

**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 8th	Unit #: 1	Pacing: 4-6 weeks
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Unit Title: Saludos y Despedidas

OVERVIEW OF UNIT:

In this unit, students will use key vocabulary to greet and say goodbye in formal and informal situations. They will compare and contrast greetings in different Spanish-speaking countries and locate these countries on a map.

Big Ideas

- Interrogative words and negative words
- People in other countries greet each other differently than in the U.S.
- Pronunciation differs in target language. (“ll” “h” “ñ” “j”)
- Target language uses “ser” to describe where you are from
- Target language uses “estar” to describe how you are doing
- Target language uses the reflexive verb “llamarse” to introduce oneself
- Target language uses the interrogative “Cómo” to ask for one’s name
- Target language uses the interrogative “De dónde” to ask where one is from
- There are 20 countries that speak Spanish as a first language
- Target language has a unique alphabet that differs from English
- The letters GE and GI produce a soft “G” sound, whereas GO,GA, GU produce a hard “G” sound
- The letters CE and CI produce a soft “C” sound, whereas CO, CA and CU produce a hard “C” sound
- The Spanish “H” is always silent

Essential Questions

- How do I introduce myself?
- How do I ask for someone’s name?
- How do I greet people at different times of the day?
- How do I greet people formally and informally?
- How do I ask someone how they are doing?
- How do I describe how I am doing?
- How do I ask where someone is from?
- How do I describe where I am from?
- How do I introduce a friend to someone else?
- How do I pronounce new words?

Objectives

- Students will be able to explain how to introduce themselves and ask for someone’s name.

- Students will be able to explain how to greet people both formally and informally at different times of the day.
- Students will be able to identify how to ask someone how they are doing.
- Students will be able to describe how they are doing to another person.
- Students will be able to explain how to ask where someone is from.
- Students will be able to describe where they come from.
- Students will be able to introduce a friend to someone else.
- Students will be able to identify how to pronounce new words.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- Basic greetings
- Good-bye
- Formal and informal greetings
- Countries
- My name, well-being, where I am from, where I live

Resources & Materials

- “*Ven conmigo-Adelante*” textbook
- “*Adelante*” workbooks, grammar and vocabulary workbooks
- Scholastic “*Que Tal?*” magazines and online resources
- Authentic Spanish Literature
- Videos – Latin American culture/geography/vocabulary
- Teacher’s Discovery – vocabulary set
- Promethean Board
- Teacher-made resources

Technology Infusion

Teacher Technology:

- Chromebook
- Google Classroom
- Promethean Board

Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

Activities:

- Students will utilize Chromebooks to research and present both formal and informal conversations held between people and then record themselves holding a conversation with a classmate.

Standard	Standard Description
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.

Interdisciplinary Integration

Activities:

- Students will utilize Chromebooks to research and present both formal and informal conversations held between people and then record themselves holding a conversation with a classmate.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
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- STEM Works - <http://stem-works.com/activities>
- [What Every Educator Should Know About Using Google](#) by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
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Standard	Standard Description
NJSLS-ELA W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Life Skills Standards

Activities:

- Students will utilize Chromebooks to research and present both formal and informal conversations held between people and then record themselves holding a conversation with a classmate.

Standard	Student Learning Objectives
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Careers	
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Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
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.

7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
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7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
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7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
Response to Intervention (RTI)	
• Tiered interventions following the RTI framework	

- Effective RTI strategies for teachers - <http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/>
- Intervention Central - <http://www.interventioncentral.org/>

English Language Learners (ELL)

- Provide text-to-speech
- Use of a translation dictionary or software
- Provide graphic organizers
- NJDOE resources - <http://www.state.nj.us/education/aps/cccs/ELL.htm>
- Adapt a Strategy – Adjusting strategies for ESL students - <http://www.teachersfirst.com/content/esl/adaptstrat.cfm>

Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
- Utilize exploratory connections to higher-grade concepts
- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
- Learning environments should be modified: student-centered learning, independence, openness, complexity, and groups should be varied
- NJDOE resources

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Subject: World Language - Spanish	Grade: 8th	Unit #: 2	Pacing: 4-6 weeks
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Unit Title: De Vacaciones y Tiempo

OVERVIEW OF UNIT:

In this unit, students will use key vocabulary to describe the weather. They will describe which clothes to pack in different climates of Spanish-speaking countries.

Big Ideas

- Spanish uses *hace* and *están* weather expressions
- Spanish places adjectives after the noun it describe
- Spanish adjectives agree with the nouns they describe in number and gender
- Spanish places the day before the month when writing the date
- Spanish varies in its word order placement of adverbs of frequency
- Spanish uses *gustar* + infinitive to describe activities that one likes to do
- Spanish uses *querer/necesitar* + infinitive to describe what one wants/needs to do
- Spanish uses *ir* + *a* + infinitive to describe what one is going to do
- Spanish uses to verb *Llevar* to describe what one is wearing
- Definite vs indefinite articles
- Present tense regular *er/ir* verbs.

