

# Unit 02: La casa

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 2

|                            |                |
|----------------------------|----------------|
| <b>Unit Title:</b>         | La casa        |
| <b>Suggested Duration:</b> | <b>8 weeks</b> |

## Interdisciplinary Connections

| Interdisciplinary Connections   |
|---|
| <b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b> <ul style="list-style-type: none"><li>▪ <a href="#">Grades 9-10</a></li><li>▪ <a href="#">Grades 11-12</a></li></ul> |
| <b>Math Practices:</b><br><a href="https://www.nj.gov/education/standards/math/Index.shtml">https://www.nj.gov/education/standards/math/Index.shtml</a>   |
| <b>Science Practices:</b><br><a href="https://www.nj.gov/education/standards/science/Index.shtml">https://www.nj.gov/education/standards/science/Index.shtml</a>  |
| Find and paste appropriate <u>Companion Standards or Practices</u> here.  |

*Sociology: Describing where and how people live.*

*Art: Drawing houses*

*Geography: Learning about different styles of homes in the Spanish-speaking countries.*

## Technology Integration

| Technology Integration  |
|---|
| Northern supports the integration of the <a href="#">SAMR Model</a> : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers. |

Chromebook, SmartPhone, Viewsonic and digital interactive platforms

Teacher-created digital presentations

Review with teacher-created digital games and activities

Listening to authentic material integrating blogs, documentaries, and videos via educational digital sites including:

<https://www.yabla.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/index.html>

<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

<https://spanish-resources.com/>

<https://llevatilde.es/>

<https://aprenderespanol.org/>

<https://cvc.cervantes.es/>

<http://www.rutaele.es/a2/>

## Standard(s) Addressed

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[The design of this unit adheres to the revised New Jersey Student World Language Learning Standards.](#)

|                    |                                      |
|--------------------|--------------------------------------|
| FL.IM.7.1.IM.IPERS | Interpersonal Mode of Communication  |
| FL.IM.7.1.IM.IPRET | Interpretive Mode of Communication   |
| FL.IM.7.1.IM.PRSNT | Presentational Mode of Communication |
| WL.IH.7.1.IH.IPERS | Interpersonal Mode of Communication  |
| WL.IH.7.1.IH.IPRET | Interpretive Mode of Communication   |
| WL.IH.7.1.IH.PRSNT | Presentational Mode of Communication |

## STAGE I Desired Results

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| STAGE I Desired Results  |   |
|--|---|
| <b>Objective (Transfer)</b>  |   |
| <i>Students will be able to independently use their learning to...</i>   |   |
| <i>Describe the rooms and furniture of their houses and the chores that they are and/or will be responsible for.</i>   |   |
| <b>Mastery</b>   |   |
| <b>Big Ideas/Understanding</b><br><i>Students will understand that...</i> <ul style="list-style-type: none"><li>• Communication is the ability to understand and be understood in real world contexts.</li><li>• Language and culture are mutually independent.</li><li>• Learning languages provides connections to additional bodies of knowledge.</li></ul> | <b>Essential Questions</b> <ul style="list-style-type: none"><li>• What does your place of residence say about yourself, your family and culture?</li><li>• How do you communicate what you want to purchase in the target language?</li><li>• How is shopping in the U.S. compared with shopping in a foreign country?</li></ul> |

• Learning languages allows students to realize there are multiple ways of viewing the world.

• Language students have the ability to participate in multilingual communities.

### **Acquisition**

*Students will know . . .*

#### **La Casa**

- el sótano
- el cuarto de baño
- el lavabo / el lavamanos
- el grifo / la llave
- la ducha
- la bañera / la tina
- el retrete / el inodoro/ el excusado
- el espejo
- la báscula
- el enchufe
- la cocina
- los gabinetes
- alacena / armario para las latas
- el fregadero
- la estufa
- los electrodomésticos
- el lavaplatos electrico

*Students will be skilled at . . .*

- Describing chores using the future and the conditional.
- Describing their home
- Telling what furnishings are in their home.
- Telling others what chores to do applying commands.

