Understanding by Design: Complete Collection

Understanding by Design

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Our Learning Community [9th-12th grade]

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Unit: Our Learning Community
Grade: Spanish 2 High School Level

Stage 1: Desired Results

Understandings

Students will understand that…

- In a school community, the greatest cognitive growth occurs through social interaction.
- Each person must have a role and responsibility in order for the community to be successful.
- We are all part of several learning communities (Cooperative Learning groups, classroom, school, friends and family).
- Students need to function with autonomy: to function independently without constant adult control or direct supervision. Autonomy in a school setting means governing oneself with an awareness of the needs of the community.

Essential Questions

- What must an individual understand in order to be part of a cooperative, rigorous, and supportive classroom community?

- How do you balance personal and the needs of others?

- What is an ideal learning environment? (What do I need to do my best learning? What is the teacher perspective about the classroom atmosphere?)

Knowledge
Students will know…
- Effective communication techniques
- Cooperative/collaborative behavior
- Self-monitoring strategies
- How to describe personality and nationality in Spanish
- How to describe their likes/dislikes in Spanish
- The responsibilities and roles for their Cooperative Learning (CL) Groups (this is introduced earlier), Classroom, and School Community

Skills
Students will be able to…
- Understand their learning needs and those of others in order to collaborate and cooperate in a learning community.

- Use affirmative and negative words (siempre, nunca, algo, nada, etc.)

- Conjugate regular verbs in the present tense

- Use stem-changing verbs (tener, poder, servir)

- Use ser to describe personality and origin

- Talk about what you and other people are like (personality, nationality) in Spanish
- Tell where you and other people are from in Spanish
- Talk about things you and other people do in Spanish
- Read, listen, and interpret information in Spanish about: school activities, school rules, items you need for class

- Engage in oral and written exchanges of learned material to socialize and to provide and obtain information.

	• Demonstrate an understanding of simple, clearly spoken and written language such as simple stories, high-frequency commands and brief instructions when dealing with familiar topics

Stage 2: Assessment Evidence

Performance Task:

- Students design their ideal learning environment in order to help teachers think about who the student is as an individual, and how teachers can acknowledge student identity and needs within the learning environment. *What do I need most in order to do my best learning in this environment (group, classroom, & school)?*

- Using Photostory students will create their ideal classroom (include classroom/school rules, classroom supplies, school activities, label furniture, #s, hay, estar, location). Students will capture their ideas about the physical classroom and the learning atmosphere through images which can be pictures of an existing learning environment they like, internet images, or self-created images. Once the images are compiled, students narrate each image by identifying it in Spanish, and explaining its use (se usa para...), the rule (hay que.../se prohíbe…), etc.

- In the next stage students write a reflection about their ideal classroom which ties back into thinking about their audience (teachers). Reflection prompts: *How do I fit in my current learning community (group, classroom, & school)? How do I feel separate from my current learning community? How does my current learning community compare to my ideal learning community?*

- After writing a reflection paragraph students pair off and review/edit each other's reflections. (Note: It is important to express the idea of a "work in progress" and to review norms so students feel safe sharing.) Students revise their writing and type up a copy. In their CL groups students share their reflections and create a set of three guidelines to help teachers understand and acknowledge student needs.

Other evidence:
(quizzes, tests, academic prompts, self-assessments, etc.
note – these are usually included where appropriate in Stage 3 as well)

