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## Confianza en mis habilidades (9th-11th grade)

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Confianza en mis habilidades (Un repaso)

Grade Level: 9-12

Subject/Topic Area(s): Spanish 3

Designed By: Haley Hansen

Time Frame: 15 days

School District: Cypress-Fairbanks ISD

School: Cypress Falls High School

School Address and Phone: 9811 Huffmeister Rd., Houston, TX 77095 (281-856-1000)

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

This unit, “Confianza en mis habilidades” or “Confidence in my abilities,” is designed for the beginning of the school year in a Spanish 3 classroom for non-native speakers. The unit focuses on reviewing previously learned vocabulary including descriptions, activities, and places and previously learned grammar including the present tense and reflexive verbs. This unit is intended to remind students what they have already learned in Spanish 1 and in Spanish 2 and to help connect them to what they will be learning in Spanish 3. It will serve as the foundation for which we build upon throughout the year. Students will be exposed to the cultures of the Spanish-speaking world through the use of videos, audio samples, and readings. At the end of the unit, students will have three Performance-Based Assessments- an interpersonal conversation about what activities they plan to participate in while studying abroad, an integrated listening and writing assessment on which student guide they would like while studying abroad, and an interpretive reading assessment comparing their daily schedule of activities to a Spanish-speaking student’s daily schedule in Spain. Because this unit is primarily review, students will be able to gain confidence communicating in Spanish and will be able to start thinking about using Spanish outside of the classroom.

## Stage 1 – Desired Results

<p style="text-align: center;"><b>TEKS</b></p> <p>1.A Engage in oral and written exchanges of learned material to socialize and to provide and obtain information</p> <p>1.B Demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics</p> <p>1.C Present information using familiar words, phrases, and sentences to listeners and readers</p> <p>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</p> <p>3.A Use resources in the language and culture being studied to gain access to information</p> <p>4.A Demonstrate an understanding of the nature of the language through comparisons of the student’s own culture and the cultures studied</p> <p>4.B Demonstrate an understanding of the concept of culture through comparisons of the student’s own culture and the cultures studied</p> <p>5.B show evidence of becoming a lifelong learner by using the language for personal enrichment and career development</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>Effectively communicate in Spanish through listening, speaking, and writing.</li> <li>Develop an understanding of the opportunities an upper-level language class provides in terms of education, career, and appreciation of other cultures.</li> </ul>	
	<b>Meaning</b>	
	<p><b>Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>They do not have to understand every single word in an audio, a conversation, or a text to gain meaning and understanding.</li> <li>Even though accuracy is important, language proficiency is our goal.</li> </ul>	<p><b>Essential Questions</b> <i>Students will keep considering...</i></p> <ol style="list-style-type: none"> <li>1. How will I develop confidence in my knowledge of Spanish vocabulary and grammar to effectively communicate in the target language?</li> <li>2. Are their opportunities that already exist or that I can create to practice my Spanish outside of the classroom?</li> </ol>
<b>Acquisition</b>		
<p><b>Knowledge</b> <i>Students will know...</i></p> <ol style="list-style-type: none"> <li>1) How to introduce themselves including name, age, and where they are from</li> <li>2) How to describe themselves and others physically (Review Vocabulary) <ul style="list-style-type: none"> <li>Alto(a)</li> <li>Bajo(a)</li> <li>Gordo(a)</li> <li>Flaco(a)</li> <li>Fuerte</li> <li>Débil</li> <li>Bonito(a)</li> <li>Guapo(a)</li> <li>De pelo negro</li> <li>De pelo castaño</li> <li>Rubio(a)</li> <li>Pelirrojo(a)</li> <li>Moreno</li> <li>De piel clara</li> <li>Self-selected vocab (ex: freckles, brown eyes, bald, curly hair,</li> </ul> </li> </ol>	<p><b>Skills</b> <i>Students will be able to...</i></p> <ol style="list-style-type: none"> <li>1. describe myself and others using physical and personality traits.</li> <li>2. talk and write about activities that I/others currently do.</li> <li>3. talk and write about locations that I go to.</li> <li>4. understand some information on descriptions and activities from authentic Spanish sources (readings and audio)</li> <li>5. Give opinions on activities that I do</li> </ol>	

glasses, etc.)

3) How to describe themselves and others personality-wise (Review Vocabulary)

- Simpático(a)
- Antipático(a)
- Amable
- Inteligente
- Activo(a)
- Perezoso(a)
- Honesto(a)
- Leal
- Gracioso(a)
- Serio(a)
- Callado(a)
- Tímido(a)
- Atlético
- Self-selected vocab (ex: outgoing, studious, positive, etc.)

4) Activities Vocabulary (Review Vocabulary)

- Jugar deportes
- Jugar videojuegos
- Correr
- Hacer ejercicio
- Nadar
- Bailar
- Cantar
- Dibujar
- Usar la computadora
- Ver la tele
- Ver una película
- Leer
- Hacer la tarea
- Estudiar
- Ir de compras
- Hablar por teléfono
- Mandar textos
- Escuchar a música
- Comer
- Dormir
- Limpiar la casa
- Cocinar
- Self-selected vocabulary (skateboard, work, travel, ski, sunbathe, etc.)

5) Locations vocabulary (Review Vocabulary)

- El parque
- La piscina
- El cine
- El restaurante
- El café
- La escuela
- La casa
- El gimnasio
- La playa

and that Spanish-speaking teenagers do.

	<ul style="list-style-type: none"> <li>• El museo</li> <li>• El centro comercial</li> <li>• La fiesta</li> <li>• La iglesia</li> <li>• El centro</li> <li>• El supermercado</li> <li>• Self-selected vocabulary (ex: temple, mountains, aquarium, etc.)</li> </ul> <p>6) Present tense verb conjugations (Review) including some regular –ar, -er, -ir verbs, some stem-changing verbs, and some irregular verbs</p> <p>7) Present Tense Reflexive verb conjugations (Review)</p>	
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**Stage 2 – Evidence**

<b>CODE</b> (M or T)	<b>Evaluative Criteria</b> (for rubric)	
	Using rubric from <a href="https://spanishplans.org/2012/08/23/speaking-and-writing-rubrics/">https://spanishplans.org/2012/08/23/speaking-and-writing-rubrics/</a>	<p><b>Performance Task(s)</b> <i>Students will demonstrate meaning-making and transfer by...</i></p> <p><b>REALish Scenario:</b> You are planning to study abroad because you feel ready to put your Spanish skills into action.</p> <p><b>Interpersonal Speaking-</b> With the teacher playing the role of host parent, students will look at a flyer with different activities/places and respond to questions about what activities they are planning to participate in and why (activities/places vocab, adjectives, present tense)</p> <p><b>Integrated Listening/Writing-</b> The language institute you will be studying at is going to provide you with a student guide. Listen to three Spanish-speaking teenagers talk about who they are and what they like to do. Write a response to the school saying who you would like to guide you and why.</p> <p><b>Integrated Reading-</b> While you are studying abroad, it's important to think about how getting ready for school and other activities in a Spanish-speaking</p>

		<p>country may or may not be similar to what you are used to here in Houston. Read about the daily schedule of a student from Madrid and answer the following questions.</p> <p>Other Evidence (e.g., formative)  Handprints + Sentences (Day 5)  Practice “Quién lo dijo” Day 7  Reading + Comprehension Questions + Writing Sample (Day 8)  Quiz #1 (Day 9)  Stations (Day 10)  Infographic (Day 12)  PBA Practice (Day 13)</p>
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**Stage 3 – Learning Plan**

<b>CODE</b> (A, M, T)	<p>Pre-Assessment</p> <p><i>How will you check students’ prior knowledge, skill levels, and potential misconceptions?</i></p> <ul style="list-style-type: none"> <li>Pre-Assessment on Day 2</li> </ul>
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A	<p><b>Learning Activities</b></p> <p><u>Day 1</u></p> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Rules/Expectations</li> <li>• Getting to know you games and activities</li> </ul>	<p>Progress Monitoring (e.g., formative data)</p>
A, M, T	<p><u>Day 2</u></p> <ul style="list-style-type: none"> <li>• Interest Survey</li> <li>• ¿Cómo te llamas? Tossing a ball</li> <li>• Pre-Assessment</li> <li>• Introduce Essential Questions and Objectives</li> <li>• “No spoiler rule”</li> <li>• Vocabulary Unit 1 List A</li> </ul>	<p>¿Cómo te llamas? Tossing a ball</p> <p>Story Like a Rockstar Vocab</p>
A	<p><u>Day 3</u></p> <ul style="list-style-type: none"> <li>• Memory Game</li> <li>• Mini Ser Review</li> <li>• Los SUPER 7</li> <li>• Guess Who</li> </ul>	<p>Memory Game Guess Who</p>
A, M	<p><u>Day 4</u></p> <ul style="list-style-type: none"> <li>• Video: ¿Cómo eres?</li> <li>• Foldable to review introduction questions</li> <li>• Vocabulary Unit 1 List B</li> <li>• Whiteboard Practice</li> </ul>	<p>Video</p> <p>Story Like a Rockstar Vocab</p> <p>Whiteboard practice</p>

M	<u>Day 5</u> <ul style="list-style-type: none"> <li>• Reading: “My Name” by Sandra Cisneros</li> <li>• Handprints and introductory descriptions</li> </ul>	Guess Who
A, M	<u>Day 6</u> <ul style="list-style-type: none"> <li>• Speaking: Guess Who with Disney Characters</li> <li>• Vocabulary Unit 1 List C</li> <li>• “Me gusta” Thumbs up, Thumbs Down</li> <li>• Quiz, Quiz, Trade</li> </ul>	Story Like a Rockstar Vocab  Thumbs up, thumbs down  Quiz, Quiz, Trade
A, M	<u>Day 7</u> <ul style="list-style-type: none"> <li>• Audio: UT Website</li> <li>• Inductive Sorting</li> <li>• Regular Present Tense Notes</li> <li>• Practice: “¿Quién lo dijo?”</li> </ul>	Audio  Inductive Sorting
A, M	<u>Day 8</u> <ul style="list-style-type: none"> <li>• Traveling Dictado</li> <li>• Irregular Present Tense Notes</li> <li>• Matamoscas</li> <li>• Reading + Comprehension Questions + Writing Sample</li> </ul>	Dictado  Matamoscas
A, M	<u>Day 9</u> <ul style="list-style-type: none"> <li>• Whiteboard Practice</li> <li>• Quiz #1</li> <li>• Vocabulary Unit 1 List D</li> <li>• Pictionary</li> </ul>	Whiteboard Practice  Story Like a Rockstar Vocab
A	<u>Day 10</u> <ul style="list-style-type: none"> <li>• Reflexive Verb Notes</li> <li>• Stations (3)</li> </ul>	Pictionary
A, M	<u>Day 11</u> <ul style="list-style-type: none"> <li>• Reverse Charades</li> <li>• Audio: UT website</li> <li>• Ping-Pong Reading</li> </ul>	Charades  Audio  Ping-Pong Reading
A, M	<u>Day 12</u> <ul style="list-style-type: none"> <li>• Silly sentences</li> <li>• Infographic: Popular Activities in Spanish-Speaking Country + Comprehension Questions</li> </ul>	Silly Sentences

A, M, T	<u>Day 13</u> <ul style="list-style-type: none"><li>• PBA Practice</li></ul>	
A, M, T	<u>Day 14</u> <ul style="list-style-type: none"><li>• Integrated Listening/Writing PBA</li><li>• Start Interpersonal Speaking PBA</li></ul>	
A, M, T	<u>Day 15</u> <ul style="list-style-type: none"><li>• Integrated Reading PBA</li><li>• Finish Interpersonal Speaking PBA</li><li>• Post-Assessment/Closing out the Unit</li></ul>	