

Family Names

(Sample Unit)*

Proficiency: Novice Mid

Language: Spanish

Theme: Families and Communities

*This sample gives the framework for a thematic unit that integrates all the components of the Model Curriculum. Teachers can modify this unit for their language and proficiency level and can include specific lessons and content that align with their local course or curriculum.**

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A.

STANDARDS: [K-12](#) [6-12](#) [9-12](#)

1. Communication
2. Cultures

Competency, Process and Content Statements

Interpretive:

1. Derive meaning from simple messages and texts using listening, reading and viewing strategies.

- a. Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.
- b. Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts.
- c. Make use of print and digital resources to understand the meaning of new words and expressions.
- d. Gain and utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions.
- e. Use knowledge of the situation, the purpose of communication or context cues to understand simple messages.

3. Comprehend and interpret basic information in authentic messages and informational texts.

- a. Follow simple instructions, directions and requests.
- b. Answer simple questions about authentic messages and informational texts.
- c. Identify, arrange and sort people, places, things or events based on simple descriptions.
- f. Use basic information from authentic sources to solve simple problems, complete basic tasks or reinforce concepts across the curriculum.

Interpersonal:

1. Negotiate meaning using simple requests, clarifications and conversation strategies.

- a. Use simple expressions to make requests and seek clarification.
- b. Respond to questions seeking clarification.
- c. Ask simple questions to seek clarification.

2. Interact with others using culturally appropriate language and gestures on familiar topics.

- a. Engage in greetings, introductions and leave-takings.
- b. Ask and answer simple questions on personal and familiar topics.

- c. Give and follow sequences of simple directions, requests or instructions to engage in basic social, educational and cultural tasks and activities.
- d. Share simple descriptions of people, places, things and events.
- f. Use language to acquire basic goods, services or information.
- g. Provide basic information or services using knowledge of the target culture and culture.

Presentational:

1. Convey simple meaning using writing processes and presentation strategies.

- a. Plan basic texts and presentation by brainstorming ideas and choosing vocabulary, phases and sentence patterns.
- f. Rehearse presentations using simple delivery strategies.

2. Present information, concepts and viewpoints on familiar topics from across disciplines.

- a. Create and present simple lists and classifications.
- c. Describe people, places or things in simple terms to educate or entertain others.

Cultures:

1. Identify relationships among common products, practices and perspectives and compare them across cultures.

- a. Recognize and imitate patterns of behavior.
- c. Identify and compare products, practices and perspectives of the U.S. and target cultures.
- g. Identify basic variations in products, practices and perspectives among target language communities.

B.

CONTENT ELABORATIONS

Unit Theme: Families and Communities

Unit Topic(s): Family Names

Essential Question(s): Who am I?

Communicative Context: I can talk about the relationship between family members.

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C.

UNIT SUMMATIVE ASSESSMENT		
<p><u>Integrated Performance Assessment (IPA)</u></p> <p>IPA Theme: Family Relationships</p> <p><u>Authentic Resources:</u> www.audio-lingua.eu/Spanish Jennifer Lopez Family British Royal Family Simpson Family</p>		
<p>Interpretive Task(s): <i>(Evaluate with an Interpretive performance or proficiency rubric.)</i></p>	<p>Interpersonal Tasks: <i>(Evaluate each student with an Interpersonal performance or proficiency rubric.)</i></p>	<p>Presentational Tasks: <i>(Evaluate with a Presentational performance or proficiency rubric.)</i></p>
<ul style="list-style-type: none"> • Students listen to a youngster from the target language describe his family and draw a family tree of his family. http://www.audio-lingua.eu 	<ul style="list-style-type: none"> • Use the Make My Family Tree website to make cards with names of members of a famous Hispanic family, such as the Jennifer Lopez family. Each student receives a card. Students find their other family members by asking and answering questions and grouping themselves according to family by grandparents, parents and children. • In small groups/whole class, students ask the “mystery person” questions to discover who he or she is. 	<ul style="list-style-type: none"> • Students describe a photo of family members to a small group and answer questions from the group. • Students write a description of a target language family and identify each member’s relationship to the family. • Students present a family tree that represents either their own family or a celebrity family (family members can be celebrities, superheroes, etc.), using an online platform.

