

### UNIT PLAN CONTEXT

Language / Course: Spanish 1 (Grade 8 and/or Grade 9)	Length of Unit: 6 weeks Monday, November 13 <sup>th</sup> - Thursday, December 21 <sup>st</sup>
Proficiency Checkpoint and Proficiency Target: Checkpoint A - Novice Mid	
Meaningful Unit Title: La Familia y Los Amigos	
NYS World Language Anchor Theme: A. Identity & Social Relationships	NYS World Language Anchor Topic: A. Family & Social Relationships
Integrated NYS World Language Topics: B. Food & Mealtaking A. Celebrations, Customs, & Traditions Choose an item. Choose an item. Choose an item.	
Brief Unit Overview: This unit begins with students <b>identifying</b> family members, common meals, celebrations, customs and traditions. Students <b>describe</b> members of a family including physical and personal characteristics, likes/dislikes, birthday and age to their classmates. Students <b>exchange information</b> about their family life, meal taking and preferences.  This unit continues with students <b>exchanging information</b> about their family members. Students <b>express preferences</b> about favorite foods. Students <b>analyze</b> authentic resources about families, meals and celebrations in Spanish speaking countries and <b>compare</b> them with their own.  This unit ends with students completing a summative task which includes watching a video on a cultural tradition and identifying the sequence of events, exchanging information on an important family member and drawing their partner's family member, and comparing a common meal in their household to one represented in an authentic resource.	
Inquiry Question(s): <ul style="list-style-type: none"> <li>• What role does family and/or friends play in your life?</li> <li>• How do your traditions impact your culture?</li> <li>• How does your family prepare meals for special occasions?</li> </ul>	

STANDARDS AND FUNCTIONS	UNIT-LEVEL CAN-DO STATEMENTS	ACCEPTABLE EVIDENCE
1. Interpretive Communication [understand, interpret, analyze]	I can <b>identify</b> basic facts, memorized or familiar words and phrases when they are supported by gestures or visuals in short informational and literacy texts  I can <b>understand</b> familiar questions and statements from simple sentences in conversations that are spoken or written	<ul style="list-style-type: none"> <li>• By labeling a visual family structure</li> <li>• By identifying the sequence of events in a traditional celebration</li> <li>• By matching family descriptions on a graphic organizer</li> <li>• By classifying food on a "healthy plate"</li> </ul>
2. Interpersonal Communication [exchange information, express feelings, express preferences, express opinions]	I can request and provide information, meet basic needs, <b>express preferences</b> or feelings and react to those of others on family life, food and meal taking, celebrating customs and traditions	<ul style="list-style-type: none"> <li>• By describing family relationships and members</li> <li>• By asking and answering questions about foods I like and dislike</li> <li>• By accepting a formal invitation to cultural event</li> </ul>
3. Presentational Communication	I can <b>present</b> information about my family life and activities, state preferences and opinions on family life,	<ul style="list-style-type: none"> <li>• By creating a poster/ PPT about my own or someone else's family (personality traits,</li> </ul>

[describe, inform, narrate, explain, persuade]	food and meal taking, celebrating customs and traditions using a mixture of simple practiced or memorized words, phrases, and sentences spoken or written	physical description, nationality, age, likes/ dislikes) <ul style="list-style-type: none"> <li>By telling the meal I will plan for my future family</li> <li>By make an invitation for a cultural event</li> </ul>
4. Cultural Practices & Products [identify, describe, explain]	I can identify cultural products and practices in my own and other cultures to help me understand perspectives using words and phrases, with graphic or visual support	By answering questions and completing a graphic organizer using information found in an authentic resource
5. Cultural Comparisons [compare]	I can identify similarities and differences of practices and products of the target cultures with my own culture, using words and phrases, with graphic or visual support	By completing a Venn Diagram

Resource: [NYS Learning Standards for World Languages](#)

Resource: [NYS World Language Performance Indicators for Modern Languages, Categories 1-2](#)

SUMMATIVE PERFORMANCE TASKS		
Interpretive Task	Interpersonal Task	Presentational Task
Task 1: <ul style="list-style-type: none"> <li>Watch a video on a cultural tradition and identify the sequence of events (in English)</li> </ul>	Task 2: <ul style="list-style-type: none"> <li>With a classmate, take turns asking and answering about an important family member. Include the family member's physical appearance, personality, age, birthday and likes and dislikes. Draw the person your partner describes to you and make note of their characteristics</li> </ul>	Task 3: <ul style="list-style-type: none"> <li>Compare a common meal in your household to a meal represented in the authentic resources</li> </ul>

