# PATERSON PUBLIC SCHOOLS

*Preparing All Children for College and Career*

# Spanish I Honors Curriculum

*Español*

## Grades 9-12

**Unit 5: Celebrations!**

# Course Description

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Possess knowledge of adequate vocabulary structured in contextual thematic units
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc…
- Rely on background knowledge to develop fluency in the second language acquisition related to their daily lives, families, and communities
- Compose short dialogues, stories, narratives, and essays on a variety of topics
- Learn and embrace the culture and traditions of the native speakers' countries while learning the language and cultural expressions
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become valuable citizens globally, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

The Spanish Program at Paterson Public Schools will focus on acquiring communication skills and cultural exposure. It is guided by the NJ DOE Model Curriculum for World Languages and encompasses the N.J.C.C.C. Standards for World Languages which address the need to prepare all students for an interdependent world.

The World Languages units for grades 9-12 consist of the following seven thematic units of study:

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|---|
| Unit 1: All About Me |
| Unit 2: School Days |
| Unit 3: Home, Sweet Home |
| Unit 4: Food, Glorious Food |
| Unit 5: Celebrations! |
| Unit 6: Migratory Animals |
| Unit 7: Going Green |

# Educational Technology Standards

8.1.12.A.1, 8.1.12.A.2, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.E.1, 8.1.12.F.1

➢ **Technology Operations and Concepts**
- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources
- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

➢ **Creativity and Innovation**
- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

➢ **Communication and Collaboration**
- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➢ **Digital Citizenship**
- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
- Compare and contrast policies on filtering and censorship both locally and globally.

➢ **Research and Information Literacy**
- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

➢ **Critical Thinking, Problem Solving, Decision Making**
- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1. Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

**CRP3. Attend to personal health and financial well-being.**
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

## Career Ready Practices

**CRP4. Communicate clearly and effectively and with reason.**
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies**.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

# Career Ready Practices

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

## Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

| Pacing Chart – Unit 4 | | | |
|---|---|---|---|
| # | Student Learning Objective | CCSS | 5 weeks |
| 1 | Identify words and phrases associated with people, places and things related to cultural celebrations. | **7.1.NM.A1**<br>**7.1.NM.A.4**<br>**7.1.NM.A.5**<br>**7.1.NM.C.4** | |
| 2 | Ask and respond to memorized questions about family members, clothing, seasons, names of authentic holidays, activities associated with planning, attending, and participating in celebrations. | **7.1.NM.B.4**<br>**7.1.NM.B.5** | |
| 3 | Create a multimedia rich presentation using words and phrases to describe a celebration in the home or target culture. | **7.1.NM.C.1**<br>**7.1.NM.C.3** | |
| 4 | Label tangible products, dramatize and authentic song, or recite a poem associated with a target culture celebration. | **7.1.NM.C.2**<br>**7.1.NM.C.5**<br>**7.1.NM.A.3** | |
| | | | |
| | | | |

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## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

| Time/General | Processing | Comprehension | Recall |
|---|---|---|---|
| • Extra time for assigned tasks<br><br>• Adjust length of assignment<br><br>• Timeline with due dates for reports and projects<br><br>• Communication system between home and school<br><br>• Provide lecture notes/outline | • Extra Response time<br><br>• Have students verbalize steps<br><br>• Repeat, clarify or reword directions<br><br>• Mini-breaks between tasks<br><br>• Provide a warning for transitions<br><br>• Reading partners | • Precise step-by-step directions<br><br>• Short manageable tasks<br><br>• Brief and concrete directions<br><br>• Provide immediate feedback<br><br>• Small group instruction<br><br>• Emphasize multi-sensory learning | • Teacher-made checklist<br><br>• Use visual graphic organizers<br><br>• Reference resources to promote independence<br><br>• Visual and verbal reminders<br><br>• Graphic organizers |
| **Assistive Technology** | **Tests/Quizzes/Grading** | **Behavior/Attention** | **Organization** |
| • Computer/whiteboard<br><br>• Tape recorder<br><br>• Spell-checker<br><br>• Audio-taped books | • Extended time<br><br>• Study guides<br><br>• Shortened tests<br><br>• Read directions aloud | • Consistent daily structured routine<br><br>• Simple and clear classroom rules<br><br>• Frequent feedback | • Individual daily planner<br><br>• Display a written agenda<br><br>• Note-taking assistance<br><br>• Color code materials |

