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Spanish I Resumen/ Overview [9th-12th grades]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Spanish I Resumen/ Overview

Grade Level: 9-12

Subject/Topic Area(s): Spanish I

Designed By: Jonelle Bailey

Time Frame: 15 days

School District: Fort Bend ISD

School: Bush High School

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

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

This unit is designed to encourage students to comprehensively synthesize all previously learned content knowledge to show mastery. The performance assessment includes the evaluation of previous work completed by the student as well as the application of multiple curriculum components to show active and consistent use of the target language in various contexts and real life situations. The understanding for students to attain, as stated within the unit, is that the information they have learned throughout Spanish I can be applied in various settings to effectively and successfully communicate using the target language.

UbD Template 2.0

Spanish I Resumen

Stage 1 – Desired Results															
<p>Established Goals (TEKS)</p> <p>114.22.C.01 The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.</p> <p>114.22.C.01.A The student is expected to engage in oral and written exchanges of learned material to socialize and to provide and obtain information</p> <p>114.22.C.01.B The student is expected to 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>114.22.C.01.C through 114.22.C.05.B</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #d3d3d3;"> <th colspan="2" style="text-align: center; padding: 2px;">Transfer</th> </tr> <tr> <td colspan="2" style="padding: 2px;"><i>Students will independently use their learning to...</i></td> </tr> <tr> <td colspan="2" style="padding: 2px;">Synthesize knowledge of Spanish I curriculum content in the context of various products reflecting student choice of presentation through various multiple intelligences to create an End-of-Year Portfolio.</td> </tr> <tr style="background-color: #d3d3d3;"> <th colspan="2" style="text-align: center; padding: 2px;">Meaning</th> </tr> <tr> <td style="width: 50%; padding: 2px;"> <p>Understandings <i>Students will understand that...</i></p> <p>The target language can be comprehensively and successfully used in various circumstances using the variety of information learned and projects produced throughout the year.</p> </td> <td style="width: 50%; padding: 2px;"> <p>Essential Questions</p> <ul style="list-style-type: none"> • What purpose and impact does language learning have in the context of real life? <ul style="list-style-type: none"> ○ How can language be used to appropriately and effectively communicate in various real life scenarios? </td> </tr> <tr style="background-color: #d3d3d3;"> <th colspan="2" style="text-align: center; padding: 2px;">Acquisition</th> </tr> <tr> <td style="padding: 2px;"> <p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> • Content covered throughout Spanish I (Spanish vocabulary covered throughout the year such as frequency terms, pronunciation, countries and captials, classroom, family, and clothing vocabulary, descriptive adjectives, appropriate use of conjugations and grammar in context of various scenarios, greetings, communication body parts that hurt, colors, expressing opinions of likes and dislikes, describing class schedules and activities, describing neighborhood and food choices) as continuing to be relevant for use in the context of real-life and in preparation for the next </td> <td style="padding: 2px;"> <p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Synthesize, analyze, and evaluate knowledge obtained throughout the year to reproduce and create more thorough and accurate products. </td> </tr> </table>	Transfer		<i>Students will independently use their learning to...</i>		Synthesize knowledge of Spanish I curriculum content in the context of various products reflecting student choice of presentation through various multiple intelligences to create an End-of-Year Portfolio.		Meaning		<p>Understandings <i>Students will understand that...</i></p> <p>The target language can be comprehensively and successfully used in various circumstances using the variety of information learned and projects produced throughout the year.</p>	<p>Essential Questions</p> <ul style="list-style-type: none"> • What purpose and impact does language learning have in the context of real life? <ul style="list-style-type: none"> ○ How can language be used to appropriately and effectively communicate in various real life scenarios? 	Acquisition		<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> • Content covered throughout Spanish I (Spanish vocabulary covered throughout the year such as frequency terms, pronunciation, countries and captials, classroom, family, and clothing vocabulary, descriptive adjectives, appropriate use of conjugations and grammar in context of various scenarios, greetings, communication body parts that hurt, colors, expressing opinions of likes and dislikes, describing class schedules and activities, describing neighborhood and food choices) as continuing to be relevant for use in the context of real-life and in preparation for the next 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Synthesize, analyze, and evaluate knowledge obtained throughout the year to reproduce and create more thorough and accurate products.
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Stage 2 – Evidence		
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CODE (M or T)	Evaluative Criteria (for rubric)	
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M, T	Please refer to Rubric	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p><i>Creatively and comprehensively completing Part I and Part II components of the end of year portfolio.</i></p> <p><i>Part I</i></p> <p>Students, this tic-tac-toe contract should be three in a straight line that you sign your name beside (show signatures for a grade to teacher after your choice is made due the day you receive this information) and complete each of the three before or by the due date to be submitted to the teacher as your performance assessment project that will serve as a test grade (the greater effort and challenge you give yourself to prove you have mastered Spanish I the higher your grade will be by going above and beyond minimal completion) of what you are able to demonstrate from your learning and comprehension.</p>
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Musical: Create a song with at least two verses that teach conjugation of regular and/ or stem changing verbs with use of vocabulary words. This should be typed, recorded or creatively displayed to be shared with class.	Visual/ Spatial: Design a schedule of events or entertainment of things you can do during a visit to Spain. Include times, illustrations, days of the week and 5 star rating of how much fun activities are to you.	Intrapersonal: Describe the sports that you like or do not like to play and how often (including how you feel when you play them). This self-reflection should be presented in a unique form that grabs the attention of others who may want to know more about your likes and dislikes.
Interpersonal: Read p.188-189 (activity schedule with descriptions of various options of things to do on various days) of text	*Free Choice* of a lesson that you will prepare to teach the class from any topic or concept in	Kinesthetic: Plan a skit or dance to demonstrate various vocabulary words or verbs such as “yo juego al

