Unit 5: House and Home

Content Area: **World Language**
Course(s): **World Language 8 Spanish**
Time Period:
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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Spanish 8, GRADE 8

Unit 5 House and Home

Belleville Board of Education

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Unit Overview

Students will create a dream house that includes rooms, furniture and activities. Students will also create their dream home model to the class in a presentation.

- identify and describe items in the home and their location.
- categorize household items in terms of appropriate room.
- identify and recognize chores performed in different rooms of the house.
- identify and describe items used to do the chores.
- recall vocabulary for body parts.
- state daily activities (hygiene) performed in specific rooms of the house and identify utensils needed for each activity.
- supply/provide the vocabulary for building in one's community and describe buildings/stores and locations.
- describe where buildings/stores are in relationship to each other.
- identify items (of purchase) and activities (sports, hobbies, leisure activities) unique to each store or location.
- compare and contrast the hobbies /sports/leisure activities of target language to those of the US.

Enduring Understanding

The students will know all parts of the house in the target language.

They will label house parts with objects around the house.

They will discuss their expectations of a house vs. different types of houses.

Different types of houses, buildings, and stores will be reviewed.

The furniture of the house will be discussed.

Create a house/apartment model.

They will experience working with teams a lot during this unit.

The students will describe body parts and compare different hobbies.

The similarities and differences will be reviewed between our hobbies in the US and Latin America and Spain.

Essential Questions

Essential Questions are:

What are my expectations of a house?

How many different types of houses are there?

What is the difference between a ranch house, apartment, duplex, and a one single family home?

What are the rooms needed to complete a house?

Which are the rooms that are most important to a house?

Are there many things needed to furnish a house?

What does furnishing a house consist of?

What are the objects and steps that I need to create a house/apartment model?

What are great techniques to work as an effective team to create a project?

How are the body parts said in the target language?

What are our different hobbies?

Exit Skills

Students will know:

Vocabulary related to home and school

Verb conjugations in present indicative: verbs ending in ARE/ERE/IRE

Identify and describe the rooms of the house and related activities

Categorize and identify rooms and chores done in the house by creating their own dream house and role playing

Discuss their daily routines

New Jersey Student Learning Standards (NJSLS-S)

Please find below a list of 2016 New Jersey Student Learning Standardsfor World Languages.

WL.7.1.NM.A.1	Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.5	Demonstrate comprehension of brief oral and written messages using age - and level - appropriate, culturally authentic materials on familiar topics.
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.C.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).

