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Family Fun and Facts!

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Family Fun and Facts!

Grade Level: 9-12

Subject/Topic Area(s): Spanish I

Designed By: Jonelle Bailey

Time Frame: 3 weeks

School District: Fort Bend ISD

School: George Bush High School

School Address and Phone: 6707 FM 1464 Richmond, TX 77469/ (281) 634-6060

Brief Summary of Unit (Including curricular context and unit goals):

The curricular context of this unit focuses on family relationships and interactions in diverse cultural settings and the impact of these influences on the individual person. As stated in the Understandings of this Unit, students will obtain comprehensive knowledge of the impact that cultural and family values and traditions have on people individually and collectively. This unit allows students to build an awareness of the impact of cultural and family background on personal characteristics and choices of occupation, preferences and opinions. Student will also be able to apply knowledge to describe the age and physical, personality, and profession- related characteristics of family members.

Family Fun and Facts!

UbD Template 2.0

<table>
<tr><th colspan="3">Stage 1 – Desired Results</th></tr>
<tr><td rowspan="5">Established Goals

TEKS: 114.22.C.01-05 (see attached for expanded goals)</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will independently use their learning to plan a family reunion program book with a family tree, invitation, and description of family members as well as the special event or celebration during the family reunion that includes a family tradition.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>Understandings
• Students will understand that cultural and family values and traditions impact family relationships and interactions.
• Cultural and family background impact personal characteristics and choices.</td><td>Essential Questions
• How do social, economic, and cultural values impact family relationships, values and traditions?
• What role does family play in molding and influencing an individual?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Knowledge
Students will know
• Vocabulary for family member descriptions based on age, occupation, likes and dislikes.
• Family traditions, values, and celebrations in Spanish-speaking countries (ex. La Quinceanera).
• Relationships of various family members based on information provided.
• Grammar related to describing others' characteristics ex. ser, estar for emotions, possessive adjectives, and conocer.
• Decorations used during celebrations in Spanish-Speaking countries.
• Nicknames given to identify or describe different people.
• Similarities and differences in family values, relationships, customs, and characteristics in Spanish-Speaking countries and the United States.</td><td>Skills
Students will be able to
• Describe the members of their families by talking about their personalities, emotions, age, things they like to do, and what they do for a living.
• Talk about their family relationships, such as how many cousins they have, how people are related (ex: my grandfather is my father's father).
• Identify family members based on descriptions of them in relation to another person using relevant grammar.
• Compare contrast family relationships/value and tradition/ celebrations (ex. el cumpleaños, la quinceañera, el día del santo) in the US and in Spanish-speaking countries.
• Discuss extended family, where they live, how often they see each other.
• Talk about nicknames that they are given within their family: (e.g.: nene, mami, papi, don, doña, mi'jo, etc.)</td></tr>
<tr><th colspan="3">Stage 2 – Evidence</th></tr>
</table>

CODE (M or T)	**Evaluative Criteria** (for rubric)	
T		Performance Task(s) *Students will demonstrate meaning-making and transfer by designing a family reunion program book with a family tree, invitation, and description of family members that will be recognized at the event as well as the family tradition and appropriate decoration and items to bring for the reunion weekend (ex. Quinceanera) to be celebrated during the family reunion that includes a family tradition.* **Family Reunion Performance Assessment** **Overview**: Students, congratulations on successfully learning and demonstrating your understanding of Chapter 5A vocabulary and grammar ☺ **What Next?** 1. You will be **creating a program book for your family reunion creatively including an invitation also announcing information on a family tradition or celebration (ex. quinceanera, electric slide dance at a family get-together, etc.) as well as a family tree showing age, family relationships, and descriptions** using a creative family reunion program book to present your information. 2. Use creatively bound paper (ex. get three sheets of plain copy paper and make three holes that you will use yarn to bind) in order to create your creative family reunion program book. Your family reunion invitation must include an announcement and/ or information on a family tradition or celebration that is all included in your family reunion program book. 3. You will need to **complete a rough draft of your family reunion pragram book in your journal before actually writing the final copy in your book** which will be your finished product for your project grade. The **rough draft will be self-assessed and peer-assessed** by a partner, and **then checked by the teacher** to ensure that you are on the right track for a very well done project. **Tiered** (#4 has two options A and B) **<u>Option A</u>**- As stated below with layout for more guidance 4. For **each page** (of 6 pages total) you will **only write on one side and include a picture representing the person(s) described on**

