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

<table>
<thead>
<tr>
<th>STAGE 1 - Desired Outcome</th>
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<tbody>
<tr>
<td>Content Standards:</td>
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<tr>
<td>Communication 1.1, 1.3.</td>
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<tr>
<td>Cultures 2.1, 2.2,</td>
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<tr>
<td>Connections 3.2</td>
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<tr>
<td>Comparisons 4.1, 4.2</td>
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<tr>
<td><strong>Understandings:</strong></td>
<td><strong>Essential Questions:</strong></td>
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<tr>
<td>1. Students will recognize ethnic heritage.</td>
<td>1. What constitutes a family in different societies?</td>
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<td>2. Students will understand that print (images) carries meanings.</td>
<td>2. How do the roles that families and communities assume differ in societies around the world?</td>
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<td>3. Students will understand the concept of traditions and heritage.</td>
<td>3. What are the traditions that have been maintained in a family through the years?</td>
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<td>4. Students will reflect on their own family values and traditions, and begin to understand and express why these things are important to them</td>
<td>4. Do traditions and celebrations change from generation to generation?</td>
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<td>Students will be able to:</td>
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Talk about comparisons of Latino families & traditions with their own.

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<tr>
<th>STAGE 2 - Assessment Evidence</th>
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<tr>
<td>Performance Tasks:</td>
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<tr>
<td>Vocabulary Quiz</td>
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<tr>
<td>Reading: An interview regarding: El Dia de los Muertos y la Familia.</td>
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<tr>
<td>Song: “La Familia”</td>
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<tr>
<td><a href="http://www.youtube.com/watch?v=s9iUXEhEMh8">http://www.youtube.com/watch?v=s9iUXEhEMh8</a></td>
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<tr>
<td>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.</td>
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<tr>
<td>Other Evidence: (Quizzes, tests, homework, blog entries, etc.)</td>
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<td>Workbook pages</td>
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<td>Rubric for grading speaking and writing</td>
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<tr>
<th>STAGE 3 - Learning Plan (Learning Activities)</th>
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<tr>
<td>Day 1: Teacher will introduce members of the family to students.</td>
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<td>Vocabulary can be visuals on Smartboard/ppt/flashcards/etc.</td>
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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
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

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
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, maiz,
Resources:

Textbook
YouTube
Blogs
Websites
Día de los Muertos is a key Latino holiday celebrated by families across the U.S. every year on November 1 and 2 to honor and remember loved ones who have passed away.

**Survey of Hispanic Adults**

- 28% of Hispanic adults celebrate Día de los Muertos

**Top 3 Ways Hispanics Celebrate Day of the Dead**

1. **21%** Celebrate at the Cemetery
2. **25%** Build an Altar
3. **5%** Day of the Dead Parade

**Top 5 Reasons Hispanics Celebrate Latino Cultural Holiday Like Day of the Dead**

1. **52%** With family
2. **39%** Traditions
3. **37%** The ability to engage with the afterlife
4. **46%** Food associated with traditions

**Regions Where Day of the Dead Is Most Celebrated**

- **37%** Northwest
- **29%** South
- **27%** Midwest
- **21%** Northeast


Infographic of Day of the Dead