

MP3-Home

Content Area: **World Language**
Course(s): **Spanish 5**
Time Period: **Marking Period 3**
Length: **MP 3**
Status: **Published**

Essential Questions

- How can you understand basic information when someone talks about their home?
- How can you compare a home in your community with ones in the target culture and identify commonalities and differences?

Big Ideas

- 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.)

Technology Integration

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Activity:

Once students have learned the home vocabulary, students will be able to use a digital tool to create and design their own home, which will be labeled in the target language.

Cross-Curricular Integration

Integration Area: **Technology**

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Activity:

Students will be introduced to home vocabulary. They will be asked to identify the part of the house by number and location and what vocabulary word it is. Once students have mastered the vocabulary they will be asked to create their dream home in Spanish

Enduring Understandings

7.1 Language

A. Interpretive Mode

7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.

B. Interpersonal Mode

7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.

C. Presentational Mode

7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.

7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.

Focus Area

Grammar

- *poder*
- *dormir*

Vocabulary

- Bedroom items
- Electronic equipment
- Comparisons

Cultural:

- Learning about age- and developmentally appropriate content that is of high interest to students and has a direct connection to the cultural contexts of the target language cultivates an awareness of the shared human experience.
- The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)