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Getting to Know Me (MySpace/Glogster) [9th-12th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Getting to Know Me (MySpace/Glogster)

Grade Level: 9-12

Subject/Topic Area(s): Spanish I

Designed By: Jonelle Bailey

Time Frame: 15 days

School District: Fort Bend Independent School District

School: George Bush High School

School Address and Phone: 6707 FM 1464 Richmond, Texas 77407

Brief Summary of Unit (Including curricular context and unit goals):

This Unit gives students the opportunity to obtain a broader perspective of the benefits of language communication in understanding themselves and others in light of culture and prospective possibilities. Students will study greetings, farewells, and other pertinent vocabulary. However, even more importantly, students will define for themselves a personally significant and globally relevant understanding of the significance of learning another language.

Unit: Getting to Know Me (MySpace/ Glogster)

Grade: High School- All Grade Levels [Spanish I]

TEKS: 01.A.01; 01.A.02; 01.A.03; 01.A.04; 01.A.05; 01.B.01; 01.B.02; 01.C.03-06; 02.A.01; 02.B.01; 03.A.01; 03.B.01-02; 04.A; 04.B; 04.C.01; 04.C.02; 05.B.01

Stage 1: Desired Results

Understandings

Students will understand that...

Communication in another language offers greater opportunities for self-reflection, social interaction, global presence and perspective.

Essential Questions

- (1) Why should I learn Spanish? What is in it for me?
 - How can another language increase your social skills and opportunities?
 - How does learning a new language benefit me personally and globally?

- (2) How does one's perspective influence communication?
 - How much Spanish do I already know? (cognates)
 - Why does social status influence communication (formal and informal)?

Knowledge

Students will know...

- 1) The vocabulary words for basic greeting and farewells.
[See Vocabulary List Attached]
- 2) Expressions for telling the time and different times of day.
- 3) Pronunciation of Spanish words based on the letters of the Spanish alphabet.
- 4) The use of beginning numbers 0-30.
- 5) Phrases and words to provide descriptions of likes and dislikes.
- 6) Facts about cultural formality and informality (Tu versus Usted).
- 7) Words in Spanish that sound or look like their meaning in English (cognates).
- 8) The correct forms and uses of the verb ser.

Skills

Students will be able to...

- 1) **Tell** the time of day both specifically and generally.
- 2) **Discuss** the different ways of saying similar introductory phrases in conversation.
- 3) **Compare** facts about informal and formal use of language.
- 4) **Apply** knowledge of the Spanish alphabet to pronounce new words.
- 5) **Analyze** a description of someone and identify characteristics of that person.
- 6) **Read** a conversation and identify its meaning.
- 7) **Compare and Contrast** words in Spanish and English that have similar spelling.
- 8) **Conjugate** the verb ser into its different forms.

Stage 2: Assessment Evidence

Performance Task:

Performance-Based Assessment

Overview:

Imagine that your favorite celebrity (artist, role model, athlete) is on tour in a Spanish-Speaking country and you could enter to win two VIP concert/ event tickets to meet this person backstage after the concert by creating and adding this celebrity to your “MySpace page” and being chosen as the most interesting fan. This artist is also learning to speak Spanish because of how useful it is to use in the real world. You plan on applying your Spanish-speaking skills and creativity to describe yourself and a friend on your “MySpace page” and prepare a conversation in preparation for when you win these VIP concert/ event tickets.

Create a digital poster (similar to a MySpace page) sharing information about yourself that describes who you are, including personality, nationality, likes and dislikes. This page will serve as an introduction of yourself to a celebrity that you will add as a friend. You will prepare the conversation you would have with this celebrity when you meet them in person. The conversation will include introducing yourself and a friend who is also on your friends list on your “MySpace page”, asking how they are doing, and using the appropriate greeting and farewell. Include correct vocabulary, expressions of courtesy and appropriate language (formal vs. informal). The conversation can also be displayed on a story board or comic strip. Alternatively, the conversation can be recorded on audacity or voice threads for adding images.

Materials:

Internet/ computer, voice recording program, microphone, and bilingual dictionary.

