



UNIT 3

Course: Heritage Spanish 1	Grade Level: Level 1	
Unit Title: Families & Communities: Traditions & Values and Different Family Structures	Length of Unit: ~ 6 weeks	
Unit Summary: Students will increase their knowledge of the different family structures, traditions, and values. They will reflect upon how the products, practices, and perspectives of these shape their own and other people’s identity/culture.		
Stage 1- Desired Results		
STANDARDS	Transfer	
<p>Interpretive: <i>Reading:</i> (I-L2) I can identify the topic and related information from simple sentences in short fictional texts.</p> <p><i>Listening:</i> (I-M2) I can understand the main idea and key information in short straightforward conversations, or texts read aloud.</p> <p>Interpersonal: <i>Writing:</i> (N-M2) I can express</p>	<p><i>Students will be able to independently use their learning to...</i> Discuss the different roles of each family member and explain how traditional and non-traditional families are structured. Students will examine cultural beliefs, and the struggles that different types of families may face in different communities. They will also be able to share their own traditions and respect the ones from other families.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand ...</i></p> <p><i>The importance of assuming your role as a family member and how traditional families are structured. They will also understand that each tradition and its practice constitutes the identity of a community.</i></p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <ul style="list-style-type: none"> ● What constitutes a family in Spanish speaking societies? ● What are some traditional/non-traditional

<p>basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.</p>		<p>practices and values in Spanish Speaking Countries?</p> <ul style="list-style-type: none"> • What is the role of each member of the family and how are these roles evolving?
Acquisition		
<p><i>Speaking:</i> (N-H2) I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.</p> <p>Presentational: <i>Writing:</i> (N-H1) I can present personal information about my life and activities, using simple sentences most of the time.</p> <p><i>Speaking:</i> (N-H1) I can present personal information about my life and activities, using simple sentences most of the time.</p> <p>Intercultural Communication: (novice) In my own and other cultures, I can identify products and practices to help me understand perspectives.</p>	<p>Students will know..</p> <p>Language Functions:</p> <ul style="list-style-type: none"> • Be able to identify and write about their family in short, prepared sentences using appropriate vocabulary • Say what practices cultures use through short, prepared sentences. • Identify perspectives of living and housing in short informational texts. • Identify cultural products from short presentations. <p>Related Structures/patterns:</p> <ul style="list-style-type: none"> • Adjectives • Present perfect • Present progressive • Review comparative phrases • Expressions of obligation (hay que, tener que, deber de, etc.) • Expressions of frequency • Impersonal “Se” (¿Cómo se celebra?, etc.) • <i>Diptongos & hiatos</i> • Sounds and homonyms of /S/ <p>Priority vocabulary: Family and extended family Physical/Personality adjectives</p>	<p><i>Students will be skilled at...</i></p> <p>Interpretive</p> <ul style="list-style-type: none"> • <i>Understand each role of a family member.</i> • <i>Identify the differences in family structures in Spanish Speaking Countries.</i> • <i>Be familiar with the traditions and values of families in Spanish Speaking Countries.</i> <p>Interpersonal</p> <ul style="list-style-type: none"> • <i>Participate in small group discussions about the different roles and expectations of each family member.</i> • <i>Exchange information about their family traditions.</i> • <i>Respond to an email inquiring about your role in your different family traditions.</i> <p>Presentational</p>

Supporting SEL standard(s) embedded within this unit: (1A-F5)

1A.I.1 Explain the consequences of different forms of communicating one's emotions.

1B.F.1 Name community resources that promote student success

1B.E.4 Explain how adult role models influence your aspirations for the future.

2A.I.5 Develop strategies to provide support to others who are experiencing problems.

Parts of houses

Physical characteristics/ adjectives

Activities to do with family

How to define family and culture using Products, Practices and Perspectives. (3P's)

Salutations/Farewells for emails (formal vs informal)

Phrases to talk about other points of view (Según, desde el punto de vista de ____, etc.)

Comparison phrases (más que/ menos que/ tan __ como)

- *Describe your family*
- *Explain the practice and perspective of a particular tradition.*
- *Compare the different practices about a specific tradition of a non Hispanic vs Hispanic country.*

Evaluation Criteria	Assessment Evidence
<p>Task Rubric</p> <p>Presentational Rubrics</p> <p>Interpersonal Rubrics</p> <p>Interpretive Rubrics</p>	<p>PERFORMANCE TASK(S): IPA Template</p> <p>La noche buena-Tomas Rivera</p> <hr/> <p>OTHER EVIDENCE</p> <p>STUDENT SELF-ASSESSMENT & REFLECTION</p>
Stage 3- Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	