## Enrichment

**Accommodate Based on Students individual Needs: Strategies**

- Adaption of Material and Requirements

- Evaluate Vocabulary

- Elevated Text Complexity

- Additional Projects

- Independent Student Options

- Projects completed individual or with Partners

- Self-Selection of Research

- Tiered/Multilevel Activities

- Learning Centers

- Individual Response Board

- Independent Book Studies

- Open-ended activities

- Community/Subject expert mentorships

## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers

- Unit Assessments, Chapter Assessments, Quizzes

- DBQ, Essays, Short Answer

- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share

- Projects, Portfolio, Presentations, Prezi, Gallery Walks

- Homework

- Concept Mapping

- Primary and Secondary Source analysis

- Photo, Video, Political Cartoon, Radio, Song Analysis

- Create an Original Song, Film, or Poem

- Glogster to make Electronic Posters

- Tumblr to create a Blog

**Enduring Understanding:**

に！    Family plays an important role on all societies and cultures. Personal identity is developed through experiences that occur within one's

family, one's community, and the culture at large.

| Grade: 9-12 | Unit: Five | Topic: Celebrations! |
|---|---|---|
| **New Jersey Core Curriculum Content Standards (NJCCCS):** <br> **7.1.NM.A.1, 7.1.NM.A.3, 7.1.NM.A.4,  7.1.NM.A.5, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.1, 7.1.NM.C.2, 7.1.NM.C.3, 7.1.NM.C.4, 7.1.NM.C.5** | | |
| **ACTFL Modes of Communication:** <br><br> • Interpersonal <br><br> • Interpretive <br><br> • Presentational | | |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|---|---|---|---|---|
| **SLO # 1** <br><br> Identify words and phrases associated with people, places and things related to cultural celebrations. | • How does a family in Spain compare to mine? <br><br> • How does a society's definition of family reflect its culture? <br><br> • How are family traditions in Spain different or similar to | **Venn Diagram/Cross Cultural Understanding** <br><br> Identify similarities and differences between "la quinceañera" and sweet sixteen parties. <br><br> **Venn Diagram** | **The Life of a Spanish Family** <br><br> http://www.theguardian.com/world/2011/mar/28/new-europe-spain-family-recession | Fertility rate, childcare and parental leave. |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|---|---|---|---|---|
| **Standard:7.1.NM.A1**<br><br>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.<br><br><br>**Standard:7.1.NM.A.4**<br><br>Identify familiar people, places, and objects based on simple oral and/or written descriptions.<br><br><br>**Standard:7.1.NM.A.5**<br><br>Demonstrate comprehension of brief oral and written messages using age-and level-appropriate, culturally authentic materials on familiar topics. | your own traditions?<br><br>• How will you describe your family?<br><br>• How are aspects of identity expressed in various holidays and traditions? | Compare and contrast traditional family structure in the home and target culture.<br><br>**Journal**<br><br>Students write a paragraph about their favorite holidays and the reasons including favorite food, decorations, and clothing worn.<br><br>**Reading Comprehension/ Cultural Understanding**<br>Read "La quinceañera" in Avancemos textbook and how it is celebrated in Perú and Puerto Rico. In pairs, discuss, compare and contrast the celebration in both countries.<br><br>**Narrative**<br>Students write a short narrative about their own quincañera or a similar event they have been invited to i.e. wedding, | **Social customs in Spain**<br><br>**Traditions and habits**<br><br>https://www.justlanded.com /english/Spain/Articles/Cult ure/Social-customs-in-Spain<br><br>**Avancemos 1**<br><br>En Mi Familia<br>Textbook: pp164, 166-168<br><br><br>**Avancemos 1**<br><br>Lectura Cultural<br>La quinceañera<br>Textbook:pp180-181 | La siesta<br><br><br><br>La quinceañera |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|---|---|---|---|---|
| **Standard: 7.1.NM.C.4**<br><br>Present information from age- and level-appropriate, culturally authentic materials orally or in writing. | | engagement, baptism, etc. Read aloud your narrative to a partner. | | |
| **SLO # 2**<br><br>Ask and respond to memorized questions about family members, clothing, seasons, names of authentic holidays, activities associated with planning, attending, and participating in celebrations.<br><br><br>**Standard: 7.1.NM.B.4**<br><br>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. | • How are holidays celebrated in the United States? In your culture? In Spain?<br><br>• How are perceptions of beauty and creativity established?<br><br>• How do ideals of beauty and aesthetics influence daily life?<br><br>• How can climate impact aspects of culture such as cuisine, pastimes, and economy? What are the climates in the various provinces of Spain?<br><br>• How do we describe the weather conditions and | **Storytelling**<br><br>Students work in pairs to write a mini dialogue. The conversation is concentrated on one person calling the other (friend), to invite him/her to a celebration. Act out the dialogue.