

Spanish 1 - La Familia
Checkpoint A (8th grade)

STAGE 1 - Desired Outcome	
<p>Content Standards:</p> <p>Communication 1.1, 1.3.</p> <p>Cultures 2.1, 2.2,</p> <p>Connections 3.2</p> <p>Comparisons 4.1, 4.2</p>	
<p>Understandings:</p> <ol style="list-style-type: none"> 1. Students will recognize ethnic heritage. 2. Students will understand that print (images) carries meanings. 3. Students will understand the concept of traditions and heritage. 4. Students will reflect on their own family values and traditions, and begin to understand and express why these things are important to them 	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What constitutes a family in different societies? 2. How do the roles that families and communities assume differ in societies around the world? 3. What are the traditions that have been maintained in a family through the years? 4. Do traditions and celebrations change from generation to generations?
Students will be able to:	

<p>Talk about comparisons of Latino families & traditions with their own.</p>	
<p>STAGE 2 - Assessment Evidence</p>	
<p>Performance Tasks:</p> <p>Vocabulary Quiz</p> <p>Reading: An interview regarding: El Dia de los Muertos y la Familia.</p> <p>Song: "La Familia" http://www.youtube.com/watch?v=s9iUXEhEMh8</p> <p>Writing: Students will create a picture about a family traditional dish in their family. They will write a 50 word composition about the various members that participate and the various ingredients and/or special dishes. Summarizing why traditional family dishes are a part of who you are.</p>	<p>Other Evidence: (Quizzes, tests, homework, blog entries, etc.)</p> <p>Workbook pages</p> <p>Rubric for grading speaking and writing</p>
<p>STAGE 3 - Learning Plan (Learning Activities)</p>	
<p>Day 1: Teacher will introduce members of the family to students.</p> <p>Vocabulary can be visuals on Smartboard/ppt/ flashcards/ etc.</p>	

Students will have a traditional family tree to fill-in.

Discussion of what constitutes a family in the United States.

Day 2: View video about ‘What is Family to various children from Ecuador’

Activity #1 - Circle words understood from video

Activity #2 - Song - La Familia -Silly song with family members vocabulary.

Homework: Write 20 words that describe what is family to you.

Day 3: Read interview about the Day of the Dead & answer questions. Students will then view same interview on video.

Discussion of what is “The day of the Dead” with Infographic.

H.W. Using Infographic information, write 5 sentences in Spanish about this holiday without using numbers.

Day 4: Students will view 2 paintings(Norman Rockwell & Carmen Lomas Garza) and discuss with a partner and compare the family unit, the foods, and traditions. Discuss the similarities and differences. Create Venn

Diagram between them.

Day 5: Students will create a picture about a family traditional dish in their family. They will write a 50 word composition about the various members that participate and the various ingredients and/or special dishes. Summarizing why traditional family dishes are a part of who you are.

Interpretive:

Students will watch a video talking about what is family:

[Familia](http://youtu.be/tf6eGM6SjPA) <http://youtu.be/tf6eGM6SjPA>

Students will then circle from activity sheet true statements about statements they hear.

Actividad 1 : video

A. Watch the various children talk about their families and circle the words that are mentioned by the students regarding what family means to them:

mother father aunt uncle grandfather relatives grandmother cousins

love brother sister happiness friends fight party play study

respect sleep scold watch t.v. eat babies cleaning young old

protect teachers steal mischief cook together argue

Interpersonal:

Students will discuss with a partner the two paintings. Compare the family unit, the food, and traditions. Discuss the similarities and differences.

Using a Venn diagram discuss:

1. What you and your partner share or differ from both paintings.
2. Circle visual clues in the 'Tamalada' that indicate it is a special occasion.
3. How many different mini-scenes can you find within the painting?
4. What cooking utensils can you find?
5. What ingredients do you think are used to make tamales?

["Freedom from want" by Norman Rockwell](#) Thanksgiving dinner



[Tamalada por Carmen Lomas Garza](#) Making tamales.



Presentational:

Students will create a picture about a family traditional dish in their family. They will write a 50 word composition about the various members that participate and the various ingredients and/or special dishes. Summarizing why traditional family dishes are a part of who you are.

Language skills needed for this lesson:

1. Vocabulary relating to family members, holidays - dates, food items
2. Structure: comparison structures, possessive adjectives;

Academic Vocabulary:

tradición, regañar, pelear, ayudar, porcelana fina, parientes lejanos, proteger, travesura, celebrar, maíz,

Resources:

Textbook

YouTube

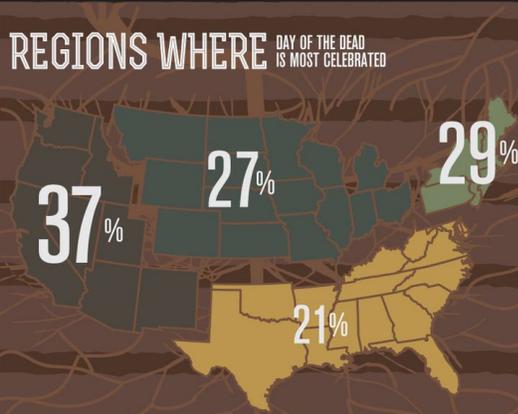
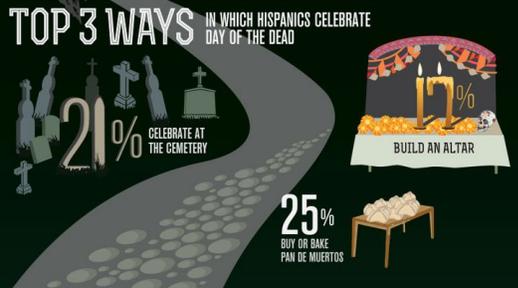
Blogs

Websites

DÍA DE LOS MUERTOS DAY OF THE DEAD

THE NEXT NEW AMERICAN HOLIDAY

Día de los Muertos is one of Mexico's traditional holidays that honors ancestors, family members and friends who have passed away. The holiday takes place on November 1 in connection with the Catholic holidays of All Saints' Day and All Souls' Day (November 2).



Source: GolinHarris Multicultural Practice, "Hispanics and Holidays," national survey of 200 Hispanic adults, Summer 2012.



Infographic of Day of the Dead

