



Spanish 1 - Unit 4 - Mi casa es su casa (My house is your house)

Unit Focus

"Mi casa es su casa." Hand students will develop skills to describe their own bedrooms and houses, including making comparisons and using stem changing verbs like poder and dormir in context. Students will participate in an activity to jigsaw information about various houses, as their classmates develop listening comprehension skills to correctly represent the house that they are describing. Students will ultimately play the role of a Real Estate Agent, gathering information about different homes in the Spanish speaking world, and making various decisions between homes based on the criteria provided by their "client."

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions • C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics • C.1.3 Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers <p>C.2 CULTURES - Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • C.2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</p> <ul style="list-style-type: none"> • C.3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures <p>C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence</p>	<p><i>Students will be able to independently use their learning to...</i> T1 Gather information from a variety of resources and perspectives to build cultural context. T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure) T3 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i> U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U2 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. U3 Effective readers, listeners, and viewers access texts (e.g., film, interviews, blogs, artwork) and examine the author's, speaker's, or director's choices that affect its use.</p>	<p><i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 What does the source or text say? What does it mean? Q3 How do I make comparisons? Q4 How do I gather and use information to make a good decision?</p>
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i> K1 Vocabulary part 1 -the bedroom, adjectives, etc K2 Vocabulary part 2 - the house K3 Comparisons and related vocabulary</p>	<p><i>Students will be skilled at...</i> S1 Reading and interpreting texts (books, mini stories) at the intermediate level.</p>

Stage 1: Desired Results - Key Understandings

- C.4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Madison Public Schools Profile of a Graduate

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)

K4 o-->ue verbs in the present tense, poder and dormir
K5 Familiar (informal) commands
K6 Present progressive tense

S2 Making comparisons using adjectives and comparatives.
S3 Using the stem changing verbs poder and dormir to communicate.
S4 Giving advice using informal commands.
S5 Describing both their house and the houses of others.
S6 Finding and analyzing information in order to make a good decision.
S7 Using the present progressive tense to communicate what is happening right now.