<br><br><br>**Virtual Bulletin Boards**<br><br>Have students search the Internet to find out what singers, musical groups, and songs are currently popular in Spain and the Spanish-speaking countries. Assign a different country to groups of four students. Students must include names of | **Holidays, Festivals, Celebrations & Traditions in Spain**<br><br>http://traveltips.usatoday.com/holidays-festivals-celebrations-traditions-spain-3445.html<br><br><br>**Spain Guides: Weather in Spain**<br><br>http://spainguides.com/weather/<br><br><br>**Spain Weather, climate and geography**<br>http://www.worldtravelguide.net/spain/weather-climate- | Holiday customs and traditions |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|---|---|---|---|---|
| **Standard: 7.1.NM.B.5**<br><br>Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. | temperature?<br><br>• How do native speakers describe the weather related to seasons? | artists, photos, titles of songs and create a bulletin board about francophone music. | geography | |
| **SLO # 3**<br><br>Create a multimedia rich presentation using words and phrases to describe a celebration in the home or target culture.<br><br>**Standard: 7.1.NM.C.1**<br><br>Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. | • Do you celebrate any holidays and/or major life events?<br><br>• How does culture manifest itself in your daily life? | **Invitation to a party**<br><br>Students will design and create a party invitation. The invitation should tell when and where the party will be and who is throwing it.<br><br>**Presentation**<br><br>Create a power point presentation using images from family gathering and/or a family celebration. Present orally to your classmates, describing the scenes in the pictures. | **Culture and Customs in Spain:**<br><br>http://traveltips.usatoday.com/culture-customs-spain-14450.html<br><br>**Multimedia; Spain/Spanish Traditions**<br><br>https://youtu.be/Nj-zRHlB_Ec | Las Fallas<br><br>Feria de Abril<br><br>Bull fighting<br><br>Seville Tapas Fair<br><br>Jerez Flamenco Festival<br><br>Moros y cristianos<br><br>La tomatina |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|---|---|---|---|---|
| **Standard: 7.1.NM.C.3**<br><br>Copy/write words, phrases, or simple guided texts on familiar topics. | | **Charades**<br><br>Divide the class into two or three teams. Choose vocabulary related to holidays and celebration and tell one member from each team the word for that round. Team members alternate acting out clues until one team guesses the correct word. The first team to guess a word gets a point and starts the next round with a new member acting out the clues. The team with the most points is the winner. | | |
| **SLO # 4**<br><br>Label tangible products, dramatize and authentic song, or recite a poem associated with a target culture celebration. | • What is the significance of gift giving in Spanish culture?<br><br>• How does traditional etiquette play a role in cultural celebrations?<br><br>• How do traditional | **Picture Identification**<br><br>Teacher posts a variety of pictures and will distribute various sentences describing the pictures related to family, clothes and celebrations. Students will | **Etiquette tips. Spain**<br>https://youtu.be/0sj6SoUWy 98<br><br>**Cultural Etiquette in Spain**<br><br>http://www.ediplomat.com/ | Holiday songs<br><br>Traditional folk songs<br><br>Spanish National Anthem |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|---|---|---|---|---|
| **Standard: 7.1.NM.C.2**<br>Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.<br><br>**Standard: 7.1.NM.C.5**<br>Name and label tangible cultural products and imitate cultural practices from the target culture(s).<br><br>**Standard: 7.1.NM.A.3**<br>Recognize a few common gestures and cultural practices associated with the target culture(s). | celebrations reflect Spanish culture as well as your own?<br><br>• Does your family sing traditional holiday songs?<br><br>• Do you celebrate birthdays? | match the sentences to the posted pictures.<br>**Spanish National Anthem**<br>Provide lyrics to Spain's National Anthem, play it and have students sing along. You may use another Spanish-speaking country's national anthem.<br>**Music**<br>Teach students a traditional Spanish song and provide them with the lyrics.<br>**Writing a poem**<br>In groups of four, have students brainstorm some rhyming words they have learned in Spanish. Then have them use their list of words to create a short poem. Groups will share their poems with the class. | np/cultural_etiquette/ce_es.htm<br>**Spain's National Anthem with Lyrics**<br>http://www.linkonlearning.com/public/anthems/countries/spain.htm<br><br>**Traditional Spanish Songs**<br>http://www.donquijote.org/spanishlanguage/lyrics/xmas/<br><br>**De colores - Spanish traditional song with lyrics**<br>https://www.youtube.com/watch?v=o3YlZfPQ5gs<br><br>**Free Spanish Music Lyrics & Mexican & Latin Music Song Lyrics**<br>http://www.keepandshare.com/htm/music_lyrics/spanish | The importance of birthdays in Spain<br><br>Traditional baby names |

