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Intro to Spanish I [8th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Intro to Spanish I

Grade Level: 8th

Subject/Topic Area(s): Spanish I

Designed By: Leigh Sheppard

Time Frame: 20 days

School District: White Settlement ISD

School: Brewer Middle School

School Address and Phone: 1000A South Cherry Lane,
Fort Worth, Texas, 76107

Brief Summary of Unit:

In this unit, students will learn what basic conversation skills are and how they begin the process of language acquisition. They will define what a basic conversation is and what makes up how they appear to others. We will begin in the native language and end in the target.

Students will create personal "web pages" about themselves in Spanish to be posted on "MiEspacio", our created Spanish MySpace. Students will be able to describe themselves and carryon a polite conversation about themselves and their school in Spanish.

Unit: Intro to Spanish I Grade: 8th	

Stage 1: Desired Results

Understandings

Students will understand that…
Broadening their communicating world includes introducing and describing themselves.
Basic conversation skills are the first steps to becoming a fluent speaker.

Essential Questions	Knowledge & Skill
What is a basic conversation? What makes up how you look to other people? What makes a first impression positive? Negative?	Communication • The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. • 1.A Engage in oral and written exchanges of learned material to socialize and to provide and obtain information • 1.B Demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions dealing with familiar topics • 1. C Present information using familiar words, phrases, and sentences to listeners and readers. Cultures • The student gains knowledge and understanding of other cultures. • 2.A Demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied Connections • The student uses the language to make connections with other subject areas and to acquire information. • 3. B Use the language to obtain, reinforce, or expand knowledge of other subject areas. Comparisons • The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. • 4.A Demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied • 4.B Demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied • 4. C Demonstrate an understanding of the influence of one language and culture on another. Communities • The student participates in communities at home and around the world by using languages other than English. • 5. B Show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.

Stage 2: Assessment Evidence

Performance Task:

Students will create a MySpace page about themselves telling their name, what they look like, something about their personality, who their friends are, where they are from, their nationality, where they go to school, what courses they take at school, what those courses are like, and what time the course takes place. The webpage will be fully colored and illustrated with things that represent them.

Other evidence:
Pre-test to know the student's prior knowledge of Spanish- hello, goodbye, etc.
Quiz over describing vocabulary
Quiz over the forms of Ser
Quiz over school vocabulary
Quiz over time
Explain why describing yourself is important
Give examples of similarities between English and Spanish in sentence structure and vocabulary
Explain how to tell time in Spanish and compare to English
Translate their own schedule to Spanish
Self-assessment of descriptive words
Self-assessment of time
Traditional test over 1 and 2

Stage 3: Learning Activities

Day 1-3:
- *Pre-test students knowledge of Spanish*- who are the natives, who have and some before, and who know none- assign "groups" based on these skill levels to help with studying and class work
- **What makes a first impression positive? negative?** Assumptions made from first impressions about people. What do you think about these people? Show different pictures and have the students respond with their own impressions of the people displayed. Give students the statistics on first impressions to demonstrate how important it is for them to make a positive one (in English and Spanish)
- Introduction to Spanish I- **What makes up a basic conversation?** Have students dialog a basic conversation in English- what do they ask others the first time they meet them? What do they talk about? Why should we learn to describe ourselves in Spanish? Practice role playing a very simple conversation in Spanish.
- Introduce the performance assessment- what they will be able to do in a few short weeks of studying Spanish- creating a MySpace page all about themselves in the target language including vocabulary and skills we will have learned

Day 4-7:
- Introducing vocabulary: **What makes up how you look to other people?** begin with the describing vocabulary (tall, short, etc.) Students will create "people" to fit into each

description- they will match which descriptive words go with themselves as well— students will practice describing the "people" they created aloud with their group- do a four corners activity with various obvious characteristics and the students in that group must present what their corner person is like to the entire class. *Students will write an explanation* for describing themselves and come up with a time that they had to describe themselves to someone else (what if that person only spoke Spanish)

