

# Spanish III Honors Curriculum



# Grade 9-12

## Unit 3: La familia

## *Course Description*

### Philosophy

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

## Overview

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:

1. Unit 1: La salud, el aseo y rutinas diarias
2. Unit 2: Comida y nutrición
3. Unit 3: La familia
4. Unit 4: El futuro
5. Unit 5: España y sus regiones
6. Unit 6: Artes: el cine, el teatro y la televisión
7. Unit 7: El sistema político de España

# 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.

| <b>Pacing Chart – Unit 3</b> |  |   |         |
|------------------------------|--|---|---------|
| #                            | Student Learning Objective   | CCSS  | 6 weeks |
| 1                            | Students describe orally and in writing their living quarters including their plans for future living spaces.  | <b>7.1.NH.B.4</b><br><b>7.1.NH.B.5</b><br><b>7.1.NH.C.3</b><br><b>7.1.NH.C.2</b>  |         |
| 2                            | Students discuss and demonstrate knowledge about family members, relationships and cultural traditions and differences.                              | <b>7.1.NH.C.2</b><br><b>7.1.NH.C.3</b><br><b>7.1.NH.B.5</b><br><b>7.1.NH.A.6</b>  |         |
| 3                            | Students describe and discuss living arrangements and family responsibilities.   | <b>7.1.NH.A.3</b><br><b>7.1.NH.B.5</b><br><b>7.1.NH.C.4</b>   |         |
| 4                            | Students discuss, explain and evaluate various relationships including dating, marriage, single parenting and social challenges in raising children. | <b>7.1.NH.A.3</b><br><b>7.1.NH.A.5</b><br><b>7.1.NH.B.4</b><br><b>7.1.NH.B.5</b><br><b>7.1.NH.C.2</b><br><b>7.1.NH.C.4</b><br><b>7.1.NH.A.6</b> |         |

- Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

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| <p style="text-align: center;"><b><u>Time/General</u></b></p> <ul style="list-style-type: none"> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Timeline with due dates for reports and projects</li> <li>● Communication system between home and school</li> <li>● Provide lecture notes/outline</li> </ul> | <p style="text-align: center;"><b><u>Processing</u></b></p> <ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Reading partners</li> </ul> | <p style="text-align: center;"><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Small group instruction</li> <li>● Emphasize multi-sensory learning</li> </ul> | <p style="text-align: center;"><b><u>Recall</u></b></p> <ul style="list-style-type: none"> <li>● Teacher-made checklist</li> <li>● Use visual graphic organizers</li> <li>● Reference resources to promote independence</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul> |
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| <p style="text-align: center;"><b><u>Assistive Technology</u></b></p> <ul style="list-style-type: none"> <li>● Computer/whiteboard</li> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul> | <p style="text-align: center;"><b><u>Tests/Quizzes/Grading</u></b></p> <ul style="list-style-type: none"> <li>● Extended time</li> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul> | <p style="text-align: center;"><b><u>Behavior/Attention</u></b></p> <ul style="list-style-type: none"> <li>● Consistent daily structured routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul> | <p style="text-align: center;"><b><u>Organization</u></b></p> <ul style="list-style-type: none"> <li>● Individual daily planner</li> <li>● Display a written agenda</li> <li>● Note-taking assistance</li> <li>● Color code materials</li> </ul> |
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## **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**

- Living arrangements are a sign of financial stability
- Family and cultural values are an integral part of family life
- Facing and overcoming social challenges in raising children
- Evaluating and defining family relationships and the impact on individual lives
- Definitions and expressions of love differ among time periods and across cultures