| NJDOE Student Learning Objective | Essential Questions | Sample Activities | Resources | Cultural Practices, Products, and Perspectives |
|---|---|---|---|---|
| | | **Mother's day**<br><br>In groups, students read poems assigned to their group. Each group of students analyzes and discuss their poem and then share it with the whole group. | /spanish_music_lyrics.php<br><br>**Poemas dedicados a las madres –**<br><br>http://www.elhuevodechocolate.com/poesias/poesia12.htm | |

| Unit 5 Vocabulary |||
|---|---|---|---|
| Unidad 5: Vocabulario: Celebrations! ||||
| **La familia** | **Los vestidos** | **Los descripciones/ los adjetivos** | **Los verbos** |
| Los abuelos<br>El abuelo/ la abuela<br>Los padres<br>El padre/la madre<br>El papá/la mamá<br>El padrastro/ la madrastra<br>El suegro/ la suegra<br>Los hijos<br>El hijo/ la hija<br>Los tíos<br>El tío/ la tía<br>Los hermanos<br>El hermano/la hermana<br>Los primos<br>El primo/ la prima | La camisa<br>La camiseta<br>La blusa<br>La chaqueta<br>Los jeans/ los vasqueros/los tejanos<br>Los pantalones<br>Los pantalones cortos<br>Los calcetines<br>Los zapatos<br>Las botas<br>El vestido<br>La ropa<br>La falda<br>El sombrero<br>El traje de baño<br>El abrigo<br>Las sandalias<br>Las gafas<br>Los lentes de sol<br>La corbata<br>Las zapatillas<br>Un traje deportivo<br>Un suéter | Mayor<br>Menor<br>Más que<br>Menos que<br>Como<br>Ya<br>Grande<br>Pequeño/pequeña<br>Bonito/bonita<br>Cómodo/cómoda<br>Viejo/vieja<br>Feo/fea<br>Tradicional<br>Moderno/moderna<br>Caro/cara<br>Barato/ barata<br>Elegante<br>Pasado de moda/pasada de moda<br>Corto/corta<br>Largo/larga<br>Tener calor<br>Tener frío | Ser<br>Estar<br>Tener<br>Ir de compras<br>Desear algo<br>Comprar<br>Pagar<br>Costar<br>Llevar<br>Celebrar<br>Necesitar<br>Invitar<br>Cerrar<br>Empezar<br>Pensar<br>Cerrar<br>Vestirse<br>Vivir<br>Preferir<br>Querer<br>Entender |
| **Los animales domésticos** | **Adjetivoposesivo** | **Las cuatrosestaciones** | **El tiempo** |

| Unit 5 Vocabulary |
|---|
| **Unidad 5:  Vocabulario:  Celebrations!** |

| | | | |
|---|---|---|---|
| El perro/ la perra<br>El gato/ la gata | Mi/ Mis<br>Tu/ Tus<br>Su/ Sus<br>Nuestro (a)/ Nuestros (as)<br>Vuestro (a)/ Vuestros (as) | La rimavera<br>El verano<br>El otoño<br>El invierno | ¿Qué tiempo hace?<br>Hace buen tiempo<br>Hace mal tiempo[<br>Hace calor<br>Hace frio<br>Hace fresco<br>Hace sol<br>Hace viento<br>Hay nubes/está nublado<br>Llueve/está lloviendo<br>Nieva/Esta novando |

| **Las fiestas/ las celebraciones** | |
|---|---|
| La quinceañera<br>El cumpleaños<br>Feria de Málaga<br>Día de la independencia<br>El 12 de octubre<br>Día de los Muertos<br>Las navidades | Año Nuevo<br>Carnaval<br>Las Fallas<br>Semana Santa<br>Cinco de Mayo<br>Inti Raymi<br>Día de Simon Bolívar |

| Unit Project (Choose 1) |
|---|

| Project (Suggested) | Project (Suggested) |
|---|---|
| 1. Create your family tree by including all the members and relatives of your choice. Include a minimum of eight members and a maximum of 12 members.<br>Students are expected to present their Family Tree stating the name, relation, age, and two descriptions (physical and personality trait).<br>Projects may be poster, power point, movie, etc.<br><br><br>RUBRIC REQUIRED | 2. Write a narrative on your favorite celebration. Provide reason(s) why it's your favorite include specialty foods served in your culture/family; discuss traditions and customs, season, songs, and clothing worn during the holiday.<br>Students are expected to present to their peers. Students are encouraged to bring in photos, props special to the holiday, and anything else that may be symbol of the holiday.<br><br><br>RUBRIC REQUIRED |