Essential Questions

- How do I ask what the weather is like?
- How do I describe the weather?
- How do I describe what I'm wearing?
- How do I ask someone what they are packing in their suitcase?
- How do I ask someone where they are going on vacation?
- How do I describe what I do, like to do, and don't like to do on vacation?
- How do I ask someone when they do various activities?
- What do people from Spanish-speaking countries do/go on vacation?

Objectives

- Students will be able to identify leisure activities.
- Students will be able to ask about the weather.
- Students will be able to describe the weather.
- Students will be able to describe what they are wearing.
- Students will be able to converse with people about what they are packing in their suitcase.
- Students will be able to describe what they like to do and don't like to do on vacation.

- Students will be able to question people about when they do various activities.
- Students will be able to identify where people from Spanish-speaking countries go on vacation and what they do.

Assessment

Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

Summative Assessment:

- online quizzes & tests
- projects

Benchmark:

- Unit Pre-Test

Alternative:

- performance tasks
- projects

Key Vocabulary

- Days of the week
- Months of the year
- Seasons
- Articles of clothing
- Colors
- Weather expressions
- Vacation activities
- Celsius
- Fahrenheit

Resources & Materials

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Technology Infusion

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Activities:

- Google and Google Apps for Education will be utilized to research and present information about locations where Spanish-speaking people go and things they do when on vacation.

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Enrichment

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Subject: World Language - Spanish	Grade: 8th	Unit #: 3	Pacing: 4-6 weeks
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Unit Title: Celebrations/Culture

OVERVIEW OF UNIT:

Using key vocabulary, students will learn and compare customs, traditions, and fiestas celebrated in Spanish-speaking countries, including El Dia de los Muertos, Piñatas, Monarch Butterflies, La Navidad, Las Posadas, El Ano Nuevo, Epiphany, and Quinceañera. Students will learn about Hispanic artists and musicians.

Big Ideas

- Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.
- Identify famous Latinos
- Identify significant historical battles
- Answer questions related to celebrations and culture.
- Perform a culturally authentic dance associated with a particular target culture celebration.
- Explore Hispanic legends
- Identify Spanish-speaking countries and capitals.
- Explore the relationship between the Hispanic culture and their religious beliefs

Essential Questions

- How do I describe authentic holidays and celebrations?
- How do I locate Spanish-speaking cities and capitals on a map?
- How do I compare and contrast the relationship between the Hispanic and their religious beliefs to their own?
- How do I distinguish differences within the dances of Spanish-speaking countries and their origin?
- How do I research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products?

Objectives

- Students will be able to describe authentic holidays and celebrations for various cultures.
- Students will be able to locate Spanish-speaking cities and capitals on a map.
- Students will be able to compare and contrast the relationship between the Hispanic and their religious beliefs to their own
- Students will be able to distinguish the differences between the dances of Spanish-speaking countries and their origins.
- Students will be able to research and present information about Hispanic countries including location, major cities, population, geographical features, and foods/major products

Assessment	
Formative Assessment: • observation • self-reflections • teacher-student conferences	Benchmark: • Unit Pre-Test
Summative Assessment: • online quizzes & tests • projects	Alternative: • performance tasks • projects

Key Vocabulary
• Culture capsules • South America & Cuba • Names and capitals of Hispanic countries • Traditions of major Hispanic holidays • Names of influential Hispanic-Americans • Cinco de Mayo / Battle of Puebla

Resources & Materials
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Technology Infusion
Teacher Technology: • Chromebook • Google Classroom • Promethean Board
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Activities:

Students will use Google and Google Apps for Education to research and present information about Hispanic countries, including location, major cities, population, geographical features, and foods/major products.	
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- Contents should be modified: real-world problems, audiences, deadlines, evaluations, transformations
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**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 8th	Unit #: 4	Pacing: 4-6 weeks
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Unit Title: Mi Familia

OVERVIEW OF UNIT:

Using key vocabulary, students will learn how to describe themselves, family members, their relationships, and the activities they do. They can discuss professions within their family.

Big Ideas

- The definition of family varies by culture.
- Spanish adjectives agree with the nouns they describe in number and gender
- Spanish uses ser for physical characteristics and personality traits
- Spanish uses tener to describe hair and eye color
- Spanish uses tener to tell age
- Spanish shows possession using possessive adjectives or de.
- Spanish use of professions
- Spanish use of hay to tell how many people are in the family
- Spanish use of family vocabulary

Essential Questions

- How do I describe myself?
- How do I ask for someone's age?
- How do I describe my family?
- How do I ask questions about someone's family?
- How do I describe the activities I do with my family?
- How do I ask someone what they do with their family? (and how often?)
- How do I ask about the relationship between family members?
- What profession are your parents in?