		the page (so that glue and pictures will not cause your project to be untidy or unorganized). Also **8 sentence descriptions per page (please add current or future occupation and usual emotion).** a. **Page 1** is the **cover page with your family tree** (abuelos, padres, hermanos, tíos, primos, and other family members of your choice using vocabulary on p.244 of the textbook). b. **Page 2** (not behind the cover page, since **we will not write on the back of any page!**) will be **titled YO and** have **a picture** of guess who? Yo (I/ Me/insert your name here☺). **Include Diamante Poem on back page**!) i. Yo soy _____(insert your name). ii. Yo soy _____(insert family role, ex. La hija de mi madre.) iii. Yo soy de _____(country/state you are from ☺) iv. Yo tengo _____años (age #) v. Yo soy _____(1 or 2 adjectives describing yourself- p.70) vi. Me gusta (mucho) _____ (insert activity p.46 in textbook) OR No me gusta (nada) _____(insert activity p.46 in textbook). **c. Page 3 (Titled TÚ with picture)** i. Tú eres _____(insert the name of this family member) ii. Tú eres mi _____(insert family relationship to you) iii. Tú eres de _____(country/state person is from ☺) iv. Tú tienes _____años (age #) v. Tú eres _____(1 or 2 adjectives describing person- p.70) vi. Te gusta (mucho) _____ (insert activity p.46 in textbook) OR No te gusta (nada) _____(insert activity p.46 in textbook). **d. Page 4 (Titled EL/ ELLA/ USTED with picture)** i. El/ Ella/ Ud. es _____ (insert name of this family member) ii. El/ Ella/ Ud. es mi _____(insert family relationship to you) iii. El/ Ella/ Ud. es de _____(country/state you are from ☺) iv. El/ Ella/ Ud. tiene _____años (age #) v. El/ Ella/ Ud. es _____(1 or 2 adjectives

		describing person- p.70) vi. Le gusta (mucho) _____ (insert activity p.46 in textbook) OR No le gusta (nada) _____(insert activity p.46 in textbook). **e. Page 5 (Titled NOSOTROS with picture)** i. Nosotros somos _____(insert the names of these family members) ii. Nosotros somos mi __familia__(insert family relationship to you) iii. Nosotros somos de _____(country/state people are from ☺) iv. Nosotros tenemos _____años (age # of each person) v. Nosotros somos _____(1 or 2 adjectives describing people- p.70) vi. Nos gusta (mucho) _____ (insert activity p.46 in textbook) OR No nos gusta (nada) _____(insert activity p.46 in textbook). **f. Page 6 (Titled ELLOS/ ELLAS/ USTEDES with picture)** i. Ellos/ Ellas/ Uds. son_____(names of these family members) ii. Ellos/ Ellas/ Uds. son mi_____(family relationship to you) iii. Ellos/ Ellas/ Uds. son de _____(country people are from ☺) iv. Ellos/ Ellas/ Ustedes tienen _____años (age #) v. Ellos/ Ellas/ Ustedes son _____(1 or 2 adjectives- p.70) vi. Les gusta (mucho) _____ (insert activity p.46 in textbook) OR No les gusta (nada) _____(insert activity p.46 in textbook) **<u>Option B</u>**- Provides the same instructions verbatim without layout format to provide advanced learners more flexibility in demonstrating language use creatively with more extensive content, grammar and vocabulary) 4. For **each page** (of 6 pages total) you will **only write on one side and include a picture representing the person(s) described on the page** (so that glue and pictures will not cause your project to be untidy or unorganized). Please include **6 sentence descriptions per page including all pronouns and verbs forms in the present tense, name, age, family member's relationship to you, and descriptive adjectives for personality, nationality, origin,**

occupations, and common emotion to describe your family members.

RUBRIC for Family Reunion Project

	Score of 1 ☹	**Score of 3 :]**	**Score of 5 ☺**
EVIDENCE OF PLANNING **20%**	No self and peer-assessment of Rough Draft	Only one of the two assessments (self and peer) are done	Both assessments of the Rough Draft is done and checked
CONTENT (Information on each of the 6 pages) **50%**	Information present does not follow project requirements	Some information is present, but it does not follow the layout/ directions	Information and layout follow project requirements thoroughly
Creativity/ Clarity/ Effort **30%**	No pictures or illustrations to add to the meaning of project	Some pictures are present, but they do not reflect information given	Pictures and illustrations reflect and add meaning to the project

***Self Assessment Scores**: Notes 12345>> # of Pages Complete 12345>> Grade12345

***Peer-Assessment Scores**: Notes 12345>> # of Pages Complete 12345>>> Grade12345

Other Evidence (e.g., formative)

- Students will present their own family, a "familia loca" poster project or a famous family (ex. The Huxatables) to the class or a small group.

Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment *How will you check students' prior knowledge, skill levels, and potential misconceptions?*

	• *Provide the Essential Questions at the beginning of each corresponding part of the unit for student to answer in their journals.*	
A/M	**Learning Activities** **Time frame: 3 weeks** Goals: 1) Students will be given various oral and written activities using additional vocabulary to describe family members in to demonstrate mastery of content and grammar (including the verbs ser and tener, as well as possessive adjectives and adjectives) through various oral and written activities. 2) Students will also be able to show understanding and apply knowledge of additional cultural information on celebrations and family constructs that are reflective of various Spanish-speaking countries in context of various interpersonal, intrapersonal, and kinesthetic activities. Name: Ms. Bailey Room: E135 Periods: 1-2 & 4-7 Course: Spanish 1 ***OBJECTIVE:*** ***(Day 1)*** *Students will be able to describe different families and family members through oral and written application of tener, possessive adjectives and family vocabulary.* PROCEDURES: Introduction/ Warm-Up: Introduce EQs as pre-assessment questions for students to answer in their journals. • ***How do social, economic, and cultural values impact family relationships, values and traditions?*** • ***What role does family play in molding and influencing an individual?*** Students will identify different family members in the teacher's family tree as presented on the overhead. An alternative hook introduction to the Family unit is to bring pictures and talk about some famous brothers and sisters, mothers and fathers, sons and daughters, that the students might know: (e.g.: Khloe and Kim Kardashian, Mary Kate and Ashley Olsen, Michael Brandy and Ray J) TNM: Teach the possessive adjectives using graphic organizer and ps4 scenario and other real life applications. Re-teach and review concepts that are unclear. GP: Students will begin a rough draft of their written description of the teacher's family based on the family tree presented to them and have them assessed by a partner. IP: As independent practice and assessment students will	Progress Monitoring (e.g., formative data)

MONDAY

	complete their written description. Students will begin to create a family tree with ten sentence description on group poster board including all group members and any celebrity or interesting people to design their familia loca. Assessment/ Evaluation & Feedback: Grade the IP and grade with feedback to be returned.			
A/M	***<u>OBJECTIVE:</u> (Day 2)*** *Students will be able to describe families and ask and talk about celebrations and parties through oral and written application of tener, possessive adjectives, family and other relevant vocabulary and grammar (including number and gender agreement).* PROCEDURES: Introduction/ Warm-Up: A) Students will quickly complete group familia loca and 10 sentence description. B) Students will complete comprendes section and also prepare a family tree (page 241) to be presented to the class. Students will copy chart of blank family tree and customize it for their own family. TNM: Teach students additional vocabulary for in-laws and nieces/nephews as well and grandchildren. GP: A)Students will provide gallery walk and evaluations of famila loca activity. B) Students will begin a rough draft of their family tree with descriptions (using adjectives and the verbs ser and tener). This is a brainstorming opportunity to also check for understanding and share ideas. IP: As independent practice and assessment students will complete a family tree with descriptions in preparation for their performance assessment project. Assessment/ Evaluation & Feedback: Grade the IP and grade with feedback to be returned so that students can complete electronically in a creative presentational format.	TUESDAY		Personal Family Tree Gallery Walk Evaluation
A/M	***<u>OBJECTIVE:</u> (Day 3)*** *Students will be able to describe and identify various cultural celebrations and family members.* PROCEDURES: Warm-Up:	WEDNES		

	In response to the EQ **"How do social, economic, and cultural values impact family relationships, values and traditions?"** students will read and translate to the best of their ability p. 238-239 about La Quinceanera. Students will brainstorm K in KWL graphic organizer, knowledge already known about the cultural or grammar/ vocabulary information related to the topic of family. Teaching New Material: Students will be taught the cultural significance of the quinceanera celebration and also the meaning of the Adelante lectura they translated. Teach students the formation of family constructs using the Spanish vocabulary. Also re-teach as necessary the gender and number agreement in sentences. Guided Practice: As a class students will share personal observations or experiences with traditions and similar cultural celebrations. Students will complete ir and jugar review using power points. Independent Practice: Students will complete comprendes section reviewed in class and also prepare a family tree (page 241) to be presented to the class. Students will be graded on Exit Slip to write full name or nombre completo and discuss as formative assessment. EVALUATION: Exit slip submitted at end of class.	DAY		Written Response KWL Chart Comprehension Questions Exit Slip
	Goals: 1) Students will be given various oral and written activities using additional vocabulary to describe family members in to demonstrate mastery of content and grammar (including the verbs ser and tener, as well as possessive adjectives and adjectives). 2) Students will also be given a performance assessment project to construct a family tree and describe various family members using the correct conjugations of tener and ser as well as vocabulary on family members, adjectives, and activities they like or do not like to do.			
A/M	Name: Ms. Bailey Room: E135 Periods: 1-2 & 4-7 Course: Spanish 1 ***<u>OBJECTIVE:</u> (Day 4)*** *Students will be able to state age and other descriptions of themselves and others.* PROCEDURES: Introduction/ Warm-Up:	TUESDAY		