- *Quiz over describing vocabulary*

Day 7-10:

- Introducing SER- students will create a page of people to attach the pronouns to and only refer to each other with Spanish pronouns for the day- then we will add the forms of ser that coordinate with each person- one or two a day- I am and You are then He is and We are and then They are—*compare the forms to English and why they are different for each pronoun*. Students must *create 3 descriptive sentences* about themselves to present to the class (two true and one false) and the class will try and guess which is false. We will do written and oral practice with ser for describing words, origin, and nationality before moving on to school vocabulary.

- *Quiz over SER*

Day 10-12:

- Introducing school vocabulary: go back to the conversation that the students created in English- what comes next in the conversation? Does where you go to school come up in basic conversation? What about what those courses are like? *Students will write out their own schedule in Spanish* and make labels in the room for the various classroom vocabulary. Write and say descriptive sentences about each class and the teacher.

- *Quiz over class vocabulary*

Day 13-15

- Time—the concept of time is a hard one- we will review the forms of SER and go over which two are used for time. The students will create a "timeline" of their day and we will translate that to Spanish. Practice the time by creating clocks out of construction paper or paper plates and have students change the clock to whatever time said and then to the times that their classes start and end. On the schedule that they created in Spanish they will add what time the class begins and ends.

- *Quiz over time*

Day 16

  - Review all information from basic conversation skills by role-playing various scenarios
  - Direct Review of information
  - Traditional test over describing and school

Day 18-20

  - Assign Performance Assessment
  - Create template for web page
  - Review and approve sentences for web pages
  - design web pages
  - present web page to class (extra credit)
  - "Post" web pages to MiEspacio (the walls inside and outside of class)

Nombre: Hora: Fecha:

MySpace

Why:

MySpace is a server on the Internet where you can create a web page all about yourself. It has gained in popularity over the past few years and, in its new popularity, has expanded to include a MySpace for Spanish-speakers, MiEspacio. Because we are always trying to broaden our communicating world, we are going to create "web pages" to post on MiEspacio. (this is not the "real" MySpace- the walls of the classroom will be used as our own internet)

What:

Construction paper
Markers
Magazines
MiEspacio template

How:

Using the MiEspacio template we made in class, create a webpage about yourself in Spanish. Your web page must be fully illustrated in color and represent things about yourself to the viewer. In complete sentences using the forms of SER and vocabulary that we have learned, you must include your name, where you are from, your nationality, what you look like, your personality, who your friends are, where you are a student, what your classes are, what they are like, and what time your classes begin and end. You must complete a rough draft of your sentences to be approved on the first day of this assignment.

	(0-69) Unacceptable	(70-79) Acceptable	(80-89) Approaching	(90-100) Achieving
Rough draft of the webpage is completed and approved on the first day of the assignment.	No rough draft completed. 5	Rough draft completed, but not approved. 10	Rough draft completed and approved, but not on the first day of the assignment. 15	Rough draft completed and approved on the first day of the assignment. 20
Webpage includes forms of *ser* conjugated correctly.	No forms of *ser* were used. 5	Some forms used, but incorrectly. 10	Forms of *ser* are used with very few mistakes. 15	Forms of ser are used throughout the webpage correctly. 20
Webpage includes all information required: Name, physical description, personality description, friends, origin, nationality, school, classes, description of classes including times.	No information included. 5	Half of required information included. 10	Webpage includes some but not all of the information required. 15	Webpage includes all information required. 20
Webpage is fully illustrated in color.	There is no color or illustration. 5	There are some illustrations but no color was used. 10	There are illustrations and minimal use of color. 15	The webpage is fully illustrated in color. 20
Maintained a positive attitude and fully participated in the project.	Poor attitude and little participation. 5	Poor attitude and only minimal participation. 10	No positive attitude displayed and some participation 15	Positive attitude and full participation. 20