

2013

# Huellas del pasado

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## Repository Citation

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Huellas del pasado

Grade Level: 9-12

Subject/Topic Area(s): Spanish 3

Designed By: Shannon Probe

Time Frame: 3 weeks (ABc schedule 90/90/45)

School District: Bryan ISD

School: Bryan Collegiate High School

School Address and Phone: 1901 E Villa Maria Rd Bryan, TX 77802  
(979) 209-2790

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

This unit was created to be taught using the TPRS (Teaching Proficiency through Reading and Storytelling) approach and traditional methods. The textbook used with this unit is Expresate 3, specifically Chapter 9. This UbD unit was written for an ABc schedule (90/90/45) with the goal of students becoming more confident with their use of advanced Spanish and understanding the importance of storytelling. It should be noted that while “Days” are written in the unit they should function more as a guide. The sequence is significantly more important than the schedule.

## UbD Template 2.0

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p> <p>Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to...</i></p> <p>Write and create a short children’s book.</p>	
	<b>Meaning</b>	
	<p><b>Understandings</b> <i>Students will understand....</i></p> <ul style="list-style-type: none"> <li>- That the preterit and imperfect tenses are not interchangeable.</li> <li>- How and when to use the subjunctive mood.</li> </ul>	<p><b>Essential Questions</b></p> <ol style="list-style-type: none"> <li>1. What role does storytelling play in a culture?</li> <li>2. Is storytelling important?</li> </ol>
<b>Acquisition</b>		
<p><b>Knowledge</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>- When to use the preterit versus the imperfect tense.</li> <li>- When to use the indicative versus subjunctive mood.</li> </ul>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>- Form and use the preterit tense or the imperfect tense when appropriate.</li> <li>- Form and use the indicative or the subjunctive mood when appropriate.</li> </ul>	
Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric)	<p>Performance Task(s)</p> <p><i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Creating an original children’s book using their own story.</p> <p>-----</p> <p>Other Evidence (e.g., formative)</p> <p>Informal checks for understanding (5 fingers)</p> <p>Mastery checks</p> <p>Timed writings</p>

**Stage 3 – Learning Plan**

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i> See pre-assessment. (Combination of vocabulary test, video quiz questions, and essential questions)	
	<b>Learning Activities</b>	
A	<p>Day 1 (90 mins):  <b>Introduce essential questions</b> and discuss. – Several protocols can be used here. Chalk Talk is my favorite. Ask a story. – The teacher should consult the story on p. 372 of the text “La mujer con poderes mágicos” to help guide the story and use student actors to help dramatize.</p>	<p>Progress Monitoring (e.g., formative data)</p> <p>Fill in the blank mastery check based on story.</p>
A/M	<p>Homework – Watch video on preterit v. imperfect and be prepared for <b>quiz</b>. (*PP slides to create video around are at the end of this document.)</p> <p>Day 2 (90 mins):            Review story – Teacher should review the details of the story using student actors to dramatize.            Extended Reading – The teacher should give each student a typed copy of the story. The class will read through the entire story writing down any words they need translated. In pairs students will then read the story. One student will begin by reading the first sentence in Spanish. The next student will translate that sentence and then read the next sentence in Spanish. This pattern will continue for 2 minutes. Then one person in each pair will rotate and the new pairs will start where the “slowest” pair left off.</p>	<p>Video quiz</p> <p>Fill in the blank mastery check based on reading.</p>
M/T	<p>Day 3 (45 mins):  <b>Timed writing</b> – Students are given 5 minutes to write about what we’ve talked about over the last two days. They may retell the story, tell another version, or even create their own using the vocabulary. This should be graded by giving students 1 point for each word they write with the grade maxing out at a 100. (Points should not be deducted for minor spelling/grammar errors.)</p>	<p>Timed writing</p>
A	<p>Picturades! – (Students are split into groups to review Vocabulary 1. Points are given for correct answers and volunteering to draw/act. I typically award 5 points on the vocabulary test to the members of the winning team.)</p>	
A/M	<p>Day 4 (90 mins):            Ask a story. – The teacher should consult the editorial on p. 386 called “La cara fea de la guerra” to help guide a war story and use student actors to help dramatize.            Homework – Watch video on subjunctive and be prepared for <b>quiz</b>. (*PP slides to create video around are at the end of this document.)</p>	<p>Fill in the blank mastery check based on story.</p> <p>Video quiz</p>
M/T	<p>Day 5 (90 mins):            Review story – Teacher should review the details of the</p>	<p>Fill in the blank</p>

T	<p>story using student actors to dramatize.          Extended Reading – The teacher should give each student a typed copy of the editorial. The class will read through the entire story writing down any words they need translated. In pairs students will then read the story. One student will begin by reading the first sentence in Spanish. The next student will translate that sentence and then read the next sentence in Spanish. This pattern will continue for 2 minutes. Then one person in each pair will rotate and the new pairs will start where the “slowest” pair left off.</p>	mastery check based on reading.
T	<p>Day 6 (45 mins):  <b>Timed writing</b> – Students are given 5 minutes to write about what we’ve talked about over the last two days. They may retell the story, tell another version, or even create their own using the vocabulary. This should be graded by giving students 1 point for each word they write with the grade maxing out at a 100. (Points should not be deducted for minor spelling/grammar errors.)          Picturades! – (Students are split into groups to review Vocabulary 2. Points are given for correct answers and volunteering to draw/act. I typically award 5 points on the vocabulary test to the members of the winning team.)</p>	Timed writing
T	<p>Day 7 (90 mins):  <b>Vocabulary Test</b> – Students will be given a vocabulary quiz of 40-50 words/phrases in Spanish and they must write the English translation. NO word bank. The words/phrases should be chosen based on use in the stories and readings.</p>	Vocabulary test
T	<p>Introduce project – The teacher should go over the rubric with the students and clearly explain his/her expectations. The remaining time should be given for students to work on their children’s book. (While this can be done individually, I recommend that students be paired up for the assignment. Pairs should at least be approved by the teacher if not selected by him/her.)</p>	
	<p>Days 8 (90 mins) &amp; 9 (45 mins):          Work time – Students are given this time to work on their projects. The projects should be due the following class meeting.</p>	Projects
	<p>Day 10 (90 mins):          Turn in <b>projects</b>.  <b>Discuss essential questions.</b>          Start a new unit!</p>	

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Clase: \_\_\_\_\_

Chapter 9 Pre-assessment

**A. Answer the following questions in your own words. You may answer in English or Spanish.**

1. Explain the difference between the two past tenses.

2. Explain the difference between the two moods.

3. What role does storytelling play in a culture?

4. Is storytelling important?

**B. Write the English translation for the following words/phrases.**

5. ahora bien \_\_\_\_\_

6. desconocido/a \_\_\_\_\_

7. el/la dios(a) \_\_\_\_\_

8. el héroe \_\_\_\_\_

9. Según nos dicen... \_\_\_\_\_

10. honrar \_\_\_\_\_

11. la libertad \_\_\_\_\_

12. el/la soldado/a \_\_\_\_\_

13. sufrir \_\_\_\_\_

14. las tropas \_\_\_\_\_

15. valiente \_\_\_\_\_

16. vencer \_\_\_\_\_

17. la víctima \_\_\_\_\_

18. Es lamentable que... \_\_\_\_\_

19. la reina \_\_\_\_\_

20. los poderes \_\_\_\_\_

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Clase: \_\_\_\_\_

**Video Quiz:**

**Preterit v. Imperfect**

*Directions: In your own words, explain the difference between the two past tenses OR write an example sentence for each of the tenses (1 preterit, 1 imperfect).*

**Video Quiz:**

**Subjunctive v. Indicative**

*Directions: In your own words, explain the difference between the subjunctive and indicative mood OR write an example sentence for each of the moods (1 indicative, 1 subjunctive).*

Nombre: \_\_\_\_\_

Fecha: \_\_\_\_\_

Clase: \_\_\_\_\_

Capítulo 9 – Prueba de vocabulario

1. ahora bien \_\_\_\_\_

2. aunque \_\_\_\_\_

3. el castigo \_\_\_\_\_

4. el cuento de hadas \_\_\_\_\_

5. desconocido/a \_\_\_\_\_

6. el/la dios(a) \_\_\_\_\_

7. enamorarse \_\_\_\_\_

8. encantado/a \_\_\_\_\_

9. el fantasma \_\_\_\_\_

10. la leyenda \_\_\_\_\_

11. el palacio \_\_\_\_\_

12. la princesa \_\_\_\_\_

13. la reina \_\_\_\_\_

14. el/la sabio/a \_\_\_\_\_

15. traicionar \_\_\_\_\_

16. la heroína \_\_\_\_\_

17. la independencia \_\_\_\_\_

18. liberar \_\_\_\_\_

19. regocijarse \_\_\_\_\_

20. el/la soldado/a \_\_\_\_\_

21. las tropas \_\_\_\_\_

22. vencer \_\_\_\_\_

23. la victoria \_\_\_\_\_

24. A causa de esto... \_\_\_\_\_

25. acordar la paz \_\_\_\_\_

26. la batalla \_\_\_\_\_

27. declarar la guerra \_\_\_\_\_

28. la derrota \_\_\_\_\_

29. el/la enemigo/a \_\_\_\_\_

30. el héroe \_\_\_\_\_

31. Érase una vez... \_\_\_\_\_

32. Hace muchos años... \_\_\_\_\_

33. misterioso/a \_\_\_\_\_

34. los poderes \_\_\_\_\_

35. el príncipe \_\_\_\_\_

36. el rey \_\_\_\_\_

37. Según nos dicen... \_\_\_\_\_

38. el/la traidor(a) \_\_\_\_\_

39. honrar \_\_\_\_\_

40. la justicia \_\_\_\_\_

41. la libertad \_\_\_\_\_

42. la revolución \_\_\_\_\_

43. sufrir \_\_\_\_\_

44. valiente \_\_\_\_\_

45. la víctima \_\_\_\_\_

46. Es lamentable que... \_\_\_\_\_



## **Capítulo 9 – Lectura extendida #1**

### *La mujer con poderes mágicos*

Hace mucho tiempo, en mi pueblo, vivía una mujer con muchos poderes misteriosos para curar a la gente. Según nos dicen, era una mujer que parecía una diosa; no les miento, era como en un cuento de hadas. Bueno, hace muchos años vino esa mujer desconocida a mi pueblo. Y tan pronto como llegó, todos comenzaron a hablar mal de ella. Algunos dijeron que era una hechicera y que seguramente los castigaría con sus poderes. De hecho, resultó que era muy sabia y podía curar las enfermedades. Se cuenta que una vez salvó a un niño de la muerte. Pero con los cuentos de la gente chismosa, la mujer se ofendió y se fue. A partir de entonces, mucha gente del pueblo empezó a enfermarse. A causa de esto, muchos se asustaron y abandonaron el pueblo. Al final, los del pueblo se dieron cuenta de la importancia de tratar bien a la gente; porque si no, se puede recibir un castigo. Y ésa, muchachos, es la leyenda de mi pueblo.

## **Capítulo 9 – Lectura extendida #2**

### *La cara fea de la guerra*

A través de la historia de la civilización humana, ha habido guerras. Cuando un país está en guerra con otro, alguna gente sólo quiere ver su cara bonita, en realidad es una de la peores pesadillas que podamos sufrir. En pocas palabras: es lamentable que los líderes mundiales piensen a veces que no tienen otra opción. Ojalá que no sea así siempre. Hay varias razones o pretextos para mandar tropas al campo de batalla; puede ser para defender la patria, para lograr la derrota de un dictador, por la independencia o por la justicia. Las víctimas civiles son la cara fea de la guerra y es lógico que la gente se regocije cuando por fin se acuerda la paz. Luego, la gente conmemora el fin de la guerra y honra a los soldados que perdieron sus vidas en el conflicto. Generaciones de valientes del mundo entero se han sacrificado en defensa de sus países, pero ojalá que un día podamos lograr la paz sin sacrificar ni una sola vida.

Proyecto del Capítulo 9:

*Huellas del pasado*

Description: *In pairs, students will create a children's book where they tell a simple story. **This project is due***  
*\_\_\_\_\_ when you walk into class. No exceptions.*

	<b>Excellent (90-100)</b>	<b>Acceptable (70-89)</b>	<b>Unacceptable (&lt;70)</b>
<b>Presentation (25)</b>	The book was creative, colorful, and clearly required effort.	The book faltered on one of the requirements.	The book faltered one two or more of the requirements.
<b>Grammar (50)</b>	Story contained: - 4 correct uses of the past tense - 4 correct uses of the subjunctive mood	Story contained: - 3 correct uses of the past tense - 3 correct uses of the subjunctive mood	Story contained: - 2 or fewer correct uses of the past tense - 2 or fewer correct uses of the subjunctive mood
<b>Vocabulary (25)</b>	Story contained 12 or more vocabulary words from Chapter 9.	Story contained 8-12 vocabulary words from Chapter 9.	Story contained fewer than 8 vocabulary words from Chapter 9.

# Preterit v. Imperfect

The past tenses of Spanish

# Preterit

## Uses:

- Things that are done and over with
- Things that have a clear ending
- Things you can put on a timeline

## Example sentences:

- Fui a la biblioteca anoche.
- Viví en Florida por dos años.
- Diego Rivera nació en 1886.

# Imperfect

## Uses:

- Things that went on for an unknown amount of time
- Things that occurred repeatedly in the past
- Things that could still be true

## Example sentences:

- Vivía en Arizona durante mi niñez.
- De niño, iba a la iglesia cada semana.
- Diego Rivera era un buen artista.

# Review

## Uses of the preterit

- Things that are done and over with
- Things that have a clear ending
- Things you can put on a timeline

## Uses of the imperfect

- Things that went on for an unknown amount of time
- Things that occurred repeatedly in the past
- Things that could still be true



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# Indicative v. Subjunctive

Spanish is so moody!



# Indicative

## Uses:

- Things that are factual
- Things that are true to the speaker

## Example sentences:

- Me gusta ir al teatro.
- Ella cree que él es muy guapo.
- El profesor nos dijo que habrá una prueba mañana.



# Subjunctive

## Uses:

- Things that are doubtful
- Things the speaker has no control over

## Example sentences:

- Él no piensa que me guste ir al teatro.
- Ella espera que él sea muy guapo.
- El profesor nos recomienda que estudiemos para una prueba mañana.

# Review

## Uses of the indicative

- Things that are factual
- Things that are true to the speaker

## Uses of the subjunctive

- Things that are doubtful
- Things the speaker has no control over