“MySpace Page” & VIP Meet and Greet Assignment Sheet

1. Read the overview above to understand the big idea behind this project and what is expected of you.
2. Look over the rubric to understand the content requirements and guidelines for getting a perfect score.
3. Create a “MySpace Page” using a digital poster from edu.glogster.com or vuvox.com that describes your personality, nationality, likes and dislikes and those of at least one friend on your friend’s list.
4. Write down the conversation you would have with this celebrity or favorite artist of your choice using a story board or comic strip graphic organizer.
5. Be sure to include the celebrity’s name and at least four images to illustrate the conversation (the artist, you, your friend, the country, or other picture).
6. You will be expected to record your conversation and include 4 images that reflect the conversation. Your presentation will include you “MySpace page” and recorded conversation.

RUBRIC	1: little or no evidence of effort and achievement	2: limited evidence of effort and achievement	3: clear evidence of effort and achievement
Evidence of Planning [20%]	No written draft or page layout provided	Draft was written and layout created, but not corrected.	Draft and layout have been corrected.
Conversation Content [30%]	Correct vocabulary and grammar is not present.	Some vocabulary and is incorrect.	Correct vocabulary and grammar is used.
Originality/ Appearance [10%]	No creativity or uniqueness in project.	Some creativity and unique choices included.	Student’s creativity is distinct and deliberate.
Pronunciation [20%]	Information provided in written format but audio is not clearly understood and/ in Spanish.	Audio is provided but only some words are pronounced properly and with correct stresses.	Audio enhances project through correct pronunciation and stresses that reflect word meaning.
Your presentation [20%]	Presentation did not include any or most of the content requirements.	Presentation included some of the required content requirements.	Presentation included all components, including the conversation and webpage.

Other evidence:

- Quizzes on PE and 1A-1 through 4 (vocabulary and Realidades quizzes)
- Chapter 1A and PE Chapter Cumulative Exam
- Quiz 1B-1 through 4 (vocabulary and Realidades quizzes)
- Chapter 1B Cumulative Exam

(quizzes, tests, academic prompts, self-assessments, etc

note – these are usually included where appropriate in Stage 3 as well)

Jigsaw, numbered heads, “wagon wheel discussion”...

Stage 3: Learning Activities

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

Day 1

Hook: Ask class the following questions for quick discussion:

1. Why would President Barak Obama prepare a speech in Spanish?
2. Why does T-Mobile, ATT and other phone companies give the option to press 2 for the information in Spanish? OR Why are there Spanish radio stations?
3. Why does Shlitterbahn have English and Spanish written on the signs?

As an introduction to the unit, students will respond to the following question in a paragraph using their personal opinion and experiences: What is the importance of learning a 2nd language? Ask students to share at least one thing from their written response with their classmates in pairs and then participate in a whole class discussion on their views on the importance of a second language. After this discussion provide post-its for students to respond to the first essential question posted in the classroom for a gallery walk:

“Why should I learn Spanish? What is in it for me?”

- **How can another language increase your social skills and opportunities?**
- **How does learning a new language benefit me personally and globally?**

In teaching new material, give the Spanish/ English translations of the essential questions (show the 20-minute realidades video on website or the first dvd series that answers the question), their significance in the unit and relevant words used in their post-it responses that are part of the new vocabulary in the PE and 1A/1B Chapters. Ask students to place their post-its below the appropriate essential questions posted around the classroom. Then do a classroom survey (using tally marks written on the board and/ a whole to parts chart including the different categories included in the first essential question) of their answers to provide a visual representation of the different reasons to study a second language. During Guided Practice and in pairs, allow students to create and complete a graphic organizer with information about the importance on learning a second language based on the previous discussion. For the independent practice ask them to create a name plate following the example provided (fold construction paper into three thirds and name boldly in the middle of the center third. Assess them by reviewing their completion of the name plate and their post-it responses and give feedback as to why they are correct or perhaps make notes on their responses in a comprehensive format to replace the many post-its placed under the response.

Day 2

Conduct a review class discussion of the importance of studying a second language and the various benefits personally and globally. Give students a pre-assessment of Chapters PE and 1 to prepare for groups and effective differentiation of instruction and curriculum. Teach students the definition of the term globally and allow them to discuss examples of the global and personal impact of learning and second language. Provide instructions for students to complete their name plate.

- Name Plates (Use Construction Paper)
 - [A] ?Como te llamas? Me llamo _____.
 - [B] Yo soy _____, Estoy _____, Me gusta_____.
- Fold paper and copy template.
- Write the name you want to be called with last name beside me llamo....what would the question therefore mean if the answer is your name?
- On a sheet of paper write 10 words in English that describe you (including at least one adjective, emotion/ feeling, and something that you like to do).