- Learning Styles Test (Looking at results in relevance to group learning)
- Multiple Intelligences Test (Looking at results in relevance to classroom learning) Where are my strengths/areas of improvement?
- Journaling prompts to reflect on the Essential Questions (roles, responsibilities, and the community): 1.) *What would your ideal classroom include? What would it look like? Who would teach it? 2.) If you were the teacher, how would you set up the classroom? What rules would you create? 3.) What do you need in order to do your best in this learning community, your group, and at your school? 4.) What do you think teachers need from students to do their best in their learning community?*
- Exit slips: 1.) *Choose a norm that you would like to focus on for the class period. Was it easy to follow the norm? Explain an example during the period of how you followed the norm. Why did you choose this norm? 2.) In your own words explain what your Cooperative Learning Role is. How did you carry out this role? Give an example from the class period. 3.) What are other places where you have a role? What are those roles? How do you fulfill the responsibilities?*
- In-class survey about likes/dislikes, nationality, classroom rules, etc. Then survey five students in other classes.
- Quiz on adjective/noun agreement, chapter vocabulary, conjugating verbs, stem-changing verbs, and SER.
- Write and illustrate a poem/song about yourself
- *Todo sobre mi vida* Poste (Cuántos hermanos tienes? Cuántos años tienes? Qué (no) te gusta hacer? Cómo eres? De dónde eres? Cómo se llama?)
- *Tú y yo* Poem (origen, hermanos, gustos, nacionalidad, nombre)
- Interviewing parents/friends about roles and responsibilities in the community
- Interviewing CL group members about roles and responsibilities (how are they understanding what their role in the classroom entails)
- Create a Classroom Constitution (Norms)- review existing norms and how to put them into action; reflecting on a specific norm for the day and as an exit slip analyze how you followed that norm for the class period

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

- **Day 1**- Looking at a learning community. Define this concept. Students need to be a part of a community to learn.

Learning Community – A learning community supports and inspires the intellectual and personal development of all members of the community. A learning community fosters an environment that values diversity, differences, and the rights of all individuals. It supports and creates new knowledge through research and scholarly inquiry on the part of teachers, staff and students, and it shares that knowledge with the broader community. A learning community is centered on the classroom, but extends throughout the school and into the world around it. In such a community, all activities, roles, and responsibilities are related with its members engaged in a common enterprise. (esb.ode.state.oh.us/Word/GLOSSARY%20FOR%20DRAFT%20STANDARDS_10_18_05_FINAL.doc)

- Introduce unit by posting essential questions around the room and reading them to the class. Students reflect on the questions and jot down questions/concerns they have about the unit on a post-it. Students will be working in their assigned Cooperative Learning (CL) groups. Briefly review CL roles/responsibilities (Coleccionista-supplies collector, Asistencia/Actitud-Attendance & Attitude, Inspector-Reads instructions, & Cronometrador-time keeper). Students **journal** about their role (*Prompt: What are my responsibilities in class? Why is my role important to the classroom?*) Introduce physical characteristic and personality adjectives (Project pictures of people and have students describe the person in Spanish on their

whiteboards). Briefly review noun/adjective agreement. **Gallery Walk** with index cards which contain physical characteristic and personality descriptions (Students will place the index card on a picture that would describe that individual). *Tú y yo* **Poem** (Students fill out T-chart with a partner describing the following information: nombre, origen, hermanos, gustos y nacionalidad. Share poem with class, the pair reads together when they have the same response and separately if different responses.) **Exit slip**: *In your own words explain what your Cooperative Learning Role is. How did you carry out this role today? Give an example from the class period.*

- **Day 2**- Briefly review Classroom Constitution (norms). Students choose a norm that they would like to work on and write it on a post-it note and stick it on their desk. Students interview in pairs about personal information/tastes (¿Cómo se llama?, ¿De dónde eres?, ¿Cuántos años tienes?, ¿Qué (no) te gusta hacer?, ¿Cómo eres?, ¿Cuántos hermanos/mascotas tienes?, ¿Cómo se llama(n)?) Students record their interviewee's responses on their worksheet. Students create *Todo sobre mi vida* **Poster** which illustrates the following information: name, origin, age, likes/dislikes, personality/physical description, number of siblings, and their names. Share posters within the group and then with the class. **Exit slips:** *Was it easy to follow the norm? Explain an example during the period of how you followed the norm? Why did you choose this norm?* **Homework**- Interview a parent/guardian and a friend about their responsibilities. Make a list for your responsibilities at home, your parent/guardian's, and your friend's. What similarities/differences do you see to your responsibilities?