		<p>and decide on a day of your choice to visit the mall with another classmate. Your partner working on this with you will do the same and will you will discuss and record your reasoning and then agree on one day you both would go with reason ready to share with class or teacher.</p>	<p>Chapter 4 or throughout textbook</p> <p>You may share:</p> <ul style="list-style-type: none"> € An Aha! Moment € Give strategies € Re-teach fun or difficult concept 	<p>fútbol”. Be prepared to play charades with the class in review new words through action and enthusiasm already having knowledge of terms and actions prepared to share.</p>
		<p>Mathematical/Logical: Use any 5 frequency words and describe things that you or someone else (use different pronouns/ subjects) play or can do and provide actually numbers and illustrations at the end of each description to demonstrate full understanding of the meaning of frequency terms used (creatively presented).</p>	<p>Verbal linguistic: Write an e-mail to exchange student from Madrid sharing similarities and differences between activities that students in Spain and the US do on the weekends. Use vocabulary from textbook with places and locations included to provide an informative and well-written e-mail.</p>	<p>Naturalist: Decide and describe different things using stem changing and regular verbs (presented as a magazine article or poster board of pictures or drawings and captions) that can be done to contribute to a safe and healthy life and environment (ex. Yo puedo caminar y jugar deportes).</p>

M, T

Part II

Spanish I End-of-Year Portfolio

Student, please create a culminating folder with evidence of your learning throughout this year of Spanish I. This is a **required major grade collection of projects, editing and reflection** that will prepare you to earn credit for this course as you progress to Spanish II and beyond. You **must include the following questions (#s1-10 & Extra Credit)** creatively answered in complete Spanish Sentences with illustrations using a **unique presentation format** (PowerPoint, scrapbook, etc.) **and at least 3 projects** (Performance Assessments include: Clothing, Family Tree, Menu, Restaurant Skit, VIP Backstage Pass Trio (facebook profile, celebrity conversation, and audio), and Vacation IR project that you have **re-done to the quality of an A+**.

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Questions

- | | |
|----------------------------|--|
| 1. ¿Cómo te llamas? | 7. ¿Qué música te gusta? |
| 2. ¿Cuántos años tienes? | 8. ¿Que te gusta hacer en tu tiempo libre? |
| 3. ¿De dónde eres? | 9. ¿Cómo son tus clases? |
| 4. ¿Que deporte practicas? | 10. ¿Qué te gusta comer? |
| 5. ¿Cómo eres? | |
| 6. ¿Cómo es tu familia? | |

redito Extra

- Why I do not speak during announcements/instruction .
- What did I choose to learn this year in Spanish I
- What grade (Academic/ Behavior) do I deserve in Spanish I
- Favorite Learning Activity/ Least Favorite Learning Activity
- What could I have done better to maximize my success in Spanish I

RUBRIC for End-of-Year Portfolio

	Score of 1 ☹	Score of 3 :]	Score of 5 ☺
EVIDENCE OF PLANNING	No self and peer-assessment of Rough Draft	Only some assessments (self and peer) are done	All assessments of the Rough Draft is done and checked
CONTENT (Information on Parts I and II of the portfolio)	Information present does not follow project requirements for both parts or portfolio	Some information is present in the 2 parts, but it does not follow the layout/ directions	Information and layout follow project requirements thoroughly including Parts I and II
Creativity/	No pictures or	Some pictures	Pictures and