Objectives

- Students will be able to describe themselves using Spanish adjectives.
- Students will be able to ask questions about someone's age, their family, etc.
- Students will be able to describe their families and the activities they do with their family.
- Students will be able to question people about the relationship between family members.
- Students will be able to describe the profession of their parents.

Assessment	
Formative Assessment: • observation • self-reflections • teacher-student conferences	Benchmark: • Unit Pre-Test
Summative Assessment: • online quizzes & tests • projects	Alternative: • performance tasks • projects

Key Vocabulary
• Physical characteristics, Personality traits, Hair & eye color, Age, and birthday of people and family • Cultural products, practices, and perspectives related to family • Home life activities • Professions • Relationship between family members

Resources & Materials
• “<i>Ven conmigo-Adelante</i>” textbook • “<i>Adelante</i>” workbooks, grammar and vocabulary workbooks • Scholastic “<i>Que Tal?</i>” magazines and online resources • Authentic Spanish Literature • Videos – Latin American culture/geography/vocabulary • Teacher’s Discovery – vocabulary set • Promethean Board • Teacher-made resources

Technology Infusion	
Teacher Technology: • Chromebook • Google Classroom • Promethean Board	
Student Technology: • Google Classroom • Chromebooks • Internet Sources	
Activities: • Students will utilize Chromebooks to present about themselves and their families, including information about typical activities they do as a family and what their parents do for a living.	
Standard	Standard Description

8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
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Interdisciplinary Integration

Activities:

- Students will utilize Chromebooks to present about themselves and their families, including information about typical activities they do as a family and what their parents do for a living.

Resources:

- Teacher Vision Cross-Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
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- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Educator Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLS-ELA W.RW.8.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Life Skills Standards

Activities:

- Students will utilize Chromebooks to present about themselves and their families, including information about typical activities they do as a family and what their parents do for a living.

Standard	Student Learning Objectives
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Careers

Activities:

- Students will utilize Chromebooks to present about themselves and their families, including information about typical activities they do as a family and what their parents do for a living.

Practice	Description
Demonstrate creativity and innovation.	Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add

	greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
Use technology to enhance productivity increase collaboration and communicate effectively.	Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Standards	
Standard #	Standard Description
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands
7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
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.
7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
7.1.NH.PRSENT.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.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Differentiation	
Students with 504 plans	
• Preferential seating • Guided notes • Extra time • Teacher check-ins • Use graphic organizers • Redirect attention • Prioritize tasks • Small group testing • Provide modifications & accommodations per individual student's 504 plan	
Special Education	
• Provide modifications & accommodations as listed in the student's IEP • Position the student near a helping peer or have quick access to the teacher • Modify or reduce assignments/tasks • Reduce the length of the assignment for different modes of delivery • Increase one-to-one time • Prioritize tasks • Use graphic organizers • Use online resources for skill-building • Provide teacher notes • Use collaborative grouping strategies, such as small groups • NJDOE resources - http://www.state.nj.us/education/specialed/	
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Enrichment

- Process should be modified: higher order thinking skills, open-ended thinking, discovery
- Utilize project-based learning for greater depth of knowledge
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**Califon Public School
Curriculum**



Subject: World Language - Spanish	Grade: 8th	Unit #: 5	Pacing: 4-6 weeks
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Unit Title: En mi Casa / Quehaceres
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OVERVIEW OF UNIT:

Using key vocabulary, students will describe rooms and furniture in a house. They will discuss responsibilities, chores, and activities that a family does at home.

Big Ideas

- Identify the reflexive verbs and understand that they are conjugated differently than other verbs because of the “se”.
- Understand that verb endings change for –ar verbs when talking about more than one person to –amos, –áis, –an.
- Understand that verb endings change for –ir and –er verbs when talking about more than one person to –imos/-emos, ís/éis, –en.

Essential Questions

- What are my responsibilities in my home?
- What are other people's responsibilities in my house?
- What is my daily routine in the morning?
- What is the layout of my house?
- What furniture do I have in each room?
- What can I do in the various parts of the house?
- How does my home compare to someone else's?

Objectives

- Students will be able to explain the responsibilities they have at home.
- Students will be able to explain the responsibilities of other family members at home.
- Students will be able to describe their morning routine.
- Students will be able to describe the layout of their house.
- Students will be able to identify what furniture they have in each room of their house.
- Students will be able to explain what activities they may do in the various parts of a house.
- Students will be able to compare and contrast their home to another home.

Assessment

Formative Assessment:

- observation
- self-reflections

Benchmark:

- Unit Pre-Test

teacher-student conferences	Alternative: - performance tasks - projects
Summative Assessment: - online quizzes & tests - projects	

Key Vocabulary
- Chores - Household - Names for rooms in the home - Family - Names for activities a family does at home and on the weekends

Resources & Materials
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Activities: ● Students will use their Chromebooks and Google Apps for Education to create visual representations of their house and present what items are in each room. They will also describe what activities are done in each room. Additionally, they will research and present how their house differs from others.	
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Activities:

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