | | | | |
| Cognates  Familia, mama, papa, | | | | I can compare and contrast what a family does together in different countries with my own. | | | | | | |
| **Communities**  (Sample Evidence) | **School and Global Communities** | | | | **Lifelong Learning** | | | | | | |
| Share information with community via webpage | | | | Examine personal relationships and set goals for improving them. | | | | | | |
| **Connections to Common Core** | Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  Reading: 2 Determine central ideas or themes of a text and analyze their development: summarize the key supporting details and ideas.  Writing: 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  Speaking and Listening: 1. 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. | | | | | | | | | | |
| **Toolbox** | | | | | | | | | | | |
| Language Functions | | Related Structures / Patterns | | | | | | | Vocabulary Expansion | | |
| Tier 1 | | |
| Asking for/Giving information | | Tiene\_-ano  El 15 de junio | | | | | | | Numbers, months, | | |
| Tier 2 | | |
| Expressing likes and dislikes | | Le gusta for likes | | | | | | | Sports and hobby vocab | | |
| Describing people | | Adjective agreement | | | | | | | Adjective vocab. | | |
| Indicating Relationships | | Se llama | | | | | | | Family vocabulary | | |
| **Key Learning Activities/Formative Assessments** | | | | | | | | | | | |
| Key Learning Activity/Formative Assessment  *(representative samples from beginning to end of unit)* | | | | How does this activity support the unit goals or performance tasks? | | | | Mode of Communication | | | **Interculturality**  **S**elf  **C**ommunity  **W**orld |
| Learners will read People en espanol identifying family members mentioned in the articles.  <http://www.peopleenespanol.com/gallery/que-mama-tan-cool-0>  <http://www.peopleenespanol.com/gallery/desde-paris-con-amor?stitched> | | | | Students are reading about current people in the news while looking for possible famous Hispanics to put in their presentations. | | | | Interpretive | | | S,C,W |
| Learners will watch 3 commercials will demonstrate comprehension by identifying the family members mentioned in each commercial.  *¿****Quiénes****son las personas mencionadas en los videos?*  http://www.creativelanguageclass.com/activities/modes-skills/listening/independent-listening-3-family-videos/ | | | | Students are practicing listening for family relationship words while watching commercials for products in the target language. | | | | Interpretive | | | C,W |
| **Ask your partner about his/her family and answer questions about your family. Use question cards from the creative language classroom** | | | | Students are practicing having a conversation about family while using the question cards for scaffolding. | | | | Interpersonal | | | S,C |
| **Resources** | | | | | | | **Technology Integration** | | | | |
| Chromebooks  Google classroom site <https://classroom.google.com/c/NjkzMDI0MDBa> | | | | | | | PowerPoint, Prezi, Photo Story 3 or other media presentation, wordreference.com for translation help | | | | |