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| <b>Grade: 9-12</b>  | <b>Unit: Three</b> | <b>Topic: La familia</b> |
| <b>NJCCCS: 7.1.NH.A.3, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.4</b>                               |                    |                          |
| <b>ACTFL Standards:</b> <ul style="list-style-type: none"> <li>➤ Interpersonal</li> <li>➤ Interpretive</li> <li>➤ Presentational</li> </ul> |                    |                          |

| <b>NJDOE Student Learning Objectives</b>  | <b>Essential Question</b>  | <b>Sample Activities</b>  | <b>Resources</b>  | <b>Cultural Products, Practices, and Perspectives</b>  |
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| <p><b>SLO # 1</b></p> <p>Students describe orally and in writing their living quarters including their plans for future living spaces.</p> <p><b>7.1.NH.B.4</b><br/>Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p><b>7.1.NH.B.5</b><br/>Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>7.1.NH.C.3</b><br/>Describe in writing people and things from the home and school environment.</p> | <ul style="list-style-type: none"> <li>• How do you define home?</li> <li>• What makes a house a home?</li> <li>• Does where you live define who you are?</li> </ul> | <p><b><u>Compare/Contrast</u></b></p> <p>Compare and contrast city living arrangements in Spain or a Spanish-speaking country and the United States. Discuss the pros and cons with your partner and then with the whole group.</p> <p><b><u>Real Estate</u></b></p> <p>In groups of three (one student as a real estate agent and the other two as buyers), have students describe the type of house/apartment they are interested in buying/renting, and the real estate agent asks them questions in Spanish to be able to find their dream home.</p> <p><b><u>Journal Entry</u></b></p> <p>In your journal, write a</p> | <p><b>Avancemos 3</b><br/>Textbook: pp 330-353<br/>Unida 6 - Lección 1<br/>Tema: La vida en la ciudad<br/>CD 11: Tracks 1, 2, 3, 4, 5, 6, 7, 8, 9, 10<br/>Cuaderno: pp 246-248</p> <p><b>Avancemos 1</b><br/>Textbook: pp 248-267<br/>Unidad 5 - Lección 1<br/>Tema: Vivimos aquí<br/>DVD 2<br/>CD 5: Tracks 1,2, 3, 4, 5, 6, 7, 8, 9, 10<br/>Cuaderno: 197-207</p> <p><b>¿Cómo es su casa? quizlet</b><br/><a href="https://quizlet.com/8966055/capitulo-4-como-es-tu-casa-ideal-flash-cards/">https://quizlet.com/8966055/capitulo-4-como-es-tu-casa-ideal-flash-cards/</a></p> | <p>City living vs. country living</p> <p>Types of dwellings</p> <p>Various words are used to describe the bedroom based on the country such as el cuarto, la habitación, la pieza, la recámara, el alcoba or el dormitorio</p> |

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| <p><b>7.1.NH.C.2</b><br/>                 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>   |   | <p>page in Spanish describing your home, including location, size, number of rooms, and number of bathrooms, garage, yard, and with whom you live. Read aloud to your partner.</p> <p><b><u>Glogstr</u></b></p> <p>You want to buy a home. Create an electronic poster on Glogstr including headline and key terms to make it more attractive.</p> | <p><b>Así es la casa ideal de los españoles</b><br/> <a href="http://www.expansion.com/directivos/estilo-vida/casas/2015/11/27/56585c59e2704e8f6a8b466b.html">http://www.expansion.com/directivos/estilo-vida/casas/2015/11/27/56585c59e2704e8f6a8b466b.html</a></p>  |  |
| <p><b>SLO # 2</b></p> <p>Students discuss and demonstrate knowledge about family members, relationships and cultural traditions and differences.</p> <p><b>7.1.NH.C.2</b><br/>                 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar</p> | <ul style="list-style-type: none"> <li>• How does the concept of “family” vary among different cultures?</li> <li>• How do you describe your family?</li> <li>• How do you describe yourself in relation to your upbringing and your family/culture?</li> </ul> | <p><b><u>Compare/Contrast</u></b></p> <p>Compare and contrast Spanish or Latin American and American families (or your own family). Write a one-page essay and then share it with a partner.</p> <p><b><u>Expressions/Journals</u></b></p> <p>In your journal, write and express your feelings towards a friend or a relationship and describe</p> | <p><b>Avancemos 2</b><br/>                 Unidad 7 Lección 2<br/>                 Tema: Somos familia<br/>                 Textbook: pp 388-413<br/>                 DVD 3<br/>                 CD 8: Tracks 12, 13, 14, 15, 16, 17, 18, 19, 20<br/>                 Cuaderno: pp 318-320, 321-323, 324-326, 327-328</p> | <p>Family relations based on blood or marriage.</p> <p>Changes that the family unit has undergone in the past century.</p> <p>Relationships are important in all cultures but they develop under</p> |