		Students will have a cumulative review through the following Warm-Up activity. 1. State the meaning of the following verbs: Ser, Estar & Tener 2. When do you use Ser vs. Estar? 3. Translate these sentences. a) I am 15 years old (I have 15 years). b) She is kind and sociable. c) We are intelligent and talented. d) They like to run. They are sports-minded. TNM: Teach students the formation of family constructs using the Spanish vocabulary. Also teach the gender and number agreement in sentences. GP: Student will complete Ooops! Activity in pairs for page 2 of their Family Tree project. In journals, students will title activity and list 8 errors (not content, but grammar and spelling errors) with page 2 of the teacher's project shown on overhead: Yo estoy Srta. Bailey. Yo soy la hijo de mis padres. Soy Jamaica Yo tenemos 45* anos. Yo son deportisto y gracioso. Te gusta practiar deportes. IP: Students will complete description of self done correctly and have it peer assessed by a partner on post-it. Assessment/ Evaluation & Feedback: Grade will be given for the project and students will be provided with feedback.				Warm-Up C for U Activity
A/M/T		***<u>OBJECTIVE:</u> (Day 5-6)*** *Students will be able to provide personality and physical descriptions (including facial features) of different people using various adjectives. Students will also practice stating their and others' origin (as well as possession with de and simple comparatives) while using ser in the appropriate context.* PROCEDURES: Introduction/ Warm-Up: Quickly review the correct conjugations and uses of the verb ser. TNM: Teach students the project expectations for the Ser Project to expand on the yo part of their family tree. GP:	W E D N E S D A Y			

A/M/T	Allow students to complete 5 sentences for each of the five verb forms in pairs to begin practicing. IP: In response to the EQ **"What role does family play in molding and influencing an individual?"** students will work towards completing the project using pictures of themselves and their family in Windows Media Maker or Photo Story. Assessment/ Evaluation & Feedback: Grade and provide feedback.			Ser Project
	OBJECTIVE: ***(Day 7)*** *Students will be able to provide personality and physical descriptions (including facial features) of different people using various adjectives. Students will also practice stating their and others' origin (as well as possession with de and simple comparatives) while using ser in the appropriate context.* PROCEDURES: Introduction/ Warm-Up: Quickly review the correct conjugations and uses of the verb ser. TNM: Re-teach students the project expectations for the Ser Project to expand on the yo part of their family tree as necessary and respond to the EQ **"What role does family play in molding and influencing an individual?"** GP: Allow students to provide feedback for a partner on their 5 sentences for each of the five verb forms in pairs to begin practicing. IP: Students will complete the project using pictures of themselves and their family in Windows Media Maker or Photo Story. Assessment/ Evaluation & Feedback: Grade and provide feedback.	THURSDAY		
	Goals: 1) Students will be given various oral and written activities using additional vocabulary to describe family members in to demonstrate mastery of content and grammar (including the verbs ser and tener, as well as possessive adjectives and adjectives) through various oral and written activities. 2) Students will also be able to show understanding and apply knowledge of additional cultural information on celebrations and family constructs that are reflective of various Spanish-speaking countries in context of various interpersonal, intrapersonal, and kinesthetic activities.			

	Name: Ms. Bailey Room: E135 Periods: 1-2 & 4-7			
	Course: Spanish 1			
A/M	***OBJECTIVE:*** ***(Day 8)*** 1. *Students will be able to describe and identify various personality and physical traits of themselves and family members through the various written, kinesthetic, and oral activities.* PROCEDURES: Introduction/ Warm-Up: Allow students to review and play matamoscas to prepare for their test. TNM: Students should also read Diminutives (page 235) and Pronunciation (page 236). GP: Complete Actividades 18, 20, & 21. IP: Students should complete Actividad 19 on an index card. Students will also complete Actividad 22-24 & Actividades 25-26. Assessment/ Evaluation & Feedback: Grade and provide feedback for the test. Student rough drafts of their projects will be self and peer-assessed, and then checked by the teacher.	MONDAY		Text Practice Activities
A/M/T	***OBJECTIVE:*** ***(Day 9)*** 1. *Students will show mastery of Chapter 5A vocabulary and grammar through a comprehensive, written test.* 2. *Students will be able to describe and identify various personality and physical traits of themselves and family members through the family tree project.* PROCEDURES: Introduction/ Warm-Up: Allow students to review and play matamoscas to prepare for their test. TNM: Re-teach unclear concepts and provide directions for test. Also share project instructions and rubric for students to begin after testing. GP: Students will continue to review with a partner very briefly prior to testing and also confirm their understanding of how to begin their project after they have turned in their test. IP:	THURSDAY		