LANGUAGE TOOLBOX		
Key Language Functions	Supporting Language Structures	Supporting Vocabulary

<b>Identify</b> members of a family	El/Ella es Ellos/Ellas son Mi/mis Su/sus Tiene/tienen Le gusta(n) Su cumpleaños es	<ul style="list-style-type: none"> <li>- Members of a family</li> <li>- Physical characteristics</li> <li>- Personality characteristics</li> <li>- Age</li> <li>- Leisure/hobbies</li> <li>- Days and months</li> </ul>
<b>Describe</b> members of a family and meal taking	El/Ella es Ellos/Ellas son Mi/mis Su/sus Tiene/tienen Le gusta(n) Su cumpleaños es Mi comida favorita es Yo como Yo bebo El/Ella come El/Ella bebe Yo prefiero Tengo sed Tengo hambre	<ul style="list-style-type: none"> <li>- Members of a family</li> <li>- Physical characteristics</li> <li>- Personality characteristics</li> <li>- Age</li> <li>- Leisure/hobbies</li> <li>- Days and months</li> <li>- Breakfast, Lunch, Dinner Vocab</li> <li>- Fruits and vegetables</li> <li>- Drinks and Desserts</li> <li>- Proteins, grains, and dairy</li> <li>- Setting the Table</li> </ul>
<b>Describe</b> celebrations, customs and traditions	Es ¿Cuándo? ¿Quién? Cumpleaños Te invito ¿Puedes ir? Voy, vas	<ul style="list-style-type: none"> <li>- Breakfast, Lunch, Dinner Vocab</li> <li>- Fruits and vegetables</li> <li>- Drinks and Desserts</li> <li>- Proteins, grains, and dairy</li> </ul>
<b>Express</b> preferences with simple reasons	Me gusta (n) Le gusta (n)	<ul style="list-style-type: none"> <li>- Numbers</li> <li>- Personality and Physical description</li> <li>- Family Members</li> </ul>
<b>Exchange</b> information	¿Cuántas personas hay en tu familia? Hay... ¿Cuántos hermanos tienes? Tengo... ¿Cómo se describe ....? El/Ella es...	<ul style="list-style-type: none"> <li>- Members of a family</li> <li>- Physical characteristics</li> <li>- Personality characteristics</li> <li>- Age</li> <li>- Leisure/hobbies</li> <li>- Days and months</li> </ul>
<b>Compare</b> products/ practices/ perspectives	Mi familia es... Mi familia tiene... Su familia es... Su familia tiene...	<ul style="list-style-type: none"> <li>- Members of a family</li> <li>- Physical characteristics</li> <li>- Personality characteristics</li> <li>- Age</li> <li>- Leisure/hobbies</li> <li>- Days and months</li> </ul>

RESOURCES AND MATERIALS	
Authentic Resources	Other Materials
	- Vocab List

## Article: Family Life in Mexico

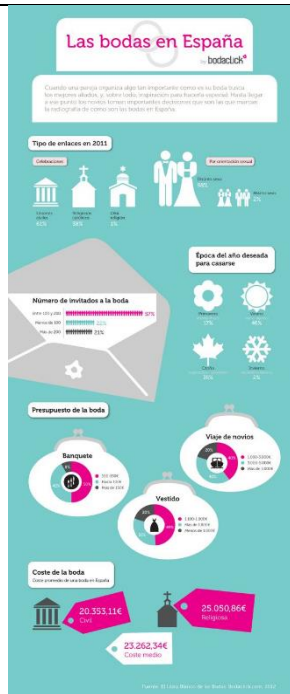


## Infographic: Dia de la Familia

## Infographic: Family Life in Mexico

## Infographic: Moms in Peru

## Infographic: La Familia de Lucas



[Article: Celebrating the New Year](#)

[Video: Day of the Family \(May 15th\)](#)

[Article: Cultural Celebrations in Spain by season](#)

[Videos: 42 Spanish Commercials](#)

(Google Drive contains each video link and script on a separate page)

[Articles: Mexican Restaurants in Madrid](#)

[Visual: Peruvian Hamburger Restaurant with menu](#)

[Visual: Supermarket Ad in Mexico](#)

[Video: McDonald's Ad](#)

[Infographic & Article: Paella](#)

[Article: Fast Food in Spain](#)

Resource: [NYS World Language Standards Authentic Resources Wakelet](#)