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| <p>vocabulary orally or in writing.</p> <p><b>7.1.NH.C.3</b><br/>Describe in writing people and things from the home and school environment.</p> <p><b>7.1.NH.B.5</b><br/>Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>7.1.NH.A.6</b><br/>Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p> | <ul style="list-style-type: none"> <li>• How does the concept of “pets” differ across cultures?</li> <li>• How do family traditions differ across cultures? And how does that define us as individuals?</li> </ul> | <p>the type of relationship you share i.e. friend, parent, relative, sibling, girlfriend/boyfriend, etc. Talk about it with a partner.</p> <p><b><u>Photo Talk</u></b><br/>Students will randomly select a family photo and be asked to describe and talk about it in Spanish. Students may also bring in their own photos for this exercise. Photos can be taken from a family gathering, a celebration, or any other event.</p> <p><b><u>Comic</u></b><br/>Using <a href="http://makebeliefscomix.com">makebeliefscomix.com</a>, create a comic showing the protocol and appropriate manners for addressing relatives in Spain and in the United States.</p> | <p><b>Students’ personal pictures<br/>Images from magazines,<br/>internet, etc.</b></p> <p><b>Makebeliefscomix.com</b></p> | <p>different circumstances; they evolve against cultural backdrops specific to each country.</p> |
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|  |  | <p><b><u>Blog</u></b></p> <p>Sandra is a young Mexican from Veracruz. She has a blog where she describes her experiences. She talks about her last vacation with her family. Listen and/or read her blog from Avancemos. In pairs, discuss the tone of her blog, provide evidence from the text. Discuss what happened to Sandra during the vacation and other details of the blog.</p> | <p><b>Avancemos 3</b></p> <p>Blog</p> <p>Textbook: p. 61</p> <p>CD 2: Track 3</p>  |  |
| <p><b>SLO # 3</b></p> <p>Students describe and discuss living arrangements and family responsibilities.</p> <p><b>7.1.NH.A.3</b></p> <p>Recognize some common gestures and cultural practices associated with target culture(s).</p> | <ul style="list-style-type: none"> <li>• How do you define traditional living arrangements?</li> <li>• Who contributes to the household expenses?</li> <li>• How does culture define the chores around the house?</li> </ul> | <p><b><u>Research</u></b></p> <p>Research living arrangements in Spain and one other Spanish-speaking country. Analyze and discuss with your partner your findings, comparing and contrasting your information.</p> <p><b><u>Dialogues</u></b></p> <p>Students conduct unrehearsed dialogues</p>  | <p><b>Canción: Hay una casita chiquita y muy blanca</b></p> <p><a href="https://www.youtube.com/watch?v=axJMg7xPqQc">https://www.youtube.com/watch?v=axJMg7xPqQc</a></p> | <p>Living arrangements and contributions to expenses are unique to each country and culture.</p> |

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| <p><b>7.1.NH.B.5</b><br/>Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>7.1.NH.C.4</b><br/>Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> |  | <p>about their responsibilities and chores around the house. They state likes, dislikes and preferences.</p> <p><b><u>Lectura Literaria</u></b><br/>Read an excerpt from a novel about a mother’s concerns about raising her children. Then think about how different friends and family members have served as role models for you and/or contributed in raising you. Respond to questions on page 231 and then compose an essay explaining if children learn from their parents/role models or they learn by making their own mistakes. Explain and support your reasons.</p> | <p><b>Avancemos 3</b><br/>Lectura Literaria<br/>El sueño de América<br/>Textbook: pp 228-231<br/>CD 7: Track 10</p>                                     |  |
| <p><b>SLO # 4</b></p> <p>Students discuss, explain and evaluate various relationships including dating, marriage, single</p>  | <ul style="list-style-type: none"> <li>• What are relationships?</li> <li>• How do personal and</li> </ul> | <p><b><u>Personal ads</u></b></p> <p>Provide students with various personal ads that are age and level appropriate. Divide</p>  | <p><b>El Matrimonio y el amor - Video</b><br/><a href="https://www.youtube.com/watch?v=hzQvUglzHvM">https://www.youtube.com/watch?v=hzQvUglzHvM</a></p> | <p>How single mothers are viewed varies in Spanish-speaking countries and Spain.</p> |

