

Planned Course: Spanish I	Course Number: AH 508	Department: World Language	
Unit: Chapter 3 - La familia	Grade Level: Grades 8-12		
Estimated Time: 9 weeks	Level/Track: Level 1	Date Approved: June 2017	
PA Academic Standards / ACTFL Standards	▶ Core Concepts (in question format) <ul style="list-style-type: none"> • Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>PA Standards <i>12.1 A-F, 12.3 A, B, 12.5 A, C, D</i></p> <p>ACTFL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2 4.1, 4.2, 5.1, 5.2</p>	<p>AP Themes: Contemporary Life, Personal and Public Identities, Family and Community</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ▶ How do I describe where people are from and where they live? ▶ How are family relationships in Spanish-speaking countries similar and different from family relationships in the United States? ▶ How do I talk about family relations? ▶ How do I describe people's personalities, appearances, and professions? ▶ What differences are there between a traditional Quinceañera and a traditional coming-of-age celebration in 	<p>MODES:</p> <p>Interpretive (Audio, visual and audio visual)</p> <ul style="list-style-type: none"> -Students listen to and see authentic Spanish-speakers describe themselves & their families. -Students read a graph about family structure in Spanish-speaking countries and compare it to family structure in the U.S. <p>Interpretive (Written Print)</p> <ul style="list-style-type: none"> -Students read family descriptions in Spanish and draw a family tree. -Students read articles from the textbook about differences in Spanish & American family & traditional family names. -Students read descriptions of different traditions for a 	<p>MODES:</p> <p>Interpretive (Audio, visual and audio visual)</p> <ul style="list-style-type: none"> -Students listen to conversations in Spanish and answer questions about where they live, with whom they live and what they look like. <p>Interpretive (Written Print)</p> <ul style="list-style-type: none"> -Read a description of a Quinceañera in Spanish and answer comprehension questions in Spanish based on the reading. <p>Interpersonal (Spoken)</p> <ul style="list-style-type: none"> -Students listen to questions about where they live, with whom they live and what they look like and record responses on Lingt or Schoology discussion boards in Spanish. <p>Interpersonal (Written)</p>
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	the United States?	<p>Quinceañera.</p> <p>Interpersonal (Spoken) -Students practice asking questions about their families & their occupations. -Students practice describing photos & guessing who the person is based on the description.</p> <p>Interpersonal (Written) -Students write a description in Spanish through a Schoology discussion board that describes themselves and their family. -Students participate in a timed, monitored e-chat with a classmate, discussing their families.</p> <p>Presentational (Spoken) -Students present the family tree of a famous family (from TV shows, movies, sports, politics, etc) in small groups.</p>	<p>-Create, read and respond to a PenPal letter that includes a description of what you look like and other family information.</p> <p>Presentational (Spoken) -Students describe the professions, personality and appearance of different family members and/or famous celebrities.</p> <p>Presentational (Written) -Students create an original comic with captions in Spanish that describe who comes to and what happens in a Quinceañera party.</p>
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		<p>-Students present their own family tree describing names, relations, interests and ages in small groups.</p> <p>Presentational (Written)</p> <p>- Students write a paragraph in Spanish describing the names, relations and interests of family members in Spanish.</p> <p>-Students write sentences in Spanish describing 5 members of the Spanish Royal Family on a Schoology discussion board.</p>	