Student will then share their completed name plate with a partner in getting to know each other. Student volunteers will share three of their adjectives by writing them on the overhead. These adjectives will be translated by the class with teachers help (allowing heritage speakers to provide input). Students will then copy down the meaning of each adjective on the overhead for practice including the Spanish translation for all their adjectives to complete their name plate in Spanish as well as English.

Day 3

As an introduction to the lesson, ask students to think about, discuss with a partner and share with the class their response to the following essential question:

“How does one’s perspective influence communication?”

- **How much Spanish do I already know?**

In teaching new material, provide students with examples and non-examples of cognates and without providing the topic (cognates), allow students to provide their own examples or non-examples based on the pattern. Through this inductive reasoning, teach students the meaning of a cognate and ask them to discuss the benefit of knowing about and using cognates in conversation (remind students that all words in Spanish that sound and look like a word in English may not be the correct meaning ex. embarazada meaning pregnant and not embarrassed). Allow students in pairs to make a list of cognates they already know, including the adjectives used on their name plates. For independent practice, allow students to put the finishing touches on their name plates including illustrations reflecting the meaning of their responses and adjectives in Spanish. Collect name plates and assess for completion and correct Spanish translations and relevant illustrations. Students will complete and Interactive Homework assignment (attached) with their parent/ guardian to find a beauty product, packaged food item, or something else with a label in Spanish and English and make a list of cognates.

Day 4

Introduce students to the letters of the Spanish alphabet (post alphabet strip and also share the song with them) and correct pronunciation to encourage effective and confident/ comfortable use of the language. Teach students the letters of the alphabet through song/ rhythmical repetition. As guided practice, students in pairs will alternate in spelling six words provided in Spanish using the correct pronunciation. Students will work independently to write out the spelling of their full name using the correct alphabet pronunciations. Students will be assessed on the accuracy of their spelling and should practice the pronunciation of letters in the Spanish alphabet at home in preparation for a name spelling competition the next day in which each student spells their full name and students compete to answer the teacher’s question of what the student’s first, middle or last name is based on the information shared.

Day 5

Students will quickly review of all adjectives, phrases and pronunciation previously covered. Teach students the meaning and use of soy de to share nationality. Ask students to raise their hand if they are from Texas, the US, another country including Spanish or non-Spanish speaking. Also review and explain the Spanish phrases on the name plate to ensure that students are comfortable using this information in conversation. Provide students with the following 3 questions (?Como es?, ?Como estas?, and ?Que te gusta hacer?) in groups of three and ask them which one of the sentences of the second line of their name plate responds to what question. For independent practice allow students to check that name plates are filled out and turned in for the final grade. Give students an exit slip with the three questions and also ?Como te llamas? And ask for a translation and response to each of the four questions without the use of any notes or other resources. Students will be graded based on the accuracy of their responses reflect their understanding of the questions and ability to use the vocabulary words, including adjectives, emotions/ feelings, likes and dislikes.

Day 6

To introduce more in-depth descriptions of self and others, ask students to share the mean of the four questions previously covered and the when this knowledge of their meaning and appropriate responses would be important or beneficial. In teaching new material, remind students of the first essential question:

“Why should I learn Spanish? What is in it for me?”

- **How can another language increase your social skills and opportunities?**
- **How does learning a new language benefit me personally and globally?**

Teach students the different forms of the verb ser to emphasize the different forms of the verb when talking about or to different people or groups of people. Also explain the formal Ud. And informal Tu forms that are used in conversation with different kinds of people. Provide a pronoun chart for students to visualize the placement of these

two forms and also a conjugation chart for ser to a graphical representation of the different forms or conjugations of this commonly used verb. Allow students in pairs, to complete guided practice on conjugating the verb ser (show the profat profat video on pronouns and ser) in Spanish and English as well as the pronouns. As independent practice provide charts to be completed with ser and pronouns in both English and Spanish and also ask them to provide a scenario for using the Usted versus Tu form. Grade the independent practice to assess student understanding and prepare to re-teach as necessary the following day.

