HOW IS MY FAMILY UNIQUE?

UNIT THREE: WELCOME TO OUR HOUSE

PERFORMANCE CONTINUUM

<table>
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<th>NOVICE MID</th>
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<td>LOWEST ACCEPTABLE PERFORMANCE</td>
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**Approaching Expectations**
I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

**Meeting Expectations**
I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.

**Exceeding Expectations**
I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.

PERFORMANCE TARGET: I CAN HAVE A CONVERSATION ABOUT WHAT MAKES EACH OF OUR FAMILIES UNIQUE.

SUMMATIVE ASSESSMENTS

Interpersonal Interview

Where do you live and with whom?
- Where is your family from?
- Where do you and your family live?
- With whom do you live?
- What is your house/apartment like?

Tell me about your family members.
- What is your ___ like?
- How old is your ___?
- What does your ___ look like?
- What does he/she do or like to do?

What do you and your family do in your free time?
- Where do you go with your family on the weekends/in the summer/for winter break etc.?
- What do you do with your family?

Presentational Writing

The _____ language newspaper in Memphis is trying to bridge the gap between Memphians and the many cultures that make up our city. They are holding a contest asking teenagers to write about what makes their family unique. There will be two winners, one who is a native speaker of the language and another who is studying the language in school. The two winners will each receive a $250 Visa gift card. Write about your family in as much detail as possible to show the editors of the paper how unique your family is. Good luck!

UNIT THREE STANDARDS:
- ML.C1.1 (NH.a-b.e, IL.a-c)
- ML.C1.2 (NH.a-c, IL.a-b)
- ML.C1.3 (NH.a-c, IL.a-c)
- ML.C1.4 (NH.a-b, IL.a-b)
- ML.C1.5 (NH.a-c, IL.a-b, d-e)
# Unit Three: Welcome to Our House

## Performance Targets: I Can Have a Conversation About How Families Are Unique.

### Performance Objective:
I can have a conversation about how my house and family are unique.

### Performance Indicator:
I can tell you about my house and with whom I live.

## Skill Development

<table>
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<th>Learning Targets</th>
<th>Language Chunks &amp; Vocabulary</th>
<th>Intercultural Competence</th>
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<td>What will learners be able to do?</td>
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- Students identify descriptions of different houses and families when they hear them. (IL)
- Students identify descriptions of different houses and families in a written passage. (IR)
- Students write a short description of their house and family. (PW)
- Students answer questions about their house and who lives there. (IS)
- Students ask and answer questions about their house and who lives there. (IS)

- I live in a house/apartment in… (community)
- My house/apartment/room is…(big, small, average)
- There are…rooms/bedrooms/bathrooms, etc. in my house.
- There are…(# in my family.
- My family is…(description)
- I live with my…..

- Descriptions for house i.e. big, small, pretty, etc.
- Rooms of the house
- There is/ There are
- Immediate family vocab (i.e. the people that live with you)

- Students will compare and contrast homes in TL countries and the US.

## Learning Targets

- Students identify descriptions of different houses and families when they hear them.
- Students identify descriptions of different houses and families in a written passage.
- Students write a short description of their house and family.
- Students answer questions about their house and who lives there.
- Students ask and answer questions about their house and who lives there.

## Language Chunks & Vocabulary

- Where do you live? In a house, apt, etc?
- What is your house like?
- How many rooms are there in your house?
- How many people live in your house? With whom do you live?
- What is your family like?

## Intercultural Competence

- Students will compare and contrast homes in TL countries and the US.

## Unit Three Cultural Standards

- C2.1.NR.c,d,g
- C2.2.NR.a
- C3.1.NR.d
- C3.2.NR.a/IR.a
- C4.1.NR.a-f/IR.a-e
- C4.2.NR.a-c,e/IR.c
- C5.1.NR.c
- C5.2.NR.a,b,d/IR.b

## Level Up Language

- My house is… but it is not...
- I like my house because….
- I do not like my house because…
- My family is… but not...
- My family and I are/ do...

## Formative Assessments

### Interpersonal Interview

It’s time to get to know some of your classmates better! Ask your partner about his/her house and with whom he/she lives. Be sure to ask where he/she lives, what his/her house is like, how many rooms there are, and what his/her family is like. Answer your partner’s questions about your family.

### Presentational Writing

Your class has a blog that allows _____ students from other schools in the US, as well as students in the target country, the opportunity to learn about each other and to practice their language. Write a blog about your family and where you live. Be sure to include the relationships of the family members that live with you to you and describe the house in your blog.
# HOW IS MY FAMILY UNIQUE?