Interdisciplinary Connections

SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

Learning Objectives

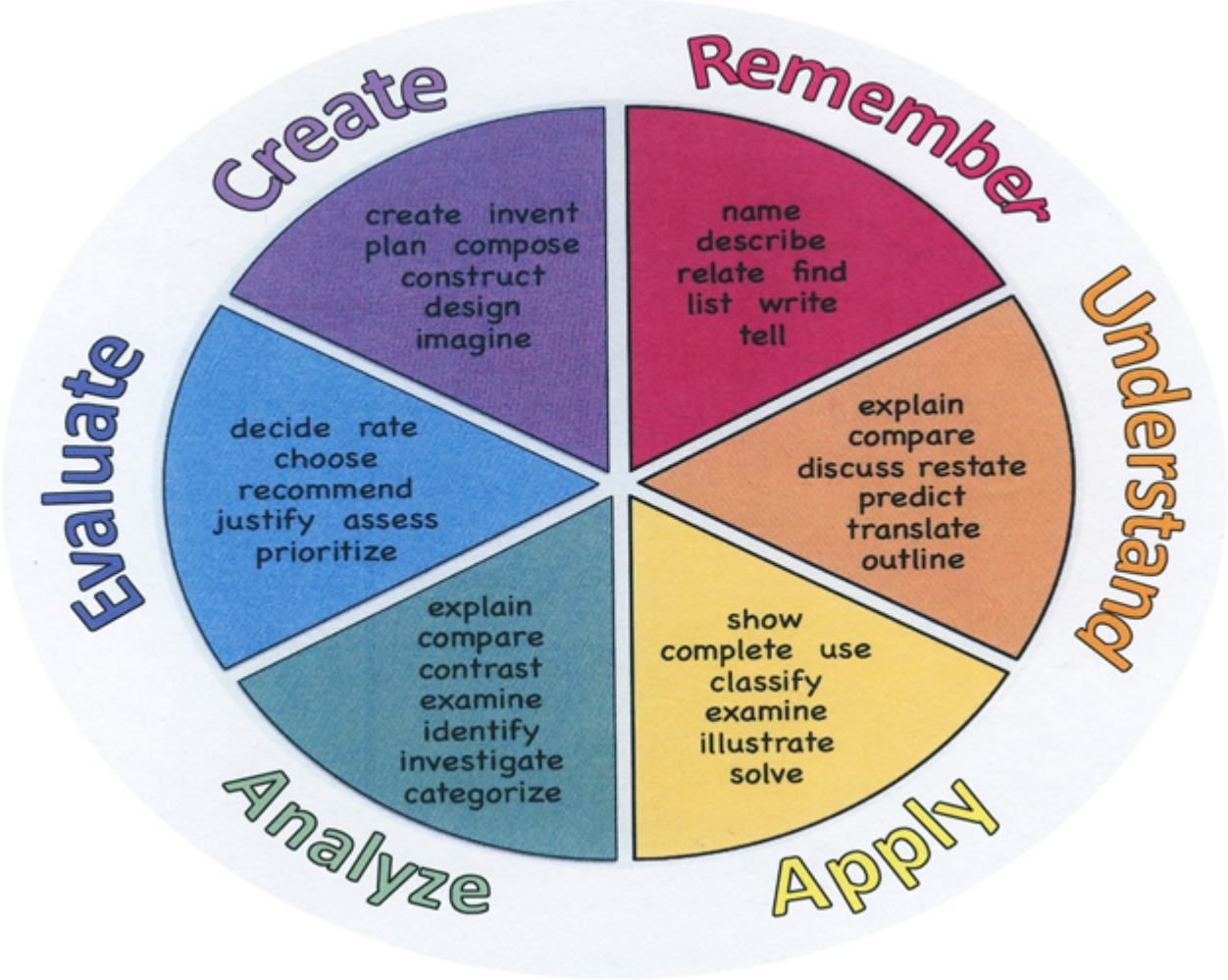
After completing UNIT 5 House and Home

- Read, Comprehend, Analyze, and Critique written text and oral Languages.
- Understand and Apply written and oral conventions to everyday interactions.
- Compare & Contrast the homes that the people of the target country built with those of the US.
- Create a model house which reflects a traditional home from the targetcountry (Latin America or Spain) and or a dream home.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive

Outline Point Quote Recall Recognize Repeat Reproduce	Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Diagram Discriminate Illustrate Outline Point out Separate	Support Test	Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

ACTIVITIES:

- review list of items in the home e their liocation of student generated lists
- dictionaries (review of interpreting a dictionary)..list the rooms in a home
- Categorize household items in terms of their room and locations
- location words and prepositional phrases
- Interpret description and label a floor plan
- (teacher model then student will follow oral cues to create a floor plan and label it)
- Generate list of rooms in the home and create a blueprint and analyze the blueprint.
- scetch a floor-plan of own home or dream home
- Design a for sale/for rent ad for an apt.
- Project rubric dream home project
- Identify and recognize chores performed in different rooms of the house.
- Teacher observation Student/group responses Teacher Q&A
- Identify and recognize different activities one does in each room.
- Create a floor plan of a home includes inside and outside the home,
- Present progressive Want to vs. need to vs. have to
- verb charts
- draw self; label facial and body vocabulary
- create cartoon of daily routine in which students provide an accurate description of their typical day

- complete a discussion activity or Teacher-created Audio of written activity describing one's daily rubric/checklist
- reflexive verbs/ review of time
- Poster demonstration

Assessment Evidence - Checking for Understanding (CFU)

40% Which may include but are not limited to:

Daily Performance/Assessments-

• Taking notes-home/names of rooms vocabulary words (formative assessment)

• Listening comprehension (formative assessment)

• Active engagement in class activities-share notes on names of rooms/furniture in a home. (formative assessment)

• Participation in class discussions (formative assessment)

• Working individually and cooperatively with others to achieve class goals (alternative assessment)

• Participating in Peer Editing (formative assessment)

• Do Now responses (formative assessment)

• Exit Tickets-list names of rooms in a home (formative assessment)

• Homework Long and short term Assessments (formative assessment)

60% Which may include but are not limited to:

• Tests (summative assessment)

• Quizzes (summative assessment)

• Projects (alternative assessment)

• Writing Assignments (summative assessment)

• Formal individual/group presentations (alternative assessment)

Teacher classroom observation Grammatical Structure and Vocabulary Assessment. (formative assessment)

Auto-presentation (introduce yourself to the class) Introductory Dialogues/Exchanges Students describing their house and homes. (formative assessment)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline

- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Textbooks and other resources

Dictionaries

Asi Se Dice

Buen Viaje

Spanish Is Fun

Ancillary Resources

Resources/Materials

Chromebooks

Handouts

Various Websites

Technology Infusion

What technology can be used in this unit to enhance learning?