- **Day 3**- Check in- Share with your table your findings from your homework. Discuss trends and Asistencia/Actitud from each group shares with the class. **4 Corners**-*Prompts: I dislike anchovies on my pizza. It is important to be patient with others. I need time to plan and organize my work. I dislike routines. Being creative is important to me. I like to work in groups. Seeing the practical use of what I've learned is important to me. Learning through hands-on activities is fun to me. Presenting information in front of the classroom makes me nervous. I enjoy working alone silently.* Give an overview of Learning Styles (Mastery, Understanding, Self-Expressive, & Interpersonal). Students take LS test and graph results (*Silver, Strong, & Perini p.105-108*). After reviewing their results, students complete a **Think-Pair-Share** Reflection*: What do I need from my group members to do my best work? What do I need from my teacher to do my best work? What do I need in my classroom to do my best work?*

- **Day 4**-Review nationalities using a map and matching the appropriate nationality to its country. Review verb SER (forms & use). Students fill out verb chart (students will keep this chart and continue to add to it throughout the unit). Guided practice writing descriptions of famous people projected on the board. Individual practice with workbook p. **Game**-Ball toss (say a subject pronoun and toss the ball to someone. They say the corresponding form of SER and a new subject pronoun before tossing the ball to the next player.) **Exit slip:** ¿Cómo es tu major amigo(a)? ¿Cómo son tus padres? ¿De dónde es tu familia? **Homework**- Prepare for Ser Quiz

- **Day 5**- Warm-up with SER using fill in the blank exercises projected on the board (Numbered Heads). Take Ser Quiz and check answers. Ser is a common verb which ends in er. We have three verb endings in Spanish. Project AR, ER, IR verb examples on board. As investigators, students write observations and make inferences about conjugating verbs (*What patterns do you see? What do* yo, tú, él, nosotras, *etc. mean? How are the endings different? What do you think the endings mean in English? Why do you think the endings are different?)*. Review definition of verb conjugation and introduce the *mano de conjugación* (conjugation hand- each finger represents a different subject pronoun and the fingertip represents the corresponding ending*). Students put together puzzle of verb conjugations. (Guided practice within groups.) Students add examples of regular AR, ER, & IR verbs to verb chart (hablar,

escribir, leer). Individual practice workbook p. and check answers. **Exit slip:** ¿Hablas mucho por teléfono? ¿Con quién vives? ¿Comes en la cafetería o en el patio de la escuela?

- **Day 6**- Review conjugation endings with *La mano de conjugación*. **Game-**roll dice and conjugate verb accordingly (1die=verb; 1 die=subject pronoun) **Warm-up**: Watch a video clips and match correct sentence slip based on what the person(s) are doing. Then students write their own sentences describing what the person does in other clips. (*Ella lee un libro. Ellos hablan con amigos)* Review question words by reading an interview about a famous Latin American Musician. Students highlight the question words and guess their meaning. Create a survey using five different question words and verbs. Interview three people in Spanish in the classroom and record their answers. **Homework**- Prepare for Verb Conjugation Quiz

- **Day 7**- Warm-up with conjugation practice and question words. Students take the Verb Conjugation Quiz and check answers. (There are some irregular verbs in Spanish that do not follow the regular AR,ER,IR patterns. One of the most commonly used verbs is IR which means to go). Introduce IR using **4 corners-** *Prompts ¿Cuántas veces vas al restaurante, al centro comercial, al cine, a la escuela, al parque? (Corner labels- nunca, siempre, a veces, con frecuencia)* Different forms of IR are projected on the board. Using the verb chart, students anticipate which forms of IR match with the subject pronouns. Students add IR to the verb chart. **Block Party:** Students with verb set of cards partner with students who have subject pronoun set of cards and they write a sentence together on the whiteboard. Then they display and share their sentence with the class. Students complete individual practice with workbook p. **Exit slip:** *¿Tus amigos y tú van a la biblioteca mucho? ¿Cuántas veces vas a los conciertos? ¿Te gusta ir al gimnasio para hacer ejercicios?*