Day 7

As a quick review, informally quiz them on knowing the other students in their class and ask questions including their adjectives previously learned like ?Quien es alto?, etc also using other adjectives already discussed.

Warm-Up!

1. When would you ask someone the following questions?
 - Como te llamas?
 - Como estas?
 - Como esta Ud.?

TNM

Students obtain a more concrete understanding and response to the second essential question in this lesson.

How does one’s perspective influence communication?

- **Why does social status influence communication (formal and informal)?**

Show venn diagram of formal and informal greetings

Informal (Tu)	Both	Ud (Formal)
?Como te llamas?	Buenos Dias	?Como se llama?
?Como estas?	Buenas Tardes	?Como esta Ud.?
?Y tu?	Buenas Noche	?Y Ud.?
?Que tal?	Mucho gusto	
Regular	Encantado/a	
?Que pasa?	Igualmente	
Nada	Me llamo...	
	(Muy) Bien, gracias.	
	Farewells: Hasta Luego. Hasta mañana. Nos vemos. Adios.	

Used for:

Ex. friends, pets, younger sibling,

Used for:

Ex. parents, older people, adults

Check for Understanding:

What would the questions be if a person answered with the following responses?

- Me llamo Benita.
- Bien, gracias. (Teacher)
- Regular. (chico/ chica)

Guided Practice

In pairs, engage in a conversation that includes all of the following:

1. Greet each other using the correct time of day.
2. Ask the person’s name.
3. Say it’s nice to meet you (each person in a different way)
4. Ask how they are doing (each person in a different way)
5. Say Goodbye (each person in a different way)

Individual Practice

Write a dialogue between you and a teacher (one abbreviation and one written out, ex. Sr. and Senior). Include all 5

steps listed above or practiced previously with partner.

Evaluation (Exit Slip)

Informal (Tu)	Formal (Ud. Or Usted)
1) ¿Y_____?	1) ¿Y_____?
2) How are you doing?in Spanish, choose one	2) How are you doing?
How is it going?	
What's happening?	
3) Example 1 of a person with whom you would use the informal language.	3) Example 1 of a person with whom you would use the informal language.
3) Example 2 of another person with whom you would use the informal language.	4) Example 2 of another person with whom you would use the informal language.

Day 8

Warm-Up:

Option 1:

Write a dialogue between you and your favorite teacher (refer to the teacher once using one abbreviation and one written out, ex. Sr. and Señor). Include all 5 steps listed above or practiced previously with partner.

1. Greet the teacher using the correct time of day.
2. Ask the teacher's name.
3. Say it's nice to meet him/ her.
4. Ask how him/ her how they are doing.
5. Say Goodbye (each person in a different way).

OR

Option 2:

Define the following terms (A) and write down whether it is formal (Ud.), informal (tu), or both (either informal or formal).

- 1) Buenos dias
- 2) ¿Como estas?
- 3) ¡Adios!
- 4) ¿Como te llamas?
- 5) ¿Como se llama?
- 6) ¿Como esta Ud.?
- 7) ¿Que tal?
- 8) Mucho gusto.
- 9) Buenas noches.
- 10) Bien, gracias.

Teaching New Material:

- Teach students the numbers 1-100 and Spanish alphabet with proper pronunciation.

Guided Practice:

- In Spanish, students will greet their partner (working in pairs) with correct time of day and ask their name. Their partner will respond in a complete sentence with their name and the spelling and then follow the same procedure for the other partner.

- List 1-10 and 20-100 (by tens) in Spanish

Individual Practice:

- Teacher spells three words using the spelling/ pronunciation under each letter of the alphabet and students would write down the words based on the pronunciation.
 - Be-Oo-Ese-Hache Hache-Ee-Ghe-Hache [Bush High]
 - Ere-Eh-Efe-Eh-Erre-Ah-Ele [Referral]
 - Te-Doble Ve-Oh & Ce-Ene-Ene
- Students will answer math problems and provide the Spanish word for the numeric solution.
 - $1+1=$
 - $7+3=$
 - $6/3=$
 - $4*2=$
 - $6x+1=7; x=$

Evaluation/ Assessment:

- Students will work out this problem and provide the answer orally before leaving the class.
 - (dos por diez) y cinco es _____.
 - $(2 \times 10) + 5 = \underline{25}$ (veinticinco) .

Day 9

Warm-Up:

Part A

Supply the missing numbers in numeric form and Spanish.

