

PEMBROKE PUBLIC SCHOOLS

Unit Map

Course Overarching Essential Questions: *How are celebrations held for special occasions in the Spanish-speaking world?*

SUBJECT: Español	COURSE: SPANISH 1B	GRADE LEVEL(S): 8TH GRADE		
UNIT / THEME/GENRE : CHAPTER 5A UNA FIESTA DE CUMPLEAÑOS	TIME REQUIRED: 4 WEEKS	LATEST REVISION: November 2021		
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): WE SEE A SPANISH-SPEAKING FAMILY GATHERED TOGETHER IN A PARK TO CELEBRATE A BIRTHDAY; IN THIS UNIT WE LEARN TO USE THE IRREGULAR VERB <i>TENER</i> TO SHOW POSSESSION; WE ALSO LEARN ABOUT POSSESSIVE ADJECTIVES AND THEIR USE TO DESCRIBE RELATIONSHIPS				
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.
<p>How do families celebrate special occasions in the U.S. and Spanish-speaking countries?</p> <p>How is possession expressed?</p> <p>How are relationships within families described?</p>	<p>People celebrate special occasions differently in Spanish-speaking countries</p> <p>Familial relationships in Spanish-speaking countries may not have the same definition as in the United States.</p> <p><i>Possessive Adjectives</i> are used to show relationship to family members and possession of inanimate objects</p> <p>The verb <i>TENER</i> is used to express possession</p>	<p>The vocabulary in this unit may be used to describe different kinds of celebrations</p> <p>To describe physical characteristics and personal ownership we use the conjugated form of the irregular verb <i>Tener</i></p> <p><i>Possessive Adjectives</i> in Spanish work very much like the do in English, and come before a noun to indicate possession of or relationship to that noun</p>	<p>The skill of listening to and understanding someone’s description of a family member</p> <p>The skill of describing some members of their family and what they like to do.</p> <p>The skill of reading and understanding someone’s description of a problem he or she is having with a family member.</p> <p>An understanding of some ways that Spanish-speaking families celebrate special occasions.</p>	<p>Communication:</p> <p>NL.1.a</p> <p>NL1.b</p> <p>NL.2.b</p> <p>NL.2.c</p> <p>NL.3.a</p> <p>NL.3.b</p> <p>NL.4.b</p> <p>NL.4.c</p> <p>Linguistic</p> <p>NL.5.a</p>

		<p style="text-align: center;">COMMON MISUNDERSTANDINGS</p> <p>The verb <i>Tener</i> is conjugated like a regular -er verb</p> <p>In Spanish-speaking countries the family unit is restricted to one's parents and siblings.</p>		<p>NL.6.a.1</p> <p>NL.6.b.1</p> <p>Lifelong Learner</p> <p>NL.7.a</p> <p>NL.8.b.1</p> <p>NL.8.b.3</p>
<p>CEPA(S) (<i>Curriculum Embedded Performance Assessments</i>): Include information from assessment evidence and list/name any rubric or toolkit used</p> <p>Formative: Gimkit Live; Quizlet modalities: <i>Learn, Write and Spell</i>; Conjuguemos.com; In-class graded 5A listening activity (<i>listening</i>); in-class graded speaking activity with self assessment (<i>Speaking</i>)</p> <p>Summative: Vocabulary Recognition Quiz 5A-1 (<i>reading</i>); Google Slides Family Project (<i>speaking and writing</i>); Possessive adjectives quiz (<i>writing</i>); 5A vocabulary exam (<i>listening</i>); 5A Flipgrid graded speaking exam (<i>speaking</i>)</p>				
<p>RESOURCES: GIMKIT.COM; QUIZLET.COM; SAVVAS LEARNING ONLINE; KAHOOT.COM; CONJUGUEMOS.COM; FLIPGRID.COM</p>				
<p>VOCABULARY BY TIER: (CCSS AND WIDA)</p> <p>Tier 1 (general vocabulary that is used in daily life): los abuelos; el abuelo; la abuela; el esposo; la esposa; los hermanos; el hermano; la hermana; el hermanastro; la hermanastra; los hijos; el hijo; la hija; los padres; el padre (papá); la madre (mamá); el padrastro; la madrastra; los primos; el primo; la prima; los tíos; el tío; la tía</p>				

Tier 2 (vocabulary that will be encountered in other content areas): ¿Cuántos años tiene ___? Tiene ___ años; mayor, mayores; menor, menores; la persona; el gato; el perro; le gusta; le encanta; abrir; celebrar; decorar; las decoraciones; hacer un video; el video; preparar; romper ; sacar fotos; la foto; la cámara; el cumpleaños ; ¡Feliz cumpleaños! los dulces; la flor, las flores; el globo; la luz, las luces; el papel picado; el pastel; la piñata; el regalo; que; sólo; tengo; tienes; tiene; tenemos; tenéis; tienen; mi; tu; su; nuestro; vuestro

Tier 3 (history-social studies specific vocabulary):

Lesson Plan List (numbered list with a brief description of each lesson)

1. Presentation of Vocabulary 5A with Quizlet; pronunciation; QuizletLive; textbook activities 1, 2; assign Quizlet modalities (Learn, Spell, Write)
2. Conjuguemos.com activities; listen to vocabulary in context (Videohistoria) with comprehension questions; text actv. 3; Core Practice 5A-1/5A-2 assigned
3. Review 5A-1/5A-2 with swap correct; Gimkit.com activities; listening activity 5; textbook activities 4,5,6,7,8; Kahoot!
4. 5A Vocabulary Recognition quiz; Tener introduction activity, Guided Practice Activity 5A-1; GramActiva Video
5. Fondo Cultural -Carmen Lomas Garza artwork; text actv. 9; Core Practice 5A-4 in class; listening activities 6&7
6. 5A-5 assigned and reviewed as class; 5A1 Communicative Pair Speaking
7. The Royal Family painting by Francisco de Goya text actvs.# 14, 15, 16, 17
8. Google Slide Family Portrait Activity- illustrate fictitious family and write descriptive sentences; students ask/answer question text actvs 11 and 12
9. Present fictitious family Slide and answer possible question cards; fact listening contest and bingo with family info for prizes
10. Present possessive adjectives; Guided Practice activity 5A-3; GramActiva and Kahoot activities; assign Core Practice 5A-7
11. Cinderella Reading/Writing activity (actv 18); Swap correct CP 5A-7; In Class Graded Listening Activity 8; Possessive Adjectives Kahoot!
12. Bell text actv. 20; Dice game to review Possessive Adjs. and Tener
13. Possessive Adjectives writing quiz; begin practicing speaking skit with graphic organizer
14. Graded in class individual speaking activity with self assessment; lesson on diminutives, text pg 235
15. Work on pair conversations; record speaking assessment on Flipgrid
16. Quinceñera party day with videos and decorations, follow-up questions

Reflections related to Ribas Training and Interrupted Learning:

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