

Unit 3: Home, Sweet, Home

Content Area: **World Language**
Course(s): **Health I**
Time Period: **November**
Length: **2-3 weeks**
Status: **Published**

Unit Overview:

Unit Overview

Students use the target language in the three modes of communication to explore how homes in the home and target culture are similar and different. They compare the distribution of household chores in the home culture with that of the target culture (s). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Cultural Content Statement(s):

Many products and practices related to home and community are shared across cultures; others are culture specific (Topics that assist in the development of this understanding should include, but are not limited to: home life, places in the community, activities within the community, and travel.)

Interpretive:

They interpret authentic written and video/audio texts such as news clips, real estate advertisement, and short video clips that focus on home tours, description of items in a home, and division of household responsibilities.

Interpersonal:

They engage in short unrehearsed/unscripted conversations with classmates, the teacher, and members of the target language community, in which they ask and answer questions related to their homes, common household items, furniture and chores.

Presentation:

They use list, chunks of language, and memorized phrases to describe the rooms and items in homes and to talk about chores in the home and target culture (s).

Essential Questions:

- How would you describe your home?
- What are your responsibilities at home?
- Who are your family members?

- How would you describe the people in your family?

Enduring Understandings:

- Successful communication is knowing how, when and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps
- The content of the world languages classroom encompasses the entire learning experience
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.
- Cultural perspectives are gained by using the language and through experience with its products and practices and members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs
- Describe your home using words related to furniture, rooms, common household items, and their characteristics.
- Describe home responsibilities using age-appropriate chores.

Standards/Indicators/Student Learning Objectives (SLOs):

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Lesson Titles:

- Introduction of Family Members/Friends/Pets
- Describing family members
- Description and Characterization of family members
- Conjugation of the verb, “Ser” (To Be) and adjective agreement
- Professions and Occupations
- Possessive and Demonstrative adjectives
- The Preposition “De” (Of) to show relationship/ownership
- Cultural Practices/Cultural perspective- Family life
- Pastimes/hobbies- Family Life
- Identifying parts of the house/Furnishings
- Responsibilities and chores of Family members
- Likes and dislikes -Pastimes/Activities/Sports of Family members
- Ask for and give directions

Career Readiness, Life Literacies, & Key Skills:

- Global Perspectives
- Information Literacy
- Media Literacy
- Communication and Collaboration

TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.TL	Technology Literacy
TECH.9.4.8.GCA	Global and Cultural Awareness

Inter-Disciplinary Connections:

English-reading and writing-in the target language

Sociology

LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
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Equity Considerations

Amistad Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic:

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Frida Kahlo

Materials Used: Internet-articles and websites

Addresses the Following Component of the Mandate: **Social**

(Discussion about Frida's life in politics, her sexuality and her disability.)

- Politics
- Social

Climate Change

Asian American Pacific Islander Mandate

Cultural infusion of Mexicans and Asian (Americans) when grouped together in city centers.

- Economic
- Political
- Social

Summative Assessment:

- Unit Test including listening, speaking, reading, writing relating to the vocab, grammar and culture in the unit (Home and Family)
 - Inter-personal Speaking 1-2 min.
 - Interpersonal writing 50+ words
 - students write a short essay about themselves
 - Create a google slide presentation- Family album
 - https://docs.google.com/document/d/1twlKxQwtH6T6-Z2ULL_rEl_D6i3ltt8ahv2oueXpsXA/edit
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- Alternate Assessment
 - Marking Period Assessment

Benchmark

- Unit test that includes listening, reading, writing and speaking sections.
- Target Language Integrated Performance Assessments

Resources & Materials:

- Textbook Buen Viaje Spanish (Glencoe), Workbook
- Buen Viaje Student Listening CDs, Student Listening Activity Workbook
- NJDOE Student Learning Standards for World Language
- Chromebooks
- Google suite with apps

- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Docs (Document sharing, assignments)
- Google Sheets (Graphing, Graph Creation, Data Analysis)
- Google Forms (Surveys, formative and summative Assessments)
- Google Slides (Projects)
- Google Dictionary Extension (Defines vocabulary into english on websites in the target language)
- Wordreference.com (Online Dictionary)

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Use available sources to identify types of furniture found in the home, the names of rooms in a home, and common household items. (Blooms: Remembering, Understanding)
- Use available resources to identify cultural products and practices related to home life. (Blooms: Remembering, Understanding, Applying)
- Ask and respond to questions about the rooms in a home, description of a home, the furniture and other items found in the home.
- Create a presentation to compare homes in the United States and the Spanish speaking culture. (Blooms: Remembering, Understanding, Applying, Analyzing)
- Retell grade level-appropriate text (orally and/or in writing) that includes a description of a home and its contents in the Spanish speaking culture. (Blooms: Remembering, Understanding, Applying)
- Use available sources to identify household chores. (Blooms: Remembering, Understanding, Applying)
- Use available sources to identify cultural products and practices related to chores. (Blooms: Remembering, Understanding, Applying)
- Ask and respond to questions about chores. (Blooms: Remembering, Understanding, Applying)
- Create a presentation to compare household chores in the United States and in the Spanish speaking culture. (Blooms: Remembering, Understanding, Applying, Analyzing)
- Retell grade level-appropriate text (orally and/or in writing) that includes description of chores performed in the Spanish speaking culture. (Blooms: Remembering, Understanding, Applying)
- Academich Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

