

Summer 6-12-2014

## Pueblos y ciudades [10th grade]

Leah A. Morton-Gittens

KIPP Renaissance High School, leahmortongittens@gmail.com

Follow this and additional works at: [http://digitalcommons.trinity.edu/educ\\_understandings](http://digitalcommons.trinity.edu/educ_understandings)



Part of the [Education Commons](#)

---

### Repository Citation

Morton-Gittens, Leah A., "Pueblos y ciudades [10th grade]" (2014). *Understanding by Design: Complete Collection*. 281.  
[http://digitalcommons.trinity.edu/educ\\_understandings/281](http://digitalcommons.trinity.edu/educ_understandings/281)

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): [leahmortongittens@gmail.com](mailto:leahmortongittens@gmail.com). For information about the series, including permissions, please contact the administrator: [jcostanz@trinity.edu](mailto:jcostanz@trinity.edu).

# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Pueblos y ciudades

Grade Level: 10<sup>th</sup>

Subject/Topic Area(s): Spanish II

Designed By: Leah A. Morton-Gittens

Time Frame: 18 60-minute class periods

School District: KIPP New Orleans

School: KIPP Renaissance High School

School Address and Phone: 5318 Michoud Boulevard, Second Floor  
New Orleans, LA 70129  
(504) 373-6255

### **Brief Summary of Unit:**

This unit addresses two enduring understandings: in order to communicate information effectively one must be able to manipulate time and tense and storytelling is a key component of culture and society. Students will demonstrate mastery of knowledge and skills through the composition of a unique legend that tells the story behind hidden treasure, as well as the creation of an accompanying map and directions to its location. This unit addresses all five categories of National Standards in Foreign Language Education (Communication, Culture, Connections, Comparisons, and Communities), and features a variety of cooperative and communicative learning strategies.

**Unit: ¡Exprésate! Capítulo 3: Pueblos y ciudades**  
**Grade: 11<sup>TH</sup>, Español II**

### **Stage 1: Desired Results**

#### **Established Goals (Standards)**

- **Communication:** Communicate in Spanish
  - Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
  - Standard 1.2: Students understand and interpret written and spoken language on a variety of topics
  - Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
  
- **Cultures:** Gain Knowledge and Understanding of Spanish-speaking Cultures
  - Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
  - Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied
  
- **Connections:** Connect with Other Disciplines and Acquire Information
  - Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language
  - Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
  
- **Comparisons:** Develop Insight into the Nature of Language and Culture
  - Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own
  - Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
  
- **Communities:** Participate in Multilingual Communities at Home & Around the World
  - Standard 5.1: Students use the language both within and beyond the school setting
  - Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

#### **Enduring Understandings**

In order to communicate information effectively one must be able to manipulate time and tense. Storytelling is a key component of culture and society.

#### **Essential Questions**

Why is it important to differentiate between the past, present and future?  
Why is it important to distinguish between formal and informal communication?  
What characterizes effective storytelling?  
How do stories stimulate the mind?

<p><b>Knowledge</b> <i>Students will know</i></p> <ul style="list-style-type: none"> <li>• what the impersonal <b>se</b> is</li> <li>• what the passive <b>se</b> is</li> <li>• what the differences between impersonal and passive <b>se</b> are</li> <li>• what the preterite tense is</li> <li>• what an informal command is</li> <li>• what a formal command is</li> <li>• what the differences between informal and formal commands are</li> <li>• what a pronoun is</li> </ul>	<p><b>Skills</b> <i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>• ask for and give information</li> <li>• talk about where someone went and what he or she did</li> <li>• use the impersonal and passive <b>se</b></li> <li>• form and use the preterite tense of <b>-car, -gar, and -zar</b> verbs</li> <li>• form and use the preterite tense of <b>conocer</b></li> <li>• form and use irregular preterites: <b>andar, tener, venir, dar, and ver</b></li> <li>• ask for and give directions</li> <li>• ask for clarification</li> <li>• form and use informal commands</li> <li>• form and use irregular informal commands</li> <li>• form and use formal commands</li> <li>• form and use irregular formal commands</li> <li>• form and use commands with pronouns</li> </ul>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