Listening to Podcasts

Photostory

Use of Listening Stations

Smartboard

Laptops

Youtube videostreams

MS Word

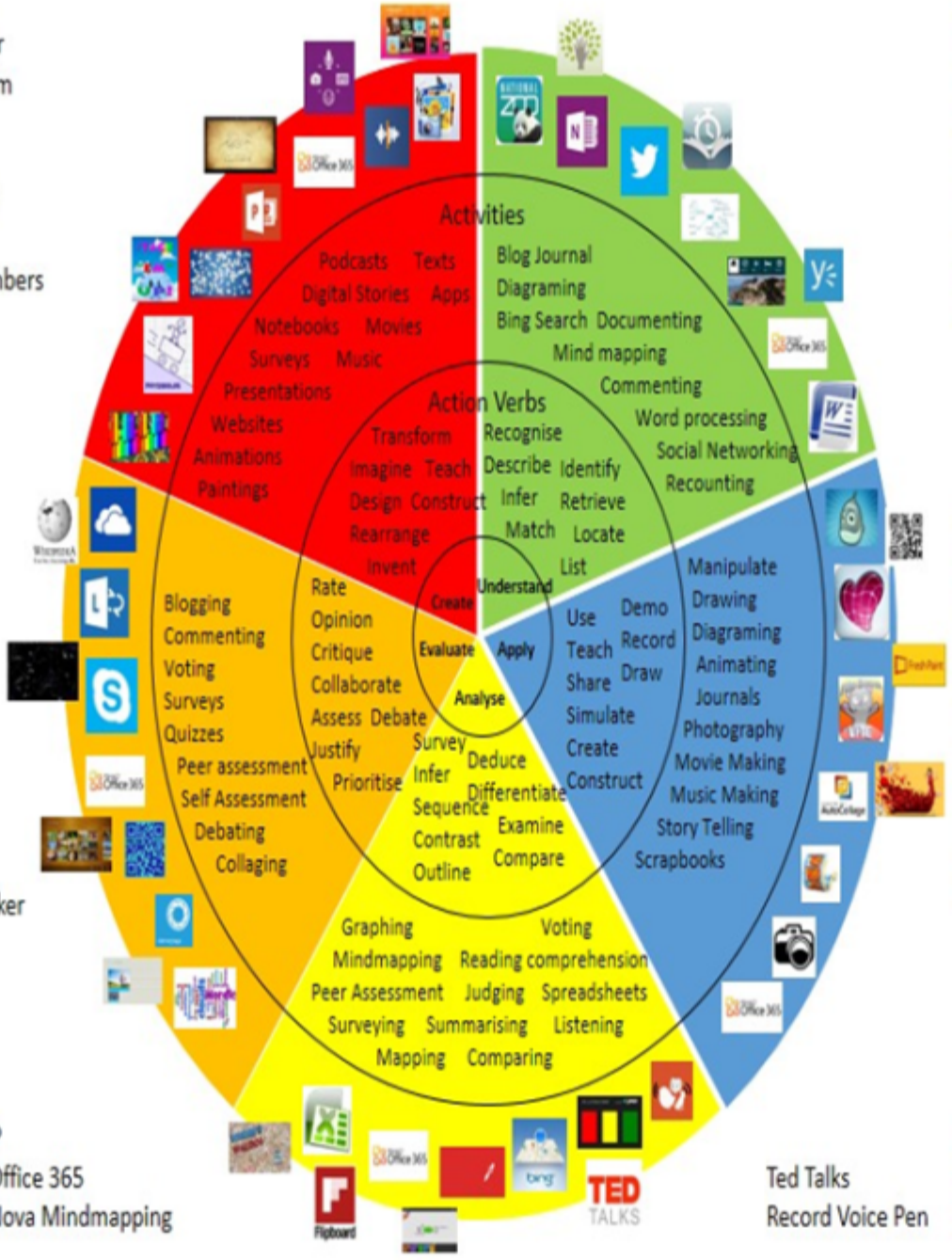
Google Docs

Power Point Presentations

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century key subjects include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
TECH.8.1.8	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

- Provide a word bank on house/home vocabulary words.
- Provide a word bank and visuals for descriptions on a house/home.
- Modify Tests/Worksheets-Include word bank and meanings of home, home and furniture vocabulary words.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides

- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies

- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Follow all modifications detailed in IEP

Extra time Read questions on assessments-Give students more time on rereading questions about the house/home and furniture vocabulary translations.

Provide vocabulary visuals-Provide vocabulary visuals on house and home vocabulary words.

Monitor comprehension-Have students repeat directions to check for understanding: matching objects to visual aids on house,home and furniture vocabulary words.

Modify tests/worksheets-provide a word bank on the house floor-plan.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes

- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Students share their notes on house/home vocabulary.
- Use study guides with house/home vocabulary notes.
- Identify and describe items in the home and their location.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives

- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

Immediate feedback

Extra time- Check for students understanding on matching house/home vocabulary words

Partner or team collaboration

Multi-level requirements

Use visual graphic organizers

Precise step-by-step directions-Have students repeat directions on exercise, matching, fill-in correct furniture/rooms vocabulary words.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests

- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

Student driven projects and presentations--Student presents a brief skit on questions and responses on:

- Family members vocabulary words
- Compare & Contrast house/home & homelife of target country with those of the US
- Skits- Role-play on family members & home included in a brief skit.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: