

OVERVIEW: This summer you will be living with a Mexican family! You want to learn more about what it will be like living there. You listen as your teacher reads descriptions of several homes for sale in Mexico. Next, you have a discussion with your teacher/classmate in which you ask and answer questions about your homes. Finally, upon your return from Mexico, you share with your classmates in Spanish class what your home in Mexico is like and what chores are typically done by teenagers in Mexico.

NOTE TO TEACHERS OF OTHER LANGUAGES: To find an appropriate authentic text in your language, add site: followed immediately by the two letter country code. For example, if you are looking for authentic texts in France you would follow your keyword search with site:fr. For a complete list of country codes visit http://goes.gsfc.nasa.gov/text/web_country_codes.html. If you use Google as a search engine, you may conduct an advanced search and indicate the reading level. For Novice-Mid students, select a text that is easy to understand, has lots of repetition, and includes visual support.

INTERPRETIVE MODE:

SLO #1: Skim and scan age- and level-appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in the home, the names of rooms in a home, common household items, and household chores.

SLO #2: Skim and scan culturally authentic texts to identify cultural products and practices related to home life.

- A. Listen as your teacher describes a home for sale in Mexico. Decide whether the statements that follow are true or false/not mentioned in the advertisement.

Note to teacher: Read the information contained in the advertisement. You may wish to display the pictures using a projector. For teachers of other languages: To find similar authentic texts search ‘homes for sale’ in the target language.

<http://www.inmueblesguadalajara.com/property/81128-1406-casa-en-m-C3-A9xico-guadalajara-jalisco-san-vicente>

Yes, I know this information based on the ad.	Statements	No, I don't know this information based on the ad or the information is not true.
	1. This house has more than three bedrooms.	
	2. According to the ad there are schools nearby.	
	3. There is covered parking for just one car.	
	4. This house has two levels.	
	5. There is shopping nearby.	

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B. Listen as your teacher describes a home for rent in Mexico. (Note to teacher: Take text from the following link or a similar link: <http://merida.olx.com.mx/casa-amueblada-cerca-de-periferico-cd-industrial-y-salida-a-uman-renta-temporal-o-larga-iid-571730290>.) Decide whether the statements that follow are true or false/not mentioned in the advertisement.

Yes, I know this information based on the ad.	Statements	No, I don't know this information based on the ad or the information is not true.
	1. The kitchen has a microwave.	
	2. All rooms are air conditioned.	
	3. There are at least three beds in this home.	
	4. Towels are available in the home.	
	5. Plates are provided.	

C. Read the following chore list and determine if the statement is true or false and provide evidence to support your response. (Taken from <http://fibromialgico.blogspot.com/2012/11/como-manejar-el-proceso-de-la-limpieza.html>)

Tareas Diarias del Hogar

Mañana - Tarde

- Hacer desayuno
- Limpiar y ordenar afuera
- Recoger los pupus del perro
- Ponerle comida y agua a Shaggy
- Secar y guardar trastes
- Fregar trastes
- Preparar comidas
- Limpiar mostradores de la cocina
- Recoger y guardar ropa limpia

Tarde-Noche

- Lavar ropa (ver horario)
- Fregar trastes
- Limpiar la estufa y mostradores
- Barrer y trapear la cocina
- Lavar el trapeador o sweep & mop
- Sacar la basura
- Recoger cosas tiradas
- Cerrar puertas y desconectar todo

Statement	Yes – evidence	No – evidence
Food preparation takes place in the morning/afternoon.		
There are two statements related to taking care of the dog and both take place during the afternoon/evening.		
Cleaning takes place in the morning/afternoon and the afternoon/evening.		
Dishes are done only in the morning/afternoon.		
Picking up things is only done in the afternoon/evenings.		

INTERPERSONAL MODE:

SLO#3: Ask and respond to memorized questions about the rooms in a home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language.

In preparation for a call to your exchange family in Mexico, you have a conversation with your teacher/classmate in which you:

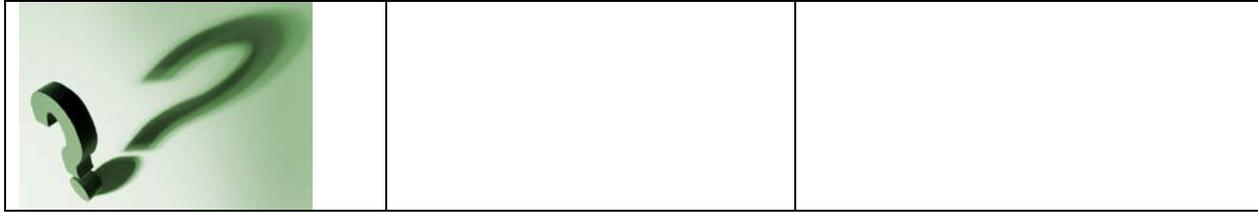
- A. Exchange information regarding chores – the ones you do now, the ones you will be expected to do upon your arrival in Mexico.
- B. Find out about your living arrangement. Ask about your new home and what your room will contain so that you know which things you might have to bring form home.

You may wish to use the graphic organizers to help you lead the discussion.

CHORE	I do/don't do this chore now.	Do I have to do this chore while I'm in Mexico?
		
		

SAMPLE ASSESSMENT - NOVICE-MID 6-12 UNIT 3: HOME, SWEET HOME SPANISH



Information	My home	My teacher's/classmate's home
# of floors		
# of rooms		
Type of furniture		
Color of walls in rooms		
# bedrooms		
# bathrooms		
Anything else you would like to know		
My bedroom in Mexico	Has...	Doesn't have...

(Note to teacher: To assess whether your students are performing at the Novice-Mid level, please use the Interpersonal Speaking rubric found at <http://flenj.org/CAPS/rubrics.shtml>.)

PRESENTATIONAL MODE:

SLO#4: Create a multimedia rich presentation to compare homes and household chores in the home and target cultures.

SLO#5: Retell highlights from age- and level-appropriate culturally authentic target language text (oral or written) that includes description of a home, its contents, and chores to describe homes in the target culture.

When you return from Mexico, the students in your Spanish class want to know what the experience was like. One of your first class blog entries focuses on your home in Mexico and includes pictures/video that compares your home and home responsibilities in both cultures.

Note to teacher: To assess whether your students are performing at the Novice-Mid level, please access the Presentational Writing rubric found at <http://flenj.org/CAPS/rubrics.shtml>. Under *Am I understood*, replace: *My spelling is inaccurate* and *My punctuation does not follow conventions* with *My pronunciation is inaccurate*.)