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| <p>parenting and social challenges in raising children.</p> <p><b>7.1.NH.A.3</b><br/>Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><b>7.1.NH.A.5</b><br/>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p><b>7.1.NH.B.4</b><br/>Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p><b>7.1.NH.B.5</b><br/>Converse on a variety of familiar topics and/or topics studied in other content areas.</p> | <p>professional relationships differ across cultures?</p> <ul style="list-style-type: none"> <li>• Is there an appropriate age for dating?</li> <li>• Where do you see yourself in the future?</li> <li>• Does a newlywed change their name legally to that of their spouse in Spain? Other Spanish-speaking countries? And in your culture?</li> </ul> | <p>students into groups, and have them find someone compatible based on their ads. Once students find their match, students pair up to discuss similarities and then report back to the whole group.</p> <p><b><u>Speed Dating Game</u></b><br/>Play the three minutes dating game where students move from one station to another to converse with their date and find out as much as possible about them in the allocated time. All conversations are conducted in Spanish.</p> <p><b><u>Relationship with the natural world</u></b><br/>Read the Guatemalan fable about mankind's relationship to the natural world. Consider why this relationship is important.</p> | <p><b>Civil unions</b><br/><a href="http://elpais.com/especial/es/2015/matrimonio-homosexual/">http://elpais.com/especial/es/2015/matrimonio-homosexual/</a></p> <p><b>Minutos Dating - video</b><br/><a href="http://www.minutosdating.com/">http://www.minutosdating.com/</a></p> <p><b>Avancemos 3</b><br/>Lectura Literaria<br/>La tristesa del maya<br/>Textbook: pp 194-197<br/>CD 6: Track 10</p> | <p>Gay marriages and societal acceptance.</p> <p>Maternity leave in Spain is 16 weeks with full pay while paternity leaves are only two weeks with pay.</p> <p><i>Apellido</i> in Spanish refers to surname which is the last name of the father and then the mother. It is culturally common to carry both father's and mother's surnames.</p> |
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| <p><b>7.1.NH.C.2</b><br/>Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p><b>7.1.NH.C.4</b><br/>Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>7.1.NH.A.6</b><br/>Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p> |  | <p>Is it as important as a human relationship?<br/>Explain. (written or conversational activity)</p> <p><b><u>Interpretation</u></b><br/>Select a Spanish song for students to listen to in class. Play the song twice and then have students write their interpretation of the song. Provide lyrics to the song, and play the song a third time. Pair students to discuss the meaning and report back to the whole group, including their initial interpretation and after receiving the lyrics.</p> <p><b><u>Song</u></b><br/>Create and write your own song lyrics in Spanish about a relationship.</p> <p><b><u>Reading Comprehension</u></b><br/>In pairs, assign a section of “Los padrinos” to read. Students read, define new</p> | <p><b>Una canción - Tu mi madre soltera</b><br/><a href="https://www.youtube.com/watch?v=oA6e_nMXKK8">https://www.youtube.com/watch?v=oA6e_nMXKK8</a></p> <p><b>Avancemos 2</b><br/>Textbook: pp 406-407<br/>Los Padrinos<br/>CD 8: Track 21</p> |  |
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|  |  | <p>vocabulary, discuss the content, answer questions and report back to the whole group in order of sections. Play the audio CD after students report and then discuss any additional comments/observations students may have.</p> <p><b><u>Social Challenges</u></b></p> <p>Research and analyze challenges faced by one of the following:</p> <ul style="list-style-type: none"> <li>• nuclear families</li> <li>• blended families</li> <li>• extended families</li> <li>• single parenting</li> <li>• same sex parenting</li> </ul> <p>Write a two page essay in Spanish addressing the challenges, including impact on the educational outcome. Suggest solutions to the challenges.</p> | <p><b>La familia como origen de la sociedad y sus problemas</b></p> <p><a href="https://cuestionessociales.wordpress.com/2014/06/16/la-familia-como-origen-de-la-sociedad-y-sus-problemas/">https://cuestionessociales.wordpress.com/2014/06/16/la-familia-como-origen-de-la-sociedad-y-sus-problemas/</a></p> |  |
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## Unit 3 Vocabulary

