

Commercial Township School District
Content Area: World Languages
Grade: 6-8
Unit 3: Home, Sweet Home

Unit Summary

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 by examining the design and contents of homes. They will be exposed to rooms, furniture, location words, chores, and present tense verbs. (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Standard 7: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strands: A: Interpretive Mode, B: Interpersonal Mode, and C: Presentational Mode

Five C's : Communication, cultures, connections, comparisons, and communities are used as the foundations to the curriculum.

Linguistic Content Statements

Interpretive: The Novice-Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Interpersonal: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- o Respond to learned questions.
- o Ask memorized questions.
- o State needs and preferences.
- o Describe people, places, and things.

Presentational: The Novice-Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:

- o Make lists.

- o State needs and preferences.
- o Describe people, places, and things.

Cultural Content Statement(s): Personal identity is developed through experiences that occur within one's family, one's community, and the culture at large. (Topics that assist in the development of this understanding should include, but are not limited to: self, friends, family, pets, physical/personality descriptions, school, likes/dislikes, and pastimes.)

Student Learning Objectives

- Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home, the names of rooms in a home, and common household items. (7.1.NM.A.1/7.1.NM.A.4/7.1.NM.A.5)
- Skim and scan culturally authentic texts to identify cultural products and practices related to home life. (7.1.NM.A.3)
- Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home using digital tools and face-to-face communication in the target language. (7.1.NM.B.1/7.1.NM.B.4)
- Create a multimedia rich presentation to compare homes in the home and target culture(s). (7.1.NM.C.1)
- Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of a home and its contents in the target culture. (7.1.NM.C.4)

Unit Pacing

This unit pacing is for one marking period where grades 6-8 students meet once a week for 45 minutes.

Concepts/Skills

- Types of furniture found in the home
 - Names of rooms in the home
 - Common household items used in each room
 - Characteristics of a home
- structures necessary to:
- Describe homes
 - Describe the contents of homes

Formative Assessment

Students who understand the concepts are able to:

- Identify furniture and items in a home as found in authentic materials from an electronic information source.
- Recognize the names of the rooms.
- Recognize the names of furniture.
- Match pictures based on oral descriptions of a home (color, size, location of items).
- Draw a picture based on oral descriptions of a home (color, size, location of items).

- memorized and frequently practiced questions related to:
- Rooms in the home
 - Location of items in the home
 - Identify furniture and items in a home as found in authentic materials from an electronic information source.
 - Identify furniture and items in a home as found in videos of home tours from authentic electronic sources and advertisements for homes on the market.
 - Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools.
 - Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, and furniture)

Unit Learning Targets/Skills

Students will be able to ...

Interpretive:

They interpret authentic written and/or video/audio texts such as news-clips, real estate advertisements, and short video clips that focus on home tours and descriptions of items in a home.

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 homes and items found in homes.

Presentational:

They use lists, chunks of language and memorized phrases to describe the rooms and items in their homes.

- Draw a picture of someone's favorite room based on an oral description.

Unit Resources

District/School Summative Assessments

<ul style="list-style-type: none"> ➤ Power point ➤ Flashcards ➤ Videos ➤ Songs ➤ Games ➤ Websites ➤ Crafts ➤ Puppets ➤ Model conversations (Real Spanish®) ➤ Roleplaying ➤ Google docs 	<ul style="list-style-type: none"> • Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools. • Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) • Understand basic information when someone talks about their home. • Create a chore chart using chores vocabulary • Describe what and when they complete specific chores • Build a diorama, label and state what is in the home and in what room.
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Interdisciplinary Connections

Students will speak and write to communicate typical chores performed at home. (Character Development/Responsibility)

Future Learning

This unit will support future learning by providing students the opportunity to feel comfortable when learning a second language, helping them start good learning habits, and accepting diversity. Units are intended to allow students to connect to reality.

- Enhanced Problem-Solving Skills
- Improved Verbal and Spatial Abilities
- Improved Memory Function (long & short-term)
- Enhanced Creative Thinking Capacity
- Better Memory
- More Flexible and Creative Thinking
- Improved Attitude Toward the Target Language and Culture

<https://www.actfl.org/guiding-principles/benefits-language-learning>

Prior Learning

Students will have learned days of the week, question words, and greetings vocabulary.

Modifications

- Teach the language using multiple input/output strategies — visual, auditory, tactile, and kinesthetic.

- Use visual aids when appropriate. Examples are picture clues for words, hand and mouth movements to illustrate a sound, or color-coded endings to illustrate gender and subject/verb agreement.
- Provide guided pair work activities to practice and reinforce a concept, pairing a strong student with a weaker student.
- Organize language concepts from simple to complex
- Scaffolding allows for introducing chunks of information and building upon such information as applicable.

21st Century Themes and Skills

Communication and collaboration

Global Awareness

Critical Thinking

Creative Thinking