- la nevera / el refrigerador
- el congelador
- el horno
- el horno microondas
- el abrelatas
- la caneca/la lata/el cesto de basura
- la sala
- los muebles
- el sofá / el diván
- el sillón / la butaca
- la mecedora
- la mesa
- los cojines / los almohadones
- la lámpara
- la alfombra
- los cuadros
- el estante
- la chimenea
- el cuarto / la alcoba / el dormitorio
- la cama
- las sábanas
- las mantas / las cobijas
- las almohadas
- el escritorio
- el armario
- la cómoda

- los cajones / el cajón / las gavetas
- las cortinas
- las persianas
- el techo
- la pared
- el piso / el suelo
- el rincón
- la esquina

### **Los Quehaceres**

- Conectar/enchufar
- Desconectar/ Desenchufar
- Plantar
- Deshierbar
- Regar
- Reparar
- Arreglar
- Tender
- Hacer
- Colgar
- Barrer
- Recoger
- Colocar
- Aspirar
- Sacudir el polvo
- Poner la mesa
- Recoger la mesa
- Lavar

- Limpiar
- Pelar
- Cortar
- Secar
- Sacar la basura
- Planchar
- Cortar la hierba
- Plantar
- Cuidar a ...
- Darle de comer
- La bombilla
- El cortacésped
- La escoba
- La manguera
- La plancha
- El trapo
- La aspiradora

### **Language structure in context**

- Talking about what chores will be done applying the Future Tense
- Talking about what chore would be done and where would people live applying the Conditional Tense
- Telling others what chores to do applying the Imperative Tenses

## STAGE II Assessment Evidence

| STAGE II Assessment Evidence   |   |
|--|---|
| Summative Assessments  | Formative Assessments   |
| <ul style="list-style-type: none"> <li>• <a href="#">Mi casa ideal del futuro</a></li> <li>• <a href="#">Hazlo / No lo hagas</a></li> <li>• <a href="#">Limpian ustedes toda la casa</a></li> <li>• <a href="#">Compartiendo habitación</a></li> <li>• <a href="#">Project assessment: ¿Qué harías si...? interpretive tasks</a></li> </ul> <p>These assessments target the three modes of communication: interpersonal, interpretive, and presentational.</p> | <p>Classroom oral and written interactions and individual written activities. All formative assessments that are not impromptu conversations are recorded in our GC and Flipgrid.</p> |
| Modifications  |   |
| How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)   |   |

Other Evidence: formative daily assessments

- Vocabulary Gaming
- Oral activities
  - Show and tell
  - Presentations, Dialogues
  - Class discussions
  - Answering yes and no, direct response questions using previously acquired vocabulary
  - Presentation both face-to-face and recorded of the Unit's practices, products, and perspectives
- Listening activities
  - Watch videos in Spanish.
  - Listen to songs in Spanish.
  - Listen to short dialogues in both formal and informal Spanish and answer questions about what they heard
- Reading Comprehension Activities
- Communicative (interpersonal) Activities, Information Gap Activities
- Whiteboards and/or digital comprehensive activities to practice unit language structures and vocabulary

## STAGE III Learning Plan

### STAGE III Learning Plan

#### Organize plan by weeks

Week 1: Introduction of new vocabulary

- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- [Slides presentation of unit vocabulary](#) and [here](#)
- Teacher-created digital activities activities for unit vocabulary practice
  - Interpersonal Practice: ¿Qué tiene tu cuarto/habitación ideal? (IP) - discuss with your partner, use [the graphic organizer](#) and be ready to present to the class.
  - [Práctica de vocabulario](#) interpretive and presentational

Week 2: Application of vocabulary

- [Slides presentation of unit vocabulary](#) and [here](#)
- Teacher-created digital activities activities for unit vocabulary practice
  - [Más práctica con el vocabulario](#) y [aquí](#) -Vocabulary practice
- Impromptu dialogues (describing rooms,chores and responsibilities)
- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- Teacher-created digital activities for unit vocabulary practice

Answer direct responses to questions using acquired vocabulary

Oral and written Interpretive tasks

Weeks 3-4: Talking about Chores while introducing and practicing a new Language structure: Talking about the future

## Games to practice unit content

Quizlet.live para practicar los [quehaceres](#)

Brief interpersonal communication: ¿Qué harás mañana?

- [Intro to future](#)
- Presentational and interpretive practice: Practica con los [electrodomésticos](#) and using [Google forms](#) for immediate feedback
- Presentational and Interpretive practice of language structure [Casa día 3](#)

Using breakroom to foster students interpersonal communication among hybrid/remote students

- Think about the essential household chores. Which are more necessary than others. Make a list of chores that you consider essential and chores that can be done once a month. Share your list with your partner. Share with the class information about your partner 's and your chores. Then, escucha [este audio sobre los quehaceres.](#) Completa el [google form](#) to show your understanding of the audio.