### Unidad 3: Vocabulario: La familia

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| <p><b><u>Vocabulario</u></b><br/>                 la familia<br/>                 los padres<br/>                 los abuelos<br/>                 el abuelo<br/>                 la abuela<br/>                 el padre/ papá<br/>                 la madre/ mamá<br/>                 los nietos<br/>                 el nieto<br/>                 la nieta<br/>                 un bebé<br/>                 un niño/un hijo<br/>                 un hijo<br/>                 una hija<br/>                 los gemelos<br/>                 las gemelas<br/>                 un hermano<br/>                 un hermano mayor<br/>                 un hermano pequeño<br/>                 una hermana<br/>                 una hermana mayor<br/>                 una hermana pequeña</p> | <p>un cuñado<br/>                 una cuñada<br/>                 un esposo<br/>                 una esposa<br/>                 un tío<br/>                 una tía<br/>                 un primo<br/>                 una prima<br/>                 un sobrino<br/>                 una sobrina<br/>                 un novio/ un prometido<br/>                 una novia/ una prometida<br/>                 un padrastro<br/>                 una madrastra<br/>                 un matrimonio<br/>                 un casado<br/>                 una casada<br/>                 un hijo único<br/>                 una hija única<br/>                 un hermanastro<br/>                 una hermanastra<br/>                 un soltero<br/>                 una soltera</p> | <p>Un divorciado<br/>                 Una divorciada<br/>                 Separado/ Separada<br/>                 un viudo<br/>                 una viuda<br/>                 un niño adoptado<br/>                 una niña adoptada</p> <p><b><u>Los verbos</u></b><br/>                 Ser<br/>                 Estar<br/>                 Tener<br/>                 Estar casado/casada<br/>                 Estar divorciado/divorciada<br/>                 Estar orgulloso/orgullosa (de)<br/>                 Entenderse<br/>                 Enojarse<br/>                 Llevarse bien<br/>                 Llevarse mal<br/>                 Discutir</p> | <p><b><u>Los adjetivos</u></b><br/>                 Hermoso/hermosa<br/>                 Lindo/linda<br/>                 Agradable<br/>                 Divertido/divertida<br/>                 Generoso/generosa<br/>                 Impaciente<br/>                 Paciente<br/>                 Sincero/sincera<br/>                 Tímido/tímida<br/>                 Elegante<br/>                 Popular<br/>                 Súper<br/>                 Genial<br/>                 Fácil<br/>                 Difícil</p> |
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Choose 1

| <b>Unit Project (Suggested)</b>  | <b>Unit Project (Suggested)</b>   |
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| <p>1. Create a photo album or family tree. Include 10 to 12 family members and provide detailed information. Present to the whole group. Allow students to select the members of their choosing to include in their album or tree. Students also have a choice of creating an on line album or physical album; for the family tree, students have a choice of poster, PPT, and/or video.</p> <p><b>RUBRIC REQUIRED</b></p> | <p>2. Plan a family milestone celebration: wedding, baptism, sweet 16, or any other celebration from your culture. Include in your plans the venue, the number of guests, cost, menu, decorations, cost of dress/suit, cultural observance, special themes, etc. and any other detail that you would like to make for your celebration.</p> <p><b>RUBRIC REQUIRED</b></p> |