## Spanish Communication 2 Modified

**[Implement start year (2013-2014)]**

Jennifer Pirrotta, Nicholas Orphanos, Jim Spicer, Jocelyn Klein

### Unit #4  Topic: Family: Young and Old

## Stage 1 – Desired Results

<table>
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<tr>
<th>Established Goals</th>
<th>21st Century Themes</th>
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<td>2009 NJCCC Standard(s), Strand(s)/CPI # &lt;br&gt; (<a href="https://www13.state.nj.us/NJCCCS/">https://www13.state.nj.us/NJCCCS/</a>)</td>
<td>X_ Global Awareness &lt;br&gt; ___Financial, Economic, Business and Entrepreneurial Literacy &lt;br&gt; ___Civic Literacy &lt;br&gt; ___Health Literacy &lt;br&gt; ___Environmental Literacy</td>
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### 7.1 World Languages
All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

A. Interpretive Mode  
B. Interpersonal Mode  
C. Presentational Mode

### 21st Century Skills

**Learning and Innovation Skills:**

- X_Creativity and Innovation  
- ___Critical Thinking and Problem Solving  
- X_Communication and Collaboration

**Information, Media and Technology Skills:**

- X_Information Literacy  
- ___Media Literacy  
- ___ICT (Information, Communications and Technology) Literacy

**Life and Career Skills:**

- ___Flexibility and Adaptability  
- ___Initiative and Self-Direction  
- X_Social and Cross-Cultural Skills  
- ___Productivity and Accountability  
- ___Leadership and Responsibility
**Enduring Understandings:**
*Students will understand that . . .*

**EU 1**
Family means different things to different people in different cultures.

**EU 2**
Age means different things to different people in different cultures.

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**Essential Questions:**

**EU 1**
- How is one family similar to or different from another?
- What makes the modern family in the 21st century different from the traditional paradigm?

**EU 2**
- What are different points of view about age?
- How do familial relationships change with age?

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**Knowledge:**
*Students will know . . .*

**EU 1**
- Family members
- The organization of a family tree
- How to express the relationships of family members
- Possessive adjectives (mi, mis, tu, tus)
- The verb Tener

**EU 2**
- #s 31 – 100
- Tener ____ años.

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**Skills:**
*Students will be able to . . .*

**EU 1**
- Identify their family members.
- Create a family tree based on a real or fictitious family.
- Describe relationships amongst family members.
- Use possessive adjectives to show relationships.
- Conjugate the verb Tener to show relationships.

**EU 2**
- Express the age of any person up to 100.
- Use the expression Tener ____ años to indicate age.
## Stage 2 – Assessment Evidence

### Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

Students will independently be able to introduce their family members. Last weekend you went to your cousin’s birthday party. You are going to post pictures of who attended the party on your social networking site. For each picture you need to tell the relationship of the family member to you and his or her age. Students will be evaluated on their ability to describe their relationships to the family members and state their ages.

### Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Take a comprehensive test identifying family members.
- Take a comprehensive test on numbers and expressing age.
- Discuss traditional family structures versus modern family structures citing families from TV shows and/or movies.
### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:**

- Make flashcards with family members on one side and the Spanish word on the reverse side. Use flashcards to do activities such as Inner Outer Circle, partner practice, etc.  (A)  
- Give each student an index card with an age on it. Speaking only in Spanish, students will need to line up from youngest to oldest. (A)  
- José is explaining his family tree. Write the correct words to complete the sentences based on what you see in the family tree (Realidades 1B: text pg. 38 activity 6).  (A, M)  
- Explain how family members are related to one another by completing sentences with the appropriate word (Realidades 1B: text pg. 39 activity 7).  (M)  
- Role play between 2 students. One is a 3 year old and one is an older sibling. The 3 year old is going to claim that everything is “my ____.” The older sibling is going to correct the younger sibling saying it is not “your ____,” it is “my ____.”  (A)  
- Work with a partner to ask and tell about your families using the verb Tener (Realidades 1B: text pg. 40 activity 10).  (A, M)  
- Create a family tree using different celebrities as the family members.  (A)  
- At your first Spanish Club meeting, your teacher requests that all of you try to talk to each other in Spanish. Since you just learned how to talk about your family, you feel confident that you can talk about some of your family members. Tell how they are related to you, their ages, and what they like to do (Realidades 1B: text pg. 61 activity 2).  (T)