- **Day 8**- Students choose a norm they would like to focus on during the period and post-it on their desks. Warm-up with a listening activity of two people describing their tastes, personality, and where they like to go. (Pre-writing activity to create poem). Students create poem about themselves which includes: name, 2 adjectives that don't describe them, 3 adjectives that do, 4 activities that they and friends do, 3 places they go, and two activities that they don't do. Students write out and illustrate their personal poems. Then they share poems with a partner in their group. **Exit slip:** *Was it easy to follow the norm? Explain an example during the period of how you followed the norm? Why did you choose this norm?*

- **Day 9**- Show *Videohistoria* clip with the volume muted and have students anticipate what this next part of the unit covers. Give students a list of words that are randomly written. Students categorize the words into the appropriate category as follows: las clases, descripciones de las clases, en mi mochila, en la sala de clases,& mi horario. Introduce TENER by talking about what students have in their backpacks (¿Qué tienes en tu mochila? Tengo una calculadora y un lápiz). Add TENER to the verb chart (make small note about HACER, TRAER and PONER which all have a change of "g" in the yo form.) Students write responses to questions about school (¿Qué clases tienes? ¿Cómo se llama tu profesora? ¿Cómo es la clase? ¿Que traes a la clase todos los días? ¿A qué hora tienes la clase? ¿Porqué te gusta o no te gusta la clase?) Students line up and interview person across from them. **Exit slip:** Guns 'n Roses (Gun-something frustrating going on, Rose-something good, exciting, or an achievement.) **Homework-** practice "go" verbs with workbook p.

- **Day 10-** Introduce classroom vocabulary discussing what you do in class. Make a classroom list in English of the things students do in class. Break up the list and have each group translate their portion into Spanish. Pass out vocabulary list and students categorize list into likes/dislikes. Briefly review *me gusta, no me gusta*. Students write out several sentences expressing their likes/dislikes and interview each other in their groups (¿Te gusta aprender de memoria? Sí, me gusta mucho). Since students are responsible for managing all of these responsibilities, discuss strategies. Students reflect on group responsibilities, class responsibilities, family, friendship, responsibilities. Using these three lists to have students

make observations about similarities/differences. What are some ways to manage these different responsibilities? Have students make suggestions and develop a class list of suggestions. Students copy down the list for their formative assessment materials. **Homework**-make flashcards of the vocabulary.

- **Day 11-**Pull on previous knowledge by having students identify objects in the classroom they already know (furniture, supplies/materials). Add to the list with the chapter vocabulary. **Game-** Play *matamoscas* (using a fly swatter students compete to hit the image of the vocabulary word called out in Spanish first). Then project an activity word from last class period and have students list the supplies and furniture they need to do that activity. Individually students practice the vocabulary on workbook p. and check answers. **Homework**– Prepare for Ch. 1A Vocabulary Quiz using flashcards

- **Day 12-**Warm-up with Vocabulary by playing Charades. Students take Ch.1A Vocabulary Quiz and check. Pass out question slip and have students reflect on this prompt: *¿Qué necesitas para ser exitoso en español?* Students leave this slip on their desks throughout the period so they can add things to it. (Some things may be written in English). Part of what makes us successful in class is following our Classroom Constitution (norms) so that everyone feels comfortable here. Pass out **Regla Worksheet**. Students list affirmative and negative rules that exist in school, at home, and in the community. (Affirmative-Arrive to class on time. Negative-Don't run with scissors.) Introduce *se prohíbe/hay que.* Using the list that students created translate some of the rules into Spanish. Students imagine they are in their ideal classroom. They create a list of three affirmative and three negative rules in Spanish using se prohíbe and hay que. Below their list, students illustrate the rules using markers, magazines, etc. **Exit slip**: *¿Qué reglas necesitas para ser exitoso en español?*

