

TEKS: Unit 1: Families & Communities	TEKS:	Specifications:
<p>INTERPRETIVE COMMUNICATION In the interpretive mode of communication, students demonstrate understandings of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” Reading or listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</p> <p>C2: Interpretive Communication: reading and listening. The student will comprehend connected statements from culturally authentic print and digital materials and audio and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<ul style="list-style-type: none"> a) analyze culturally authentic print, digital, audio and audiovisual materials in a variety of contexts; b) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials; c) infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and d) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials. 	<p>Throughout all listed below, students will draw inferences and make connections to their own life and own culture.</p>
<p>INTERPERSONAL COMMUNICATION In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>Interpersonal Communication: speaking and writing. The student will negotiate meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student will use a mixture of sentences and connected discourse using appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<ul style="list-style-type: none"> a) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation b) ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details; c) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation; d) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation e) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation; f) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and g) interact and react in writing using culturally appropriate expressions, register, and style 	

<p>PRESENTATIONAL COMMUNICATION</p> <p>In the presentational mode of communication, students present information, concepts, and ideas in spoken or written form to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p>C3: Presentational Communication: speaking and writing. The student will present information orally and in writing using a mixture of sentences, and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<ul style="list-style-type: none"> a) express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations b) narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration; and c) inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration 	
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** The TEKS highlighted above are those that we focus on as summative assessments in this unit.

Unit 1: Families & Communities	Approximate Time: 6 weeks
Unit Overview	In this unit, students will analyze how the concept of family varies from one culture to another and how values and beliefs shape each member of a family. Furthermore, students will explore how customs and ceremonies reflect family values and identity.
Enduring Understandings:	<ul style="list-style-type: none"> • the family unit is the nucleus of a society • customs and ceremonies reflect a family’s values, beliefs and interests • different cultures have unique living situations based upon their needs and what is available.
Conceptual Lens: Family Structure Housing & Shelter Customs & Ceremonies	Understanding Language: Idiomatic expressions, use of register, family vocabulary and cultural traditions. Responding to Language: Description of personal preferences, opinions and interpretations. Producing the Language: Descriptions and comparisons. Examining and Evaluating the language: Compare and contrast family structures in Hispanic countries as well as in the US.
Guiding Questions:	<ul style="list-style-type: none"> • How do cultural background and beliefs influence family structure and relationships within that structure? • How does the concept of family and home life in the United States compare with the concept of family in the Spanish-speaking world? • What similarities and differences are there between housing in the Spanish speaking world and the United States? • What do customs and ceremonies say about a culture’s sense of community, beliefs, interests, and values?
Learning Targets (based on the ACTFL Proficiency Guidelines)	Proficiency Learning Targets The student will be able to describe their family and the different roles within the family unit. Language Skills The student will be able to compare and contrast 2-3 aspects of the structure, roles, interactions, etc. within the family unit. Furthermore, the students will be able to present about customs and traditions in other countries, as well as express his/her opinion and compare this to his/her own culture. Grammar Skills The student will be able to make descriptions using accurate and appropriate grammar. Furthermore, student will be able to establish the comparisons of

	equality, inequality, using superlatives and irregular comparisons. Also, students will be able to express their likes and dislikes using verbs like GUSTAR.
Assessments:	<p>Formative:</p> <ul style="list-style-type: none"> ● Will include but are not limited to the following: bell ringers, exit tickets, Venn diagrams, quick writes, spider web, drawings, partner pair share, KWL charts, PBL, Inside Outside circles, Group reports, white boards, participation card, games, activities and quizzes. <p>Summative:</p> <p><u>Interpretive</u>: Students will read and respond to print media. Make predictions about readings. Reading short stories, authentic articles and cultural readings.</p> <p><u>Interpersonal</u>: Students ask and answer questions with a classmate. Interview a native speaker about his/her customs and ceremonies. Write a letter about their own celebrations and culture.</p> <p><u>Presentational</u>: Students will create a digital portfolio.</p>
TEKS addressed	See TEKS matrix above.
Topics of Chapter 1	<p>Vocabulary & Culture:</p> <ul style="list-style-type: none"> ● Family structure. ● Housing & shelter ● Family interactions. ● Family customs & ceremonies <p>Grammar:</p> <ul style="list-style-type: none"> ● Present tense of all verbs. ● Verbs like GUSTAR ● TO BE verbs ● Descriptions and comparisons. ● Comparisons of equality, inequality, using superlatives and irregular comparisons.
Facts	<ul style="list-style-type: none"> ● Family in Hispanic countries include extended family. ● In Hispanic families it is common for multiple generations to live in a home. ● Single-family homes are less common in Hispanic urban environments. ● Customs & Ceremonies bond a family unit together.

<p>Language of Instruction</p>	<ul style="list-style-type: none"> ● Present tense ● Regular, Irregular and reflexive verbs ● Ser vs. estar ● Hay/Hacer/Tener ● Verbs like GUSTAR ● Comparativos de igualdad: tan/tanto...como, igual que ● Comparativos de desigualdad: mas...que, menos... ● Superlativos ● Comparativos irregulares
<p>List of Authentic Resources</p>	<p>Listening:</p> <ul style="list-style-type: none"> ● La familia - http://www.spanishpodcast.net/?s=family&submit=Search ● Las fiestas de los pueblos - http://www.spanishpodcast.net/?s=las+fiestas+de+los+pueblos&submit=Search ● Describe the House you grew up in - https://www.laits.utexas.edu/spe/adv25.html ● Describe your house - https://www.laits.utexas.edu/spe/adv07.html ● Ask & Answer questions about someone's family - https://www.laits.utexas.edu/spe/int18.html ● El sobrino; Having a baby in Spain - http://www.notesinspanish.com/2007/01/23/intermediate-spanish-podcast-16-el-sobrino/ ● La familia - http://www.notesinspanish.com/2006/10/11/intermediate-podcast-5-la-familia/ ● Una boda multicultural - http://www.notesinspanish.com/2007/04/27/advanced-spanish-podcast-73-una-boda-multicultural/ ● Living with your parents - http://www.notesinspanish.com/2006/08/29/notes-in-spanish-podcast-advanced-32-viviendo-con-los-padres/ <p>Reading:</p> <ul style="list-style-type: none"> ● Libro: Conversación y Repaso, Capítulo 4 – Aspectos de la familia en el mundo hispánico ● Libro: Literatura y Arte, p. 58 ● Libro: Conexiones, p. 152 – La familia hispana tradicional y la familia moderna ● <i>Adiós Cordera</i> –

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| | <ul style="list-style-type: none">• <i>La Casa de Bernarda Alba</i> – Garcia Lorca• <i>El hijo</i> – Horacio Quiroga (Lee conmigo 3)• Enero: tortas de Navidad (de <i>Como agua para chocolate</i>) – Laura Esquivel (Lee conmigo 3)• La familia de Pascual Duarte (Triángulo p. 207) |
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