Impromptu dialogues adding on to last week's vocabulary to incorporate new language structure

Impromptu dialogues adding on to last week's vocabulary to incorporate new language structure

Reading Comprehension Activity

Elements for the **assessment**: authentic audios and [Google Form](#)

Week 5-7: Application and use of the unit's vocabulary with Summative assessment, and introduction of new language structure incontext, how to make commands.

Vocabulary and language structure practice suing Quizlet: [quehaceres](#)

Picture prompt presentational writing task

Interpretive practice: [Reading: La importancia de los quehaceres](#). Groups discuss the answers (groups) and share with class.

Interactive activity [¿Cómo será tu casa ideal?](#)

Students will work on completing [this project](#): Mi futura casa ideal

- Students' final revisions project. Project ready for assessment
- Students' recording and designs are uploaded to FlipGrid
- Students demonstrate understanding of oral speech by completing [Interpretive section](#)

Students interact with [this presentation](#) - Introduction of language structure, how to make commands

- Practice Day 1 [mandatos afirmativos](#)
- [Tic-Tac Toe](#)

Teacher-created communicative activities for unit language structure's practice

- Columnas: Show slide, students combine columns to make sentences.
- Responsabilidades: Show slide with list of names & list of rooms. Count students off by 6 to form groups of 3 or 4. Provide paper and markers.
- Interpersonal activity in which they will identify the chores in the house and state the command form for each

Students interact with [this presentation](#) ¡No saques la basura!

Interpretive, interpersonal and presentational practice of language structure in context: [Los mandatos informales -afirmativos y negativos](#)

Week 8: Culmination of unit

Interpretive practice: authentic commercial: [Vive mil años](#)

Presentational practice: Create a meme applying the Unit language structure [Los mandatos informales -interactive](#)

Impromptu dialogues adding on to last week's vocabulary to incorporate new language structure

Summative assessment : [Compartiendo habitación](#)

### Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

### Specific Resources for Unit

#### Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

- Google Apps For Education (GAPE)
  - Maps
  - Sites
  - Forms
  - Drive
  - Classroom
  - Slides
  - Add ons
- Internet
  - Youtube.com videos for aural comprehension and grammar tutorials
  - Quizlet.com
  - Wordreference.com
  - Yabla.com
  - <https://www.laits.utexas.edu/spe/>
  - Audiolingua
  - Videoele
  - Flipgrid
  - Padlet
  - Socrative
  - Quizizz
  - Edpuzzle
  - Thinglink
  - LiveworksheetsAudiolingua
  - [Locura de marzo](#)
- Texts
  - Classroom Instruction That Works by Robert J. Marzano
  - Spanish-English Dictionary
  - Workbooks
  - Authentic reading materials for comprehension exercises

- Teacher-created worksheets and information
- Technology
  - iPads
  - Chromebooks
  - Personal Devices/Phones
  - Screencastify
  - Viewsonic / myviewboard
  - Loom
  - Remind

## **Diversity, Equity, & Inclusion**

### [Diversity, Equity & Inclusion](#)

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

### [Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGBTQ and students with 504 plans.

## **Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards**

|              |  |
|--------------|--|
| WRK.K-12.P.1 | Act as a responsible and contributing community members and employee.              |
| WRK.K-12.P.2 | Attend to financial well-being.  |
| WRK.K-12.P.3 | Consider the environmental, social and economic impacts of decisions.              |
| WRK.K-12.P.4 | Demonstrate creativity and innovation.   |
| WRK.K-12.P.5 | Utilize critical thinking to make sense of problems and persevere in solving them. |

- WRK.K-12.P.6 Model integrity, ethical leadership and effective management.
- WRK.K-12.P.7 Plan education and career paths aligned to personal goals.
- WRK.K-12.P.8 Use technology to enhance productivity increase collaboration and communicate effectively.
- WRK.K-12.P.9 Work productively in teams while using cultural/global competence.

## Climate Change Education

| ClimateChange Education   |                          |
|---|--------------------------|
| Enduring Understandings/Core Ideas  | Performance Expectations |
| Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above. |                          |