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Why learn Spanish? [7th grade]

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Education Department

Understanding by Design Curriculum Units

Trinity University

Year 2006

Why learn Spanish?

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Stage One: Desired Results	
Understandings	
<ul style="list-style-type: none"> ○ Learning another language helps you better understand your own. ○ Knowing Spanish broadens your communicating world. ○ Learning Spanish takes practice and repetition. 	
Essential Questions	Knowledge and Skill
<ul style="list-style-type: none"> ○ Why learn Spanish? ○ How will understanding another language help you understand your own? 	<p>The 5 C's:</p> <ul style="list-style-type: none"> ○ Communication ○ Culture ○ Comparisons ○ Connections ○ Communities <p>The Student is expected to:</p> <ul style="list-style-type: none"> ○ Read, listen, and explain information about the classroom and breakfast and lunch food ○ Know Vocabulary about the classroom, locations, breakfast, lunch, adverbs and verbs for eating and drinking ○ The lexical use of <i>estar</i>, plural nouns and articles, <i>-er</i> and <i>-ir</i> verbs, <i>gustar</i>, and <i>encantar</i> ○ Culture: Sor Juana Inés de la Cruz, Bartolomé Murillo, Day of the Dead and Christmas

Stage Two: Assessment Evidence

Performance Assessment

- Your group has been hired by an advertising agency to create a new ad campaign appealing to the incoming seventh graders who may be interested in Spanish. Your job is to sell them Spanish and convince them to take the class next year. Your campaign should include a skit for a commercial and poster advertising Spanish with examples of what the new student will learn. Be convincing and let them know the benefits of studying Spanish.

Self-Assessment

- Assess personal performance on the group presentations
- Assess personal knowledge of the culture and its importance

Other Evidence

- Periodic Vocabulary quizzes
- Quiz over –er and –ir verbs, encantar and gustar
- Quiz over estar
- Culture quiz/Jeopardy!
- The principle has agreed to let us redo the Spanish classroom, but on the condition that the proposals are in Spanish that merits a new room. In groups, create a model of the best middle school classroom possible. Label all of the objects around the room and be able to present the project to the class. Be sure to include the locations and colors of things and where each student's desk is using possessives. Using gustar and encantar label the things that students will like and really like about the classroom.
- The cafeteria here at Jackson has decided to broaden their communicating world and create a new menu for breakfast and lunch in Spanish and they need our help creating a menu and advertising. In groups, create a menu to present to the cafeteria along with a poster advertising the fabulous Spanish menu.

	<ul style="list-style-type: none"> ○ In English, compare and contrast a middle school classroom in a Spanish-speaking country with your own. ○ One of your friends has just asked you why the Spanish call Halloween the Day of the Dead. In English, explain what the Day of the Dead is to the Spanish culture. Be sure to include what it is not also. ○ You are a writer for the game show Jeopardy! In English, create a Sor Juana Inés de la Cruz or Bartolomé Murillo category with at least six answers to questions about their life and time. Remember that the response has to be phrased as a question.
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Stage 3: Learning Experiences
Sequence
<ol style="list-style-type: none"> 1. Introducing the Unit: Where are we going? Where have we been? Why study Spanish? Are your answers any different now than from the beginning of the year? Do you think they will change as you continue to learn Spanish? 2. Hook 'em- Have you ever been in a situation where you could not communicate what you wanted? What about babies and young children? Have you ever misunderstood what someone was trying to tell you? Has anyone ever misunderstood you? 3. Introducing the Essential Questions and the Performance Assessment: These are the questions we are going to try and answer and here is how we are going to try to go about it. 4. Vocabulary is presented in the beginning of the chapters and relevant activities will be used from the text book. 5. Each student will share at least one personal time that they were misunderstood or misunderstood in a situation and how it affected the outcome. (A “miscommunication” experience) 6. Using chapter 2B as a resource, introduce new vocabulary and see have students guess the definition without looking, same with locations- use context and the room itself as a prop 7. Vocabulary practice- create vocab cards for the objects in the room as well as the locations: Writing the Spanish on one side and drawing a picture and the English (if needed) on the other