## UNIT THREE: WELCOME TO OUR HOUSE

### PERFORMANCE TARGETS: I CAN HAVE A CONVERSATION ABOUT HOW FAMILIES ARE UNIQUE.

**PERFORMANCE OBJECTIVE:** I can have a conversation about how my family members are unique.

**PERFORMANCE INDICATOR:** I can tell you about my family members.

### SKILL DEVELOPMENT

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<th>LEARNING TARGETS</th>
<th>LANGUAGE CHUNKS &amp; VOCABULARY</th>
<th>INTERCULTURAL COMPETENCE</th>
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<td>What will learners be able to do?</td>
<td>What will learners need to know?</td>
<td>What practices or perspectives will the students be able to demonstrate or explain?</td>
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- **FM = Family Member**
- **IL** = Identifying Language
- **IR** = Interpersonal Language
- **PW** = Presentational Writing

| Students identify family relationships when they hear it. (IL) |
| Students identify how people are related to each other in a written passage. (IR) |
| Students write a short description identifying the members of their family. (PW) |
| Students answer questions about who makes up their “family”. (IS) |
| Students ask and answer each other about who makes up their “family”. (IS) |

### LEVEL UP LANGUAGE

- **Family members**
- **Possessive adjectives**
- **Compare/contrast vocabulary**
- **Older/younger**
- **Personality descriptors (R)**
- **Physical descriptors (R)**
- **Likes/Dislikes (R)**

### UNIT THREE CULTURAL STANDARDS

- C2.1.NR.a,d/IR.a-b,g
- C2.2.NR.a
- C3.1NR.d
- C3.2.NR.a,c/IR.a
- C4.1.NR.a-f/IR.a-e
- C4.2.NR.a-c,e/IR.c
- C5.1.NR.c
- C5.2.NR.a,b,d

### FORMATIVE ASSESSMENTS

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<th>INTERPERSONAL</th>
<th>PRESENTATIONAL WRITING</th>
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<td>Your class is having a family night at the end of this unit, and you and your partner want to be able to recognize each other’s family members when they arrive for the event. Ask your partner what his/her family members look like, about their personality, their age, etc. Answer your partner’s questions about your family.</td>
<td>You now have an e-pal from a target language country. You have received an email asking you about your family. Write an email describing your family members. Give as much detail as possible (age, physical description, personality, what your family does together) so that your new e-pal will appreciate how unique your family is.</td>
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HOW IS MY FAMILY UNIQUE?

UNIT THREE: WELCOME TO OUR HOUSE

PERFORMANCE TARGETS: I CAN HAVE A CONVERSATION ABOUT HOW FAMILIES ARE UNIQUE

PERFORMANCE OBJECTIVE: I can have a conversation about how my family is unique.

PERFORMANCE INDICATOR: I can tell you about what I do with my family.

SKILL DEVELOPMENT

LEARNING TARGETS
What will learners be able to do?

- Students identify what families do together when listening to a description. (IL)
- Students identify what families do together in a written passage. (IR)
- Students write a short description of what their family does together during various times of the year. (PW)
- Students answer questions about what their family does together during various times of the year. (IS)
- Students ask and answer questions about what their family likes to do together during various times of the year. (IS)

LANGUAGE CHUNKS & VOCABULARY
What will learners need to know?

- My family and I... during the summer, winter, weekends etc.
- We go to ...
- We... (activities)...
- I go to ... with...
- We like/enjoy....

- Activities (such as celebrate, travel, visit, etc.)
- Places
- Seasons
- During
- Together
- School breaks

- What do you and your family do during.../on the weekend?
- Where do you and your family go during.../on the weekend?
- What do you and your family like to do?

INTERCULTURAL COMPETENCE
What practices or perspectives will the students be able to demonstrate or explain?

- Students will compare and contrast the importance of family and the notion and treatment of extended family in the US and TL countries.

UNIT THREE CULTURAL STANDARDS
C2.1.NR.a,d-e/IR.a-b,g
C2.2.NR.a
C3.1.NR.d
C3.2.NR.a,c/IR.a,d
C4.1.NR.a-f/IR.a-e
C4.2.NR.a,c,e/IR.b,c
C5.1.NR.c
C5.2.NR.a,b,d

LEVEL UP LANGUAGE
- We like to....
- We like to...
- However we do not....
- We ... because...
- Sometimes we...
- We never...

FORMATIVE ASSESSMENTS

INTERPERSONAL

You and your partner are really enjoying the opportunity to learn about each other’s families. Ask your partner where he/she goes with his/her family and what they do together as a family during at least 3 different times of the year. Answer your partner’s questions about where you and your family go and what you like to do together.

PRESENTATIONAL WRITING

Your e-pal from the target language country has written you and he is curious about what American families do together in their free time. Respond to his email and tell him what you and your family do together and where you go when you do these activities. Include as much detail as you can.