

# Unit 3: Home sweet Home- Chores September to October

Content Area: **World Language**  
Course(s): **Generic Course**  
Time Period: **1st Marking Period**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

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In Chores students will learn about modal verbs and chores. Chores will be given as phrases including case correct declensions. Students will learn how to talk about chores, chores they must do, chores others do, chores they do not do. Students will create a journal that they will maintain for the year adding new concepts to the journal. Students will learn how to ask others about what chores they do using modal verbs. Students will learn about separable verbs related to chores and how to create sentences with them. Students will also learn how to explain why they do chores learning different words and constructions of because. Students will learn to convey their thoughts using present tense. students will create a video/screencast showing and describing the chores they do.

## Transfer

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By the end of this unit Students will be able to independently use their learning to...

1. Listen to, read and speak about household chores
2. Talk and write about chores using modal verbs and phrases or by using verbs, separable and others to describe the chore
3. Describe what chores they like/dislike chores inside and outside, daily and timed otherwise
4. use multiple constructions
5. explain why they do chores
5. to be able to create statement/response in target language to others chores

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## **Meaning**

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## **Understandings**

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Students will understand:

1. how to construct sentences using more than one verb and a verb phrase
2. how to talk about how often they do chores, whether they are inside or outside, and like or dislike them
3. how to create complex sentences with independent and dependent clauses
4. how to articulate why they do or do not do a chore
5. how chores are similar and different in the two cultures

## **Essential Questions**

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Students will keep considering...

1. How have chores changed over the last few decades?
2. Do we think some types of chores will change in the future?
3. What things are similar for all cultures?
4. Why is it important to talk about chores and things we do at home? What does it tell about us?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know:

1. how to describe in some detail chores they do when, why and their like and dislike for the chores
2. what chores are similar and different in the different cultures
3. how to express in writing, and spoken form using compound constructions with multiple verbs, verb phrases, separable verbs and words for because
4. how to express why they do a chore or do not have to do one

### **Students will be skilled at...**

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Students will be skilled at...

1. describing household chores both inside and outside and how often they do them
2. knowing how to use modal verbs and verb phrases to talk about chores
3. knowing how to use separable verbs and how they function in a sentence
4. knowing how to use independent and dependent clauses to create more complex sentences
3. express what chores they do and like or dislike

4. compare cultures and similarities and differences with regard to household chores
5. creating a response to others about whether they also do chores or do not do specific chores and why

## **Academic Vocabulary**

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## **Target 2 Comprehension**

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1. understand some unique qualities pertaining to chores and the 21c
- 2 interpersonal vs personal communication about chores
3. Explain differences or similarities between cultures and between students chore lists

## **target 3 level 3 analysis**

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1. compare and contrast types of chores and frequency
2. what differences are there between cultures
3. Categorize how chores can be frequent/infrequent, inside/outside fun/boring etc
4. Are chores similar everywhere do season affect chores?

## **Target 4 knowledge utilization**

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1. see how modals change the meaning
2. research trash collection here and in Germany/Switzerland/Austria

## **Target 1**

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1. Identify vocabulary
2. List chores
3. recognize which word is the verb
4. identify verb forms for the subject
5. identify whether a chore is an inside or outside chore

## **Target 2**

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1. understand some unique qualities pertaining to chores and the 21c
- 2 interpersonal vs personal communication about chores
3. Explain differences or similarities between cultures and between students chore lists

## **Target 3**

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1. compare and contrast types of chores and frequency
2. what differences are there between cultures
3. Categorize how chores can be frequent/infrequent, inside/outside fun/boring etc
4. Are chores similar everywhere do season affect chores?

## **Learning Goal 3**

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Students will learn how to add because words and then use independent or dependent clauses

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

## **Target 1**

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1. identify vocabulary
2. identify sentence construction
3. recognize differences

## **Target 2**

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Explain similarities and differences between because words

be able to create representations of because words

show differences between independent and dependent clauses

## **Target 3**

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1. identify misunderstandings and issues with because clauses
2. form conclusions about dependent and independent clauses and how to connect them
3. sort because words with use of dependent or independent clauses

## **Summative Assessment**

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1. Mid-unit quizzes vocabulary
2. Verbal created show and tell about chores
3. written assessment chore journal
4. Cumulative summary
5. constructions using because clauses
6. test on verbs, verb endings and verb constructions

## **21st Century Life and Careers**

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CRP.K-12.CRP9.1

CRP.K-12.CRP4.1

CRP.K-12.CRP2.1

CRP.K-12.CRP12.1

Select all applicable standards from the applicable standards

## **Formative Assessment and Performance Opportunities**

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1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises
9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

## **Accommodations/Modifications**

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- Presentation/response:

content is given from multiple access points, books, movies, video, music and digital media not just print

sharing notes or information for understanding

copy of notes

scale for unit given

use of TPRS methods for multiple learning strategies

respond in audio or written

use of dictionary

allow use of laptop for notes instead of hand writing

calculator when necessary

- Setting:

seat preference

testing environment

use of manipulative

noise buffer

- Timing:

additional time

breaks between tasks

- Scheduling:

may be taken in/with CST

- Organization:

help with time management

marking text/notes in or with colors

coordinating planner-weekly outlook

- Assignment:

complete fewer problems or different assignment

modify projects or assignments for specific individuals



## Unit Resources

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1. teacher activities, along with online activities
2. screencastify activity
3. Leveled vocabulary and grammar
4. quizlet for vocabulary <https://quizlet.com/196892636/german-chores-flash-cards/>

### SCORE 4.0

I can:

- discuss chore concepts using skills obtained in Score 2.0 and 3.0.
- Respond and add detail to conversational questions I am asked
- apply verbs, modals, separables as needed in conversation or written response to show understanding of concepts and how it relates to me
- Use detailed information to give detailed information about chores using time elements as well
- be able to create dependent and independent clauses with because

### SCORE 3.0

I can analyze and explain:

- The difference between using modal verbs and adding phrases to using chore related verbs
- how there are differences in case determiners
- I can identify the differences in pre-fixes for separable verbs
- different types of chores related to daily, and indoor and outdoor types
- recognize there are independent and dependent clauses for because in German

### SCORE 2.0

I can identify and explain the following:

- chores in basic language using phrases and words

- Compare types of chores in words or phrases
- see differences between modals and chores in words or phrases
- identify some separable verbs by pre-fixes
- recognize different words for because

**SCORE 1.0**

- With help, I have a partial understanding of some simple details and processes I can identify minor complex ideas and processes found in Score 2.0 and Score 3.0 with support

**SCORE 0.0**

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- Even with help, no understanding or skill demonstrated

**Interdisciplinary Connections**

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LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.