

UNIT DETAILS	MATERIALS	CONNECTION TO LEARNING
<p>Essential Unit Questions:</p> <ul style="list-style-type: none"> → How do other people live around the world? → How does my living situation compare to others around the world? → What are some privileges and luxuries that my life affords me? <p>Unit Goals:</p> <ul style="list-style-type: none"> → I can identify and label key features in homes within the United States. → I can compare homes around the world to my own home and living situation. → I can identify and describe luxury items. → I can evaluate items of necessity and describe the necessities of a living situation. → I can understand the practices and perspectives of housing situations in other parts of the world. <p>TARGET VOCABULARY:</p> <p>See attached list.</p> <p>Grammar functions: Making comparisons, describing likes and dislikes</p>	<ul style="list-style-type: none"> → Video Clip: https://www.youtube.com/watch?v=fW-RbTxne60 → Google Survey: https://forms.gle/W5pJSy4KEvcMNBdX6 → Vocabulary List → Video Worksheet → Warm Up/Daily PowerPoint → Vocabulary Slides → Chromebooks <p>***Note: This unit is adapted from a unit written by Carrie Toth, Teacher and Curriculum Writer at SomewheretoShare.com***</p>	<p>Prior Learning:</p> <ul style="list-style-type: none"> → Students have already learned how to identify rooms of the house and some describing words. → Previously learned vocabulary related to descriptions and simple sentence writing. <p>Future Learning:</p> <ul style="list-style-type: none"> → Student will look at some photos of people around the world in their dwellings and living situations via Nearpod. This will be student paced with review questions throughout. Students will then listen to a native speaker talking about their neighborhood. (Day 2) → Students will read and match statements about homes to photos provided based on the vocabulary words given to them. (Day 3) → Students will look at photos of dwellings around the world and write statements comparing them to their own homes. (Day 5)

UNIT STANDARDS	LESSON PLAN	UNIVERSAL DESIGN
<p><i>Standards: ACTFL, Novice High</i></p> <ul style="list-style-type: none"> → Communication: Interpersonal <ul style="list-style-type: none"> - I can answer questions about a variety of topics related to the pictures and videos of homes around the world. - I can express my opinions, feelings, and reactions about topics related to the pictures of homes around the world. → Communication: Interpretive <ul style="list-style-type: none"> - I can understand, interpret, and analyze what I hear, read, and view related to the pictures of homes around the world. → Communication: Presentational <ul style="list-style-type: none"> - I can present information and ideas to explain and compare my home to homes around the world. → Cultures <ul style="list-style-type: none"> - I can explain and reflect on the relationship between the products, practices and perspectives in topics related to the pictures of the homes around the world. → Connections <ul style="list-style-type: none"> - I can identify and explain some of the diverse living conditions in homes around the world. → Comparisons <ul style="list-style-type: none"> - I can use Spanish to compare my living situation to the living situation of someone else. - I can use Spanish to compare the luxuries and necessities of my life to the luxuries and necessities of others. 	<ol style="list-style-type: none"> 1. Lenguaje Diario (Warm Up Activity): Google Survey on your living situation 2. Review survey results, discussing the answers that the class provided. 3. Pass out vocabulary list to students. 4. Introduce key describing terms for homes vocabulary via Google Slides. Discuss what students see on the board and ask comprehension questions using Question Circles and question cards. 5. Once students finish, show the video “Como luce las viviendas del mundo” to the whole class. 6. Next, pass out a viewing guide for the video and have students answer the questions on the worksheet while watching the video. <p>Formative Assessment:</p> <ul style="list-style-type: none"> → Question Circles during vocabulary presentation → Lenguaje Diario review questions <p>Summative Assessment: None</p> <p>Homework: Video worksheet (if not finished in class)</p>	<ul style="list-style-type: none"> → Question cards posted in the front of the classroom and referenced when asking questions. (See photo) → Vocabulary written on the board in two colors (Spanish words in black, English words in blue) → Vocabulary list provided for reference → Video: Students able to slow down speed on video while watching if wanted <p style="text-align: center;">Differentiation</p> <ul style="list-style-type: none"> → The questions in the survey are non-invasive and just ask students to reflect on their own learning. → Vocabulary list provided for quick reference. → Quizlet flashcards with read-aloud function → Question Circles are carefully crafted to support students of all learning levels and abilities; students encouraged to volunteer but not forced to produce language.