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D.

EXPECTATIONS FOR LEARNING

For teachers: [Standards Alignment Tool](#)

For students: [Can-Do Statements](#)

Learning Targets for This Unit:

Interpretive:

I can recognize and sometimes understand words and phrases that I have learned for specific purposes.

- I can understand some everyday words, phrases and questions about who I am and my relationship to members of my family.

Interpersonal:

I can communicate basic information about myself and people I know.

I can ask some simple questions.

I can introduce myself and others.

- I can exchange information about members of my family and a family in the target culture.
- I can introduce myself and a family member using first, middle and last names.

Presentational:

I can present information about myself and others using words and phrases.

- I can explain relationships on a family tree, using first name, father's surname and mother's surname.

Intercultural:

I can identify some common practices related to home and community life of other cultures and my own.

- I can identify how family names are given.
- I can identify the individual role of family members in the target culture.

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E.

UNIT CONTENT AUTHENTIC RESOURCES
Content
<p><u>Language Functions:</u> Describing, asking/answering questions</p> <p>Structures: Order of Spanish names, relationship with “de”</p> <p>Vocabulary: Family members</p>
<p><u>Authentic/Other Resources</u> (Audio, video or text, related to this unit)</p> <p>http://spanish.about.com/cs/culture/a/surnames.htm</p> <p>http://www.myheritage.es/</p> <p>http://televisa.esmas.com/entretenimiento/telenovelas/una-familia-con-suerte/ Watch a telenovela online. Discuss how the family make-up is similar/different.</p>

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F.

INSTRUCTIONAL STRATEGIES

FORMATIVE ASSESSMENTS

Pre-Assessment of Prior Knowledge

- Create simple family tree of immediate family, using grandparents, parents, and children (siblings).
- Introduce yourself and a friend.

Instructional Strategies and Formative Assessments

Formative:

- With some first, middle and last names provided, student labels the names of the rest of the family members on a family tree, indicating understanding double last names.
- Students listen to a description of a family relationship and complete a family tree.
- Students read a short description of a family and match the description from a set of pictures they have.

Interpretive Strategies and Tasks:

- Listen or read for detail — family relationships, grandparents, parents, siblings.
- Skim for information, identifying cognates.

Interpersonal Strategies:

- Use information gap activities, seeking the missing information by asking others.
- Use interviewing techniques to discover information about another's family.
- Circumlocution: Describe a family member in other ways. (e.g., My grandmother is also the mother of my mother.)
- One person describes a family tree that the other student can't see. Students label a blank tree, and then compare their tree with the original.
- Role-Play: Each person receives a slip of paper describing their relationship to the other students in a pseudo-family. Students will communicate in the target language to create a family tree diagram that shows all the relationships between the students.

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Presentational Strategies:

- Use visuals or digital presentations to aid in presenting information.

Diverse Learners:

- Use a variety of strategies for the same vocabulary — read, listen to description, look for similarities.
- Employ a variety of grouping strategies — partners, small groups, inner/outer circle, whole class.
- Provide opportunities for building vocabulary by allowing students to add additional family members — half-sister, stepmom, cousin.
- For struggling students, provide scaffolding through yes/no and either/or questions.
- Make digital flashcards on www.studystack.com and let students choose games to play with them.

Other Strategies:

- Extend discussion of families on reality TV shows.
- Interview a native speaker about the customs for Mother’s Day, Father’s Day, Grandparent’s Day, even Children’s Day and Family Day in some countries.

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G.

CONNECTIONS**21st-Century Skills:**

- Students as effective communicators use language to engage in meaningful conversation, to understand and interpret spoken language and written text, and to present information, concepts and ideas.

Technology: Students could use Prezi, PowerPoint or other digital presentations.

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