

8th grade, Unit #7, World Language, Household

Content Area: **Generic Content Area**
Course(s): **Generic Course**
Time Period: **February**
Length: **9 weeks**
Status: **Published**

Enduring Understanding

A house can be different from a home.

Essential Questions

What are my responsibilities at home?

What does a house need to make it a home?

Common Core Standards

FL.3-12.7.1.NH

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.

FL.3-12.7.1.NH.C.2

Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.

FL.3-12.7.1.NH.C.3

Describe in writing people and things from the home and school environment.

FL.3-12.7.1.NH.B.A.1

Ask and answer questions related to everyday life.

FL.3-12.7.1.NH.B.A.2

Handle simple transactions related to everyday life:

FL.3-12.7.1.NH.B.A.2.1

Initiate, maintain, and end a conversation.

FL.3-12.7.1.NH.B.A.2.4

Give reasons.

FL.3-12.7.1.NH.B.C

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.)

FL.3-12.7.1.NH.B.G

The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)

FL.3-12.7.1.NH.B.J

Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.)

FL.3-12.7.1.NH.C.A.1.2

Give reasons.

Student Learning Objectives

The students will:

Identify and use household and quehaceres vocabulary in context.

Demonstrate understanding of household vocabulary by creating and labeling an illustration of their ideal house.

Conjugate the verb dar in the present tense with a variety of vocabulary.

Properly apply direct object pronouns and the personal a with the verb dar.

Properly apply indirect object pronouns with the verb dar.

Identify and use demonstrative adjectives.

Express present progressive activity using quehaceres vocabulary.

Use unit vocabulary to express their own quehaceres/responsibilities in both positive and negative formats.

Instructional Activities

Introduce household vocabulary using TPR, flashcards, illustrations, online images, realia, etc.

Discuss the differences in houses in America and in Spanish countries (design, planta baja, etc)

Create, illustrate, and label your dream home using unit vocabulary.

Categorizing Activity: Categorize various household objects into the appropriate rooms of the house on the smart board, cut/paste, listing worksheet, etc.

Teacher introduces demonstrative adjectives through TPR and Q/A of locations of various classroom objects. Students practice using demonstrative adjectives with household unit vocabulary with various teacher-created games, activities, and worksheets.

Make connections between the verb gustar and indirect object pronouns with the verb dar. Identify Direct Objects in a sentence, then identify Direct Object Pronouns. Partner and group activities to practice using indirect object pronouns with the verb dar and household vocabulary.

Teacher created worksheets/Dry erase board activities to practice indirect object pronoun.

Games to practice Direct/Indirect Object Pronouns (Hot Potato practice- music stops and students replace the IDO with an IDOP, IDOP card game, ball toss, United Streaming Videos)

Teacher introduces vocabulary for quehaceres using flashcards and TPR.

Teacher introduces present progressive form of verbs. Students find images (online/magazines/etc) of quehaceres vocabulary and write what their chore is and if they are responsible for doing the chore or not. Students then list who in the family is responsible for each chore in the unit vocabulary and present their lists to a small group.

Students survey one another or complete a survey on surveymonkey to discuss the chores they are responsible for and amount of allowance they are paid in the target language.

Interdisciplinary Connections

Engineering: Architecture

Math: Reading and interpreting a chart, Surveys

Texts and Resources

Flashcards of household vocabulary (index cards or google images)

Teacher created worksheets, tests, quizzes

Flashcards to represent items associated with chores

Assessment

Accuracy of collected and graded homework.

Observation checklist during cooperative activities, speaking exercises, and games.

Quizzes/Tests/Performance Assessment on unit vocabulary.

Rubric for evaluation of ideal home illustration, and quehaceres presentation.