

UNIT OVERVIEW: House & Home

World Language

STAGE ONE: Identify Desired Results

Established Goals/Standards	ACTFL Standards	Long-Term Transfer Goals	
	S1.1, 1.2, 1.3 2.1, 3.1 4.1, 4.2 5.1	<p><i>At the end of the House & Home unit, students will use what they have learned to independently</i></p> <ul style="list-style-type: none"> • <i>Communicate in the target language, in various situations, about their home and the homes of others</i> • <i>Be aware and understanding of other cultures' home lives and experiences</i> 	
		Meaning	
		<p>Enduring Understandings <i>Students will understand that</i></p> <ul style="list-style-type: none"> • Homes can take on many forms • A person's culture is often reflected in their home life and design • Language follows patterns that are often messy and unpredictable • Studying another culture offers insight into our own • Language learning involves acquiring strategies to fill communication gaps • Members of one culture may make assumptions about other cultures based on their own attitudes, values, and beliefs. 	<p>Essential Questions <i>Students will consider such questions as...</i></p> <p>How can I use new vocabulary to communicate in the target language?</p> <p>How does the content of the World Languages classroom help me understand who I am in the world in which I live?</p> <p>How can I survive and thrive using the target language in and outside of the classroom?</p> <p>How will recognizing grammar patterns help me with language acquisition?</p> <p>How do the practices and perspectives of other cultures compare to my own?</p> <p>What does a person's home reflect about their beliefs, practices and other aspects of culture?</p> <p>How do climate and geography affect architecture?</p>
		Acquisition	
	<p><i>What knowledge will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> • Vocabulary and phrases useful for communicating about houses and homes. <ul style="list-style-type: none"> ○ Rooms in the house, furniture, colors, shapes, size ○ Kinds of housing ○ Interior/exterior of a home ○ Chores • Syntax strategies such as: <ul style="list-style-type: none"> ○ Commands ○ Have vs. Have to ○ Present progressive 	<p><i>What skills will students learn as part of this unit?</i></p> <ul style="list-style-type: none"> • Students will apply house/home vocabulary in order to provide and obtain information and opinions. • Students will use knowledge of syntax to communicate both expressively and receptively. • Students will gain an awareness of other cultures' houses and homes. • Students will compile all of these skills and knowledge into a design of a dream home in the target language. 	

- About various types of homes and cultural practices and variances within homes from the target culture and in the target language.

STAGE TWO: Determine Acceptable Evidence

Assessment Evidence

Criteria to assess understanding:

Teacher created rubrics based on NYS Assessments.

Performance Task focused on Transfer:

- In this performance task, students will create and present a: Dream House Project (to be completed in TL)

Contents:

- A cover page with a picture of the front of your house (4 points)
- A blueprint of at least one floor of your house
 - At least 4 different types of rooms (a bedroom, kitchen, dining room and living room), each labeled in Spanish (8 points)
 - At least 15 different items (not rooms) must be labeled in Spanish [table, dresser, etc.] (30 points)
 - At least 2 different activities that you can do in each room [sleep, eat, etc.] (8 points).
- 2 paragraphs
 - 1 describing your house in general (10 points)
 - 1 describing your favorite room in the house (10 points)



This performance task centers on ACTFL Standards

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics

3.1: Students reinforce and further their knowledge of other disciplines through the foreign language

[Teacher Created Rubric](#)

[NYS Writing Rubric](#)

Other Assessment Evidence:

Homework, Class Participation, Classwork (listening, reading and writing activities in TL), Informal Speaking Tasks, Quizzes, Unit Test

T, M, A (Code for Transfer, Meaning Making and Acquisition)	STAGE THREE: Plan Learning Experiences																																																																	
Lessons 1-3: A, M Lessons 4-6: A, M Lessons 7-9 M,T Lesson 10: A, M, T	Learning Events: Lessons 1 through 3: Scholars identify and use education vocabulary with imagery, audio and kinesthetic activities in context. <table border="0" data-bbox="277 604 1333 1360"> <tr> <td>HOUSE</td> <td>BASEMENT</td> <td>RED</td> <td>BLACK</td> <td>SHELF</td> </tr> <tr> <td>TOWN-HOUSE</td> <td>A-T-T-I-C</td> <td>ORANGE</td> <td>BROWN</td> <td>LAMP</td> </tr> <tr> <td>APARTMENT (#APT)</td> <td>FLOOR</td> <td>YELLOW</td> <td>FURNITURE</td> <td>REFRIGERATOR</td> </tr> <tr> <td>LIVING-ROOM</td> <td>HOW-MANY</td> <td>GREEN</td> <td>TABLE</td> <td>S-T-O-V-E</td> </tr> <tr> <td>BEDROOM</td> <td>SMALL</td> <td>PURPLE</td> <td>PHONE</td> <td>O-V-E-N</td> </tr> <tr> <td>DINING-ROOM</td> <td>MEDIUM</td> <td>BLUE</td> <td>R-U-G</td> <td>S-I-N-K</td> </tr> <tr> <td>KITCHEN</td> <td>LARGE</td> <td>PINK</td> <td>CHAIR</td> <td>TRASH/GARBAGE</td> </tr> <tr> <td>BATHROOM</td> <td>COLOR</td> <td>WHITE</td> <td>T-V</td> <td>MICROWAVE</td> </tr> <tr> <td>CUPBOARDS</td> <td>BED</td> <td>COMPUTER</td> <td>DRESSER</td> <td>CLOSET</td> </tr> <tr> <td>BATH-TUB</td> <td>TOILET</td> <td>SHOWER</td> <td>WINDOW</td> <td>DOOR</td> </tr> <tr> <td>MAKE THE BED</td> <td>SET THE TABLE</td> <td>VACUUM</td> <td>WASH THE DISHES/CAR/CLOTHES</td> <td>TAKE OUT THE TRASH</td> </tr> <tr> <td>DUST</td> <td>SWEEP THE FLOOR</td> <td>CLEAN THE ROOM</td> <td>FEED THE DOG/CAT</td> <td>MOW THE LAWN</td> </tr> </table> Lessons 4 through 6: Scholars are using vocabulary in context and learning how to incorporate informal commands, the present progressive tense and the verb “to have”. Scholars are learning grammatical strategies to express opinions about school and give simple, informal commands. Scholars are practicing expressive and receptive activities. Lessons 7-9: Scholars create and present a blueprint of their dream house in the TL. Lesson 10: Scholars will review house/home material and then take unit exam.					HOUSE	BASEMENT	RED	BLACK	SHELF	TOWN-HOUSE	A-T-T-I-C	ORANGE	BROWN	LAMP	APARTMENT (#APT)	FLOOR	YELLOW	FURNITURE	REFRIGERATOR	LIVING-ROOM	HOW-MANY	GREEN	TABLE	S-T-O-V-E	BEDROOM	SMALL	PURPLE	PHONE	O-V-E-N	DINING-ROOM	MEDIUM	BLUE	R-U-G	S-I-N-K	KITCHEN	LARGE	PINK	CHAIR	TRASH/GARBAGE	BATHROOM	COLOR	WHITE	T-V	MICROWAVE	CUPBOARDS	BED	COMPUTER	DRESSER	CLOSET	BATH-TUB	TOILET	SHOWER	WINDOW	DOOR	MAKE THE BED	SET THE TABLE	VACUUM	WASH THE DISHES/CAR/CLOTHES	TAKE OUT THE TRASH	DUST	SWEEP THE FLOOR	CLEAN THE ROOM	FEED THE DOG/CAT	MOW THE LAWN	Evidence of learning: <i>(formative assessment)</i> Daily Informal Assessment (Ticket Out the Door, Journals, Warm Up, Class Participation, Graphic Organizers) Lessons 1-9 Quizzes Presentation of Project (Lesson 9) Unit Test (Lesson 10)
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