A/M/T	Students will take Chapter 5A written test and also complete a rough draft for their family tree project. Assessment/ Evaluation & Feedback: Grade and provide feedback for the test. Student rough drafts of their projects will be self and peer-assessed, and then checked by the teacher.			Chapter 5A Test
	OBJECTIVE: ***(Day 10-12)*** *Students will be able to describe families and ask and talk about celebrations and parties through oral and written application of tener, possessive adjectives, family and other relevant vocabulary and grammar (including number and gender agreement).* PROCEDURES: Introduction/ Warm-Up: A) Students will review all vocabulary and content. TNM: Re-teach students relevant content already covered and instructions in preparation for successful completion of the performance assessment. GP: Students will receive and review in pairs and discuss as a class the instructions for the family reunion performance assessment. IP: In response to the EQ **"How do social, economic, and cultural values impact family relationships, values and traditions?"**, students will begin working on a rough draft of descriptions of their family members, family reunion invitation with family tree and traditional celebration, and all components of the project in preparation for completion of the performance assessment project. Assessment/ Evaluation & Feedback: Grade the IP and grade with feedback to be returned so that students can complete electronically in a creative presentational format.	F R I D A Y		
	OBJECTIVE: ***(Day 13)*** 1. *Students will be able to describe and identify various personality and physical traits of themselves and family members through the family tree project.* PROCEDURES: Introduction/ Warm-Up: Allow students review and prepare questions they have on the family unit and performance assessment			

A/M/T	TNM: Students will be presented with relevant material and resources to help them master the content and successfully continue working on their family reunion performance assessment. GP: Students will complete and peer edit their partner's rough draft of the performance assessment and answer all existing questions in rotating pairs to gain clarification. IP: Students should complete and submit rough draft completely corrected in response to both EQs. • ***How do social, economic, and cultural values impact family relationships, values and traditions?*** • ***What role does family play in molding and influencing an individual?*** Assessment/ Evaluation & Feedback: Grade and provide feedback for the IP activities.		
A/M/T	***OBJECTIVE:*** ***(Day 14-15)*** *Students will be able to apply all previous knowledge of family vocabulary, verbs, and adjectives to electronically complete and present their projects using technology.* PROCEDURES: Warm-Up: Students will review their Family Reunion Project for correction that need to be made or any necessary improvements. Teaching New Material: Students will be taught how to use voice threads and photo story. Guided Practice: As a class students will share personal hints or pointers for completing project thoroughly and properly. Independent Practice: Students will complete and present electronic version of their Family Reunion Project. EVALUATION: Students will be graded on their family reunion presentation.		Performance Assessment

Expanded Established Goals: TEKS for World Languages

114.22.C.01 - The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.
114.22.C.01.A - The student is expected to engage in oral and written exchanges of learned material to socialize and to provide and obtain information
114.22.C.01.B - The student is expected to demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics
114.22.C.01.C - The student is expected to present information using familiar words, phrases, and sentences to listeners and readers
114.22.C.02 - The student gains knowledge and understanding of other cultures
114.22.C.02.A - The student is expected to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied
114.22.C.02.B - The student is expected to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied
114.22.C.03 - The student uses the language to make connections with other subject areas and to acquire information
114.22.C.03.A - The student is expected to use resources (that may include technology) in the language and cultures being studied to gain access to information
114.22.C.03.B - The student is expected to use the language to obtain, reinforce, or expand knowledge of other subject areas
114.22.C.04 - The student develops insight into the nature of language and culture by comparing the student\'s own language and culture to another
114.22.C.04.A - The student is expected to demonstrate an understanding of the nature of language through comparisons of the student\'s own language and the language studied
114.22.C.04.B - The student is expected to demonstrate an understanding of the concept of culture through comparisons of the student\'s own culture and the cultures studied
114.22.C.04.C - The student is expected to demonstrate an understanding of the influence of one language and culture on another
114.22.C.05 - The student participates in communities at home and around the world by using languages other than English
114.22.C.05.A - The student is expected to use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate
114.22.C.05.B - The student is expected to show evidence of becoming a lifelong learner by using the language for personal enrichment and career development