		Clarity/ Effort	illustrations to add to the meaning of project	are present, but they do not reflect information given	illustrations reflect and add meaning to the project
<p>*Self Assessment Scores: <u>Notes 12345>> # of Pages Complete 12345>> Grade12345</u></p> <p>*Peer-Assessment Scores: <u>Notes 12345>> # of Pages Complete 12345>>> Grade12345</u></p> <p>Other Evidence (e.g., formative)</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>
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A	<p>Learning Activities</p> <p>Day 1 The End-of-year Portfolio purpose and requirements will be discussed with an example of a final product presented to students with detailed instructions (use of Spanish I binder to compile all work and INB- interactive notebook) and a time frame for successful completion.</p>	<p>Progress Monitoring (e.g., formative data)</p> <p>INB/ Binder Check</p>
A, M	<p>Days 2-10 Students will begin identifying all projects or products of their learning completing during Spanish I. Peer and individual assessments of these products will take place for products using Think Pair Share and Tuning Protocol examples of organized, reflective, participatory, meaningful, and effective discussions for peer teaching and self-reflection on overall learning in each of the 9 units from the FBISD Spanish I curriculum. Students will provide feedback to each other, take notes, re-teach, ask questions and research answers for learning gaps that may exist in mastering content. These groups will also have a rotating role officer for each day including timekeeper, recorder, facilitator, and presenter, and so on. The last 15 minutes of each class will include students and presenters sharing out their overall existing, re-kindled, and newly acquired learning which should also be written in a one page individual journal reflection or</p>	<p>Cornell Notes/ Tuning Protocol Notes</p>

<p>M, T</p>	<p>using Cornell notes.</p> <p>9 FBISD Units (Source: D2SC FBISD Spanish I Curriculum)</p> <p>Welcome to the Spanish-Speaking World- At the end of the unit, learners should be able to use frequency expressions used in the classroom, be familiar with the Spanish sound system, pronunciation, alphabet, and the location and names of capitals of the Spanish-speaking countries and nationalities. Identify objects found in a classroom and talk about the calendar. 15 days</p> <p>Hello! How are you?- At the end of the unit, learners should be able to introduce themselves and others, exchange greetings, ask and respond to basic questions, communicate what hurts, identify body parts, and talk about colors. 11 days</p> <p>Getting to Know You – At the end of the unit, learners should be able to talk about themselves, their family unit and others; express likes and dislikes, and describe character traits. Describe general physical appearance. 16 days</p> <p>My Classes – At the end of the unit, learners should be able to discuss their schedule, talk about the order of classes, express what they have and don't have, and tell when things happen (telling time). They should be able to describe their classes and teachers. 20 days</p> <p>My activities- At the end of the unit, learners should be able to discuss what they like and dislike to do at home, for the family and during their free time, when and how often they do things, and the sports they participate in. They should be able to talk about things they have to do, describe what they know and how well they can do it, and accept and decline invitations. 19 days</p> <p>2nd Semester</p> <p>My Family – At the end of the unit, learners should be able to discuss relationships, describe family members (physically, personality, and age) and compare them. They should be able to talk about pets, family member's occupations, and whom they know 22 days</p> <p>My Neighborhood – At the end of the unit, learners should be able to say where they and others go, where places are, describe places in the neighborhood, why we need to go there, and give basic directions. 18 days</p> <p>My favorite food and places to eat- At the end of the unit, learners should be able to express what kind of food they like or dislike eating and drinking for breakfast, lunch, and dinner. They should be able to describe food and talk about their favorite places to eat. Learners should be able to order a meal in a restaurant, ask to have something brought to them, pay for their meal, make dining plans, invite someone to go out to eat, say who is coming with them. 31 days</p> <p>My wardrobe - At the end of the unit, learners should be able to describe what they wear, explain what they wear in different seasons or occasions, ask for and give prices of purchases, and distinguish between items near and far from them. They should be able to state preferences, wants, and opinions. 21 days</p> <p>Days 11-13 Students will complete Part I of End-of Year Portfolio using Tic-Tac-Toe contract of choices.</p>	<p>Tic-Tac-Toe Contract</p>
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M, T	<p>Day 14 Students will compile three projects with corrections completed in an updated product and begin responding to the 10 questions in Part II of the End-of-Year Portfolio (rough draft).</p>	End of Year Portfolio Rough Draft
	<p>Day 15 Students will complete Parts I and II of the End-of-Year Portfolio (final copy compilation) in a folder or electronic mode for submission and also answer 5 feedback and evaluation questions of their Spanish I experience (Gallery walk option for sharing out as a class).</p>	End of Year Portfolio Final Compilation

References:

FBISD D2SC Curriculum Database (via www.fortbendisd.com)