Formative Assessment:

Warm-up:

- Oral review-family members/ part of the house? Brainstorm words you remember.
- Rapid fire questions-Who remembers vocab to describe family and household items?
- Video clips of people describing themselves
- Worksheet practice-workbook pages, grammar review pages

- Music
- Guided practice- teacher/student
- Individual practice-students
- Group work- students work cooperatively to answer question related to vocab
- Choral response

Anticipatory Set:

- 2-5 minute activity related to days topic
- Current events
- Discovery Channel short video clips relating to vocab/grammar
- You tube video clips
- Hot seat questioning in target language
- Student Q&A stating date, objective, homework, and important dates prompted in target language
- Oral questioning with oral and/or written response
- Explain a concept in student's own words

Closure:

- Exit ticket
- Hot seat (rapid fire questions)
- Oral questioning and answers
- Review of days lesson
- Worksheet guided review practice

- Anticipatory Set
- Closure
- Warm-Up

Modifications

ELL Modifications:

ELL Modifications

- Digital translator
 - Microsoft word translation feature
 - Google dictionary extension-students can click on word and it will translate it for them in English
- Readings/literature in native language
- Alternate assignments with basic vocabulary
- Allow assignments to be written in native language until basic proficiency in English
- Bilingual Directions
- Extra time for assignments
- Allowance of support personnel

- Intentional grouping with students who can assist ELL student
- Reduce written/reading assignments-provide alternate assessments, including oral assessments
- Use of video in native language to reinforce concepts
- Manipulatives where possible
- Use visuals
- Use graphic organizer
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience.
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Academic Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

ELL Modifications

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- Allow for redos/retakes
 - Assign fewer problems at one time (e.g., assign only odds or evens)
 - Differentiated center-based small group instruction
 - Extra time on assessments
 - Highlight key directions
 - If a manipulative is used during instruction, allow its use on a test
 - Opportunities for cooperative partner work
 - Provide reteach pages if necessary
 - Provide several ways to solve a problem if possible
 - Provide visual aids and anchor charts
 - Test in alternative site
 - Tiered lessons and assignments
 - Use of a graphic organizer
 - Use of concrete materials and objects (manipulatives)
 - Use of word processor

G&T Modifications:

Gifted and Talented Modifications

- Extended listening passage and activities
- Extended reading passages with comprehension questions
- Writing activities with concentration on advanced grammar
- Speaking activities for extended periods of time
- Authentic realia activities
- Project Based Learning Activities
- Examine illustrations in textbooks and convert them into target language.
- Student led/directed discussions
- Inquiry based learning
- Modeling
- Jigsaw
- Argumentation and debate
- Journal article analysis
- Graph and/or map analysis / interpretation

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness.
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- Free Response Question (FRQs) - both written and oral
- Academich Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

At Risk Modifications

- Organizational management
- Homework clinic
- Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples
- Re-test
- Extra time for assignments
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- Academich Enrichment
- Peer Mentoring
- Organizational Management
- Homework Clinic

- Additional time for assignments
- Adjusted assignment timelines

- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Quizlet.com - Learn, Flashcards, Writing, Listening, Matching, Gravity, QuizletLive

<https://quizlet.com/296105921/family-vocab-flash-cards/>

<https://quizlet.com/113908149/buen-viaje-1-ch-6-words-2-flash-cards/>

<https://quizlet.com/454094539/la-familia-flash-cards/>

<https://quizlet.com/341795578/ser-flash-cards/>

Gimkit.com- formative assessment quizzes and games

<https://www.gimkit.com/view/5e14e525d7517b002273578b>

<https://www.gimkit.com/view/5dcdacf307f348002229cc48>

Kahoot.it - Jumble and quiz games for vocab and grammar review

<https://create.kahoot.it/details/ec2d49bb-633e-4cf9-bdc9-71c2bfd9c5c7>

<https://create.kahoot.it/details/duplicate-of-quiz-de-ser/9b2037df-aaa4-40a7-8442-fa3fa9bfcca9>

<https://create.kahoot.it/details/la-familia/2ac8bf5b-0cd4-4203-9ace-14fef28a7d7f>

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.IC.1

Compare how individuals live and work before and after the implementation of new computing technology.

CS.K-2.8.1.2.NI.2

Describe how the Internet enables individuals to connect with others worldwide.