

# Social Studies

## I. Title:

Family Tree

## II. Course Instructor

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Title: 3<sup>rd</sup> Grade Bilingual Teacher

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## III. Course Description

Learn to create a family tree to emphasize the relevance of culture using technology and face to face interviews to research personal ancestors' history. Learn to interact in forum discussions.

*A. Course Goal: Learners will be able to (LWBAT) explore and assess the relevance of culture, and how their own culture has evolved over the last three generations.*

*Note. The -project will be develop in Spanish.*

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## IV. Texas Essential Knowledge and Skills (TEKS)

**2.1 History.** The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:

2.1A Explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving.

**2.16 Culture.** The student understands ethnic and/or cultural celebrations. The student is expected to:

2.16A Identify the significance of various ethnic and/or cultural celebrations.

2.16B Compare ethnic and/or cultural celebrations.

**2.19 Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to:

2.19B Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

## V. Course Outcomes

**Project Goal:** Students will be able to explore and assess the relevance of culture, and how their own culture has evolved over the last three generations.

<b>Learning Outcomes</b>	<b>Assessment</b>	<b>Learning Activities</b>
<p><b>Foundational</b> LWBAT explore and analyze their family roots by collecting information of some of their family members. LWBAT name the last four generations and to which one they belong themselves, their parents, and their grandparents.</p>	Family tree	<p>LWBAT create their family tree by tracing their ancestors for at least the last three generations. LWBAT use technology to create a family tree.</p>
<p><b>Application</b> LWBAT research and identify their family chronicle and their place in history.</p>	Essay/ Timeline	<p>LWBAT write an essay about their family history. They will include family anecdotes and link them to a relevant contemporary historical event that happened in their country of origin. LWBAT create a timeline of their ancestors' most relevant moments.</p>
<p><b>Integration</b> LWBAT explore the connection of some elements of culture such as gastronomy, music, clothing, and religion to their ancestor.</p>	PowerPoint/ Pretzi  Glossary	<p>LWBAT create a presentation using technology to show their understanding of their culture. LWBAT create a glossary of the academic words and relevant terms they learned during the project.</p>
<p><b>Human Dimension</b> LWBAT explore about themselves, their ancestors, and their culture.</p>	Video	LWBAT produce a video where they will express their insights about their culture.
<p><b>Caring</b> LWBAT explore their feelings and interests about their family members.</p>	Personal Narrative	LWBAT write a personal narrative emphasizing the feelings they experience when they learned about their ancestors.
<p><b>Learning How to Learn</b> LWBAT examine, organize, and evaluate their insights about their culture.</p>	Post	<p>LWBAT organize and finalize their project. LWBAT publishing their assignment on the classroom's website blog.</p>

## VI. Course Expectations

- A. Learners are expected the study the course syllabus before creating any course activity.
- B. Learners are expected to participate in the discussion forum.
- C. Learners are expected to keep current with the course schedule, assignment due dates, and assigned readings.

## VII. Participation/Attendance

Learners are expected to log into the current course on the first day of the first week of the session.

## VIII. Grading and Evaluation

### A. Assignments

Assignments	Points
5 Discussion Boards	20 points x 5=100
Week 1&2 Family tree	200
Weeks 3&4 Essay & Timeline	200
Weeks 5&6 Presentation	200
Weeks 7&8 Video	200
Week 9 Personal Narrative and Post	100
<b>Total Points for course</b>	<b>1,000</b>

### A. Grading

**In determining the final course grade, the following scale is used:**

900 – 1,000 points = A

800 – 899 points = B

700 – 799 points = C

Below 700 points = F

A course grade that is less than "C" is unacceptable.

### B. Rubrics

See course website for assignment rubrics.

### C. Late Work Policy

Learners are expected to create good working habits; therefore, they are expected to meet deadlines. A 20% deduction from the assignment grade will occur for each day the assignment has not been submitted.

## XIX. Course Outline

Weeks 1&2	Family tree
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	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• Face to Face Introduction</li> <li>• Course Overview</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• PowerPoint Family Tree Template – 10+ Free Sample</li> <li>• American Generation Fast Facts</li> <li>• Generational Differences Chart</li> <li>• Family Tree Questions Document</li> </ul> <p><b>Video Resources:</b></p> <ul style="list-style-type: none"> <li>• Family History - made simple</li> <li>• Ted Cruz and Barack Obama are related</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Discussions are related to the reading assignments and the videos of each section.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Create a family tree by tracing ancestors for at least the last three generations.</li> <li>• Quiz: from Traditional to Millennials.</li> </ul>
<b>Weeks 3&amp;4</b>	<b>Essay/Timeline</b>
	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• Face to face instruction</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• How to Write a Hamburger Essay</li> <li>• How to Make a Timeline</li> </ul> <p><b>Video Resources:</b></p> <ul style="list-style-type: none"> <li>• Hamburger Essay</li> </ul>

	<ul style="list-style-type: none"> <li>• Timelines for kids - A comprehensive overview of timelines for k-6 students</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Discussions are related to the reading assignments and the videos of each section.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Research and write an essay about one’s family history.</li> <li>• Create a timeline of our ancestors’ most relevant moments.</li> </ul>
<b>Weeks 5&amp;6</b>	<b>PowerPoint - Glossary</b>
	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• Face to face instruction</li> </ul> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Creating a Power Point Slide</li> <li>• Glossary: Day of the Dead terms in Spanish</li> <li>• Family Tree Questions Document</li> </ul> <p><b>Video Resources:</b></p> <ul style="list-style-type: none"> <li>• How to Create a Simple Student PowerPoint Presentation</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Discussions are related to the reading assignments and the videos of each section.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Create a presentation using technology to show understanding of culture.</li> <li>• Create a glossary of the academic words and relevant terms.</li> </ul>
<b>Weeks 7&amp;8</b>	<b>Video</b>
	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• Face to face instruction</li> </ul>

	<p><b>Video Resources:</b></p> <ul style="list-style-type: none"> <li>• How to Make a Video! Film &amp; Edit Tips for Kids!</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Discussions are related to the reading assignments and the videos of each section.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Produce a video to express insights about one's culture</li> </ul>
<b>Week 9</b>	<b>Personal Narrative &amp; Publishing</b>
	<p><b>Lecture:</b></p> <ul style="list-style-type: none"> <li>• Face to face instruction</li> </ul> <p><b>Video Resources:</b></p> <ul style="list-style-type: none"> <li>• How to write a personal narrative for kids</li> </ul> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Discussions are related to the reading assignments and the videos of each section.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Write a personal narrative emphasizing the feelings experienced when learned about one's ancestors.</li> <li>• Organize and publishing final project.</li> </ul>