- **Day 13-** Warm-up: Think of three classes and list *Clase/ Hora/ Hay que…/ Se prohíbe…* Introduce stem-changing verbs through comparing regular verbs. Add PODER, EMPEZAR & PEDIR to verb chart. (Note: there are no stem-changes in the nosotros form). **Block Party-** with stem-changing verbs. Students think about an ideal day at school. What would happen? Who would you see? What would you do? Students write a paragraph (5 sentences) using stem-changing verbs describing an ideal day. Using the following questions (*¿En qué clase haces muchos proyectos? ¿Prefieres hacer proyectos o tomar exámenes? ¿Por qué? ¿Quieres hacer un proyecto en tu clase de español? ¿Qué tipo de proyecto? ¿Pides ayuda cuando tienes que hacer un proyecto? ¿A quién?),* students interview each other about completing projects in class. Students complete workbook p. over stem-changing verbs. **Game-**Matamoscas (flyswatter) **Homework**-Prepare for stem-changing quiz

- **Day 14-** Warm-up: list (e-ie), (e-i), and (o-ue) as category headings. Give each group verbs on stem changing verbs on index cards. Rotate groups and have a member come up and post the verb in the appropriate category. Review conjugation steps. Students take Stem-changing Verb Quiz and check. Introduce affirmative and negative words (alguien/nadie, algo/nada, etc.) by giving students slips with the word and its English meaning. Have students group words according to patterns they see. In the next round, have students group words into affirmative and negative categories. In the third round have students arrange words into time, thing, person, and other categories. (Note: double negatives are acceptable in Spanish. Alguno(a,as,os) &Ninguno (a,as,os) match the number and gender of the noun to which they refer.) Show students the words arranged in the correct categories and have students make corrections to their arrangements. Then students copy down the words onto the word organization chart. At the bottom of the page have them write affirmative and negative example sentences using time, thing, and person. Remind students that next class we begin the formative assessment (unit project) and they should bring in any images they might want to use in their project.

- **Day 15-** Students journal. Prompts-What materials do you need to do your best work? How

should the room be arranged for you to do your best work? Do you need to feel you have a place in the room? How should the subject matter be taught for you to do your best learning? Remember, if we want teachers to take your guidelines seriously, you don't want to suggest sofas, snacks, and a free day for every class. Review hay, estar, describing location, & #s. (Using pictures of different classrooms on campus introduce the numbers, hay, and estar. Have students practice by making observations about their favorite classroom on campus. Students design their ideal learning environment in order to help teachers think about who the student is as an individual, and how teachers can acknowledge student identity and needs within the learning environment. *What do I need most in order to do my best learning in this environment (group, classroom, & school)?* Pass out graphic organizer and have students fill in the following information: materials/supplies, furniture, teacher, rules, school activities)

- **Day 16- (In computer lab)** Return graphic organizer used in the previous class. Using Photostory students will create their ideal classroom (include #s, hay, estar, and location). Students will capture their ideas about the physical classroom and the learning atmosphere through images which can be pictures of an existing learning environment they like, internet images, or self-created images. Once the images are compiled, students narrate about each image by identifying it in Spanish, and explaining its use (se usa para..), the rule (se prohíbe/hay que…), etc.

- In the next stage students write a reflection about their ideal classroom which ties back into thinking about their audience. Reflection prompts: *How do I fit in my current learning community (group, classroom, & school)? How do I feel separate from my current learning community? How does my current learning community compare to my ideal learning community?*

- **Day 17-** After writing a reflection paragraph students pair off and review/edit each other's reflections. (Note: It is important to express the idea of a "work in progress" and to review norms so students feel safe sharing.) Students revise their writing and type up a copy. In their CL groups students share their reflections and create a set of three guidelines to help teachers understand and acknowledge student needs. **Present projects. CHALK TALK about essential questions-** *Why is a learning community important to me/to the class? What must an individual understand in order to be part of a cooperative and supportive learning community? How do you balance your personal needs and the needs of others in the learning community? What do I need to do my best learning?* **Peer & Teacher Feedback:** *What did you like about your project? What could you improve in your project? Did you have enough time to finish your project? Did you feel well prepared for the project? Did you feel that your project was an authentic, "real life" experience? Do you feel that you understand other people's learning community needs? How does that change the way you work with your group members?*