- 1) 1, _____, 3
- 2) 14, _____, 16
- 3) 20, _____, 22
- 4) 43, _____, 45
- 5) 99, _____, 101

Part B

Copy the following sentences and add the correct punctuation (? & !- upside down and right side up) accent marks!

- 1) Como estas - How are you?
- 2) Que tal - How is it going?
- 3) Hasta luego - See you later!
- 4) Y tu -And you?

Teaching New Material:

- Teach students transparency of syllable sounds and classroom commands.
- Also teach the body parts (11 listed on pg. 9) and school supplies (7 listed on pg. 10).

Guided Practice:

- Realidades CD- Track 7 (Act out the commands that are said)---Classroom Commands
- Señalen- Realidades CD- Track 13
- Show Me/ Point to----pupitre, cuaderno, boligrafo, carpeta, lapiz, libro, y hoja de papel
- Number game in groups of 3 or 4

Individual Practice:

1. Give me the English meaning and an ilustracion for “el dedo” and “la carpeta”.
2. Write down the Spanish for the numbers 22, 30, & 63
3. Which of these are opposites (opuestos):
 - A) Abran el libro/ Cierren el libro.
 - B) Sientense, por favor/ Levantense, por favor.
 - C) Both A & C are opposites

Evaluation/ Assessment:

- Grade Exit Slips!

Day 10

Warm-Up:

Write a possible time for the following times of the day:

1. Buenos dias (until noon)
 - a. 10:00am
2. Buenas tardes (until evening meal or after noon, but before 6pm)
 - a. 2:00pm
3. Buenas noches (after the evening meal or after 6pm)
 - a. 7:00pm
4. Go back and draw a clock showing the time for ONE of your 3 times day written in numbers 1-3!

Teaching New Material:

- Teach students how to tell the time and also how to say the different seasons and types of weather.

Guided Practice:

- Use Bingo game as guided practice for telling the time.

Individual Practice:

- Part A
 - Actividad 12 (p. 8) Write the answers to CD-track 10 by writing the numerals ex. 2:15 [8 problems]
- Part B
 - Actividad 1 (p. 19) [4 problems]

Evaluation/ Assessment:

- Grade Exit Slips and provide feedback to students.

Day 11

Warm-Up:

- Quick review of greetings

Teaching New Material:

- Provide students with vocabulary list and review tu vs Ud.

Guided Practice:

- Students will greet each other as if one of them was a person who fell under the informal and the other the formal category in a role play.

Individual Practice:

- Students will be given the performance-based assessment for the 1st 3Wks.on a celebrity VIP pass.

Evaluation/ Assessment:

- Students will be graded based on their written draft.

Feedback:

- Each partner will self evaluate their contribution to the project and their partner's and also provide feedback on the assessment.

Day 12

Warm-Up:

- Quick review for cumulative Chapter PE/1 Exam

Teaching New Material:

- Concepts that a majority of the students failed to master in the previous day's individual practice/ assessment will be reviewed or clearly re-taught.
- Students will play a jeopardy game to review the information in all of Chapters PE and 1.
- Review rubric for the performance-based assessment.

Guided Practice:

- Students will find a partner to review for test and if necessary ask for ask questions about performance assessment project.

Individual Practice:

- Students will take the Chapter PE/1 cumulative exam. Students also use time left after testing to work on their project keeping in mind that they will be given the next two class period to work on this assignment, but they will also have the opportunity and be encouraged to take it home to spend time doing it for homework to really gain beneficial practice in preparation for the exam.

Evaluation/ Assessment:

- Students will be graded based on their cumulative exam.

Day 13-14

- Buffer days to go to the computer lab to input audio and digital poster content in preparation for final draft.

Day 15

Warm-Up:

- Quick review of greetings and expectations of the performance-based assignment

Teaching New Material:

- They will then be reminded and monitored on the progress of their **Chapters PE/1 Performance Assessment** including the assignment sheet, rubric and additional information and a clearer and more definite understanding of what they are expected to do for this project.

Guided Practice:

- Students will work with their partner to decide on the finished written draft for the project and mode of presentation.

Individual Practice:

- Students will present their digital posters and prepared conversations, while answering questions about their project as necessary.

Evaluation/ Assessment:

- Students will be graded based on their complete end product, including written and oral presentation.