8. Vocabulary activities: From book- Arranging the object note cards on the desk and describing where things are located, with a partner describing the location of objects on a desk (the arrangement of note cards) and having a partner turn around and try to draw the objects and locations as described to them by their partner.
9. Vocabulary and locations quiz either matching or Spanish to English
10. Introducing possessives in Spanish- Do you own anything? How do we say it in English? How is it formed in Spanish? Does that make sense? Is there a way to say it similarly in English?
11. Practice with possessives and the vocabulary- Activity from book/workbook – Who'd desk is it?
12. Introduce Estar and the lexical use of it- make a separate note card for the conjugation of Estar (Make connections to the other phrases we have learned with estar before this) What are we using estar for now? How someone feels and locations
13. Practice with estar- activity from the book, listening activity
14. Small quiz over estar to check that they know the conjugation and persons
15. Re-introducing the plurals of nouns and their articles- when it is an exception to the rule, who remembers the rule? How is this similar to English? Do we have any exceptions to the rule for plurals? Review Activity from the book.
16. What do their classrooms look like? Describing a Spanish-speaking school/classroom and emphasizing differences between “here” and “there” concept formation- grouping common characteristics.
17. Individually write a paragraph comparing and contrasting your classroom with a classroom in a Spanish-speaking country.
18. Putting it together: Create a Poster (probably printer paper sized) of the perfect middle school classroom (these are to present to the principal in hopes that we may get to redo the Spanish room) Use all classroom vocabulary and the locations to describe the classroom- include locations of student's desks using possessives and estar
19. Self-Assess your performance on the group and your group members.
20. Traditional format test over the vocabulary, possessives, locations, and estar- how do you use it all together? What about meaning and context?
21. Combining Culture and other information: Ask students to name someone famous- anyone famous- why are they famous? Are there many different reasons for being famous? Introduce Sor Juana Inés de la Cruz (overhead) as a famous diva of her time: why she is famous and why we still learn about her today- Is it important to learn about famous people from the past? Introduce Bartolomé Murillo (overhead) List characteristics of his paintings- This would be a good time to go to the computer lab and Google these two people to create answers for our Jeopardy questions.
22. Create a jeopardy category based on the two figures- play jeopardy to help students remember important facts about the two figures.
23. Short quiz of the two famous figures: What other information did you find about them?

24. Introducing the new material- What are some things that we do everyday- we eat breakfast and lunch- what are their favorite things to eat for breakfast? What about lunch? Why should we learn how to say it in Spanish? Back to the essential questions: How will learning to talk about breakfast and lunch help in English? Has anyone misunderstood you when you were trying to order food and you got the wrong thing?
25. Vocabulary for the chapter: are there any words that you can guess the meaning of? Any cognates (words that look and sound like English)? Create vocab cards for the breakfast and lunch foods, practice with vocabulary: Activity from the text.
26. Inter-active homework: What is your favorite meal that your family makes? What is the recipe? Why is it made?
27. Re-introducing gustar and introducing encantar: What does it mean to like something? Do you like some things more than other things? What about really liking something- is it different than just like? Making connections to information we have already learned: encantar works just like gustar. Practice with encantar and gustar from textbook.
28. Short quiz over the vocab and encantar and gustar: use them to tell us what you like for breakfast and lunch as well as what you really like.
29. Introducing the conjugation of –er and –ir verbs- What did you do today? Why are verbs important? Why do we need to conjugate them? Do we have conjugations in English? What does it sound like when you use the wrong form of the verb? What kinds of people use the wrong form? Why is learning how to do it correctly in Spanish important? The similarities of the conjugations: What words have we already learned that end in –er or –ir what do their conjugations look like- Creating note cards for the conjugations and then the verbs- color-coded to match the poster already up in the room.
30. Practicing with the verbs: listening/speaking activities from the text- when can we use these verbs everyday?
31. Using what we have learned in context: describing what we eat for breakfast and lunch: conjugate the verb and tell us what you and your family eats for breakfast and lunch and if they like it or really like it
32. Short conjugation quiz to check that they know it
33. The cafeteria has asked us to create new menus in Spanish for them, as well as advertising for the new Spanish menu. In groups of 3-4 the students will create a menu for breakfast and lunch (at least 3 days worth) and poster advertising the new improved Spanish menu.
34. Self-Assess your performance in the group and your group members.
35. Traditional Test over the vocabulary for foods, -er and –ir conjugations, gustar and encantar
36. Answering the Essential Questions: Your group has been hired by an advertising agency to create a new ad campaign for the incoming seventh graders interested in taking Spanish. Your job is to “sell” them Spanish and get them to sign up to take the class next year. Your campaign will include a skit for a commercial (could be taped and shown to the 6th

graders during advisory) and a poster advertising Spanish with examples of what the student will learn in the class next year (these will be hung in the hallway). Be convincing and let them know the benefits of studying Spanish.

37. Self-Assess your performance and your group members.