### Stage 2: Assessment Evidence

**Performance Tasks:**

**La leyenda del tesoro escondido**

This project has three different components. First, students will compose a unique legend, at least one hundred and fifty words in length, which uses the preterite tense to tell the history behind a buried treasure. Second, using a minimum of thirty unique vocabulary words, and accompanying illustrations, associated with places found in cities and towns, students will depict the location of the treasure. Third, students will create a list of directions detailing the location of the treasure using formal commands.

**Other evidence:**

- **Guided practice**
- **Independent practice**
- **Homework**
- **Quizzes:**
  - Vocabulario 1  
Asking for and giving information  
Talking about where someone went and what they did
  - Gramática 1  
Impersonal **se** and passive **se**  
Preterite of **-car, -gar, -zar** verbs and conchoer  
Irregular preterites: **andar, tener, venir, dar, and ver**
  - Vocabulario 2  
Asking for and giving directions  
Asking for clarification
  - Gramática 2  
Informal commands  
Irregular informal commands  
Formal commands  
Irregular formal commands  
Commands with pronouns
- **Exam:**
  - Pueblos y ciudades

**Stage 3: Learning Activities**

<b>Time Frame</b>	<b>Learning Activities</b>	<b>Assessments</b>
<u>Day 0</u> SWBAT: correctly identify and pronounce vocabulary words associated with towns and cities.	1. Homework: flipped instruction video introducing new vocabulary words and modeling correct pronunciation with accompanying guided note sheet.	Homework assignment.
<u>Day 1</u> SWBAT: ask for and give information.	1. The teacher will review the new vocabulary, once again modeling correct pronunciation, with an engaging and interactive Prezi presentation. 2. Next, standing in front of the class the teacher will make statements describing the type of items found in certain stores. For example: <b>Se vende pan en la floristería.</b> Students will indicate thumbs up for <b>cierto</b> (true) or thumbs down for <b>falso</b> (false). If	Independent practice, exit ticket, homework assignment.

	<p>the statement is false, students will have an opportunity to correct it. For example: <b>Se vende pan en la panadería y se venden flores en la floristería.</b></p> <ol style="list-style-type: none"> <li>3. Then, the teacher will provide each pair of students with a unique bingo board featuring twenty spaces. Each space will feature an individual item. As the teacher calls out the names of places in cities and towns, students will cover the matching item with a square of provided paper. This will continue until a pair of students covers an entire row or column to win.</li> <li>4. Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>5. Homework: students will create a map outlining the important community spaces found in a, fictional or real, city or town.</li> </ol>	
<p><u>Day 2</u> SWBAT: talk about where someone went and what he or she did.</p>	<ol style="list-style-type: none"> <li>1. Students will complete guided notes on how to ask and respond to questions about where someone went and what they did in Spanish.</li> <li>2. Next, the teacher will provide each student with a piece of paper with the name of a place on it. Students will rotate around the classroom asking, and responding, to the question <b>¿Que hiciste ayer?</b> Students will respond by stating where they went and what they bought there. <b>Ayer, fui a ... y compré ...</b> After each round, students will switch their slips. This process will continue for a total of ten rounds.</li> <li>3. Students will compose a short description of where they went and what they did the previous day.</li> <li>4. Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>5. Homework: vocabulary review.</li> </ol>	<p>Independent practice, exit ticket, homework assignment.</p>
<p><u>Day 3</u> SWBAT: create a dialogue where they ask for and give information,</p>	<ol style="list-style-type: none"> <li>1. First, the teacher will reintroduce the highest frequency vocabulary words and grammatical structures learned thus far in the unit.</li> <li>2. Next, students will act out a story as the</li> </ol>	<p>Independent practice, vocabulary quiz, homework assignment.</p>

<p>as well as talk about where they went and what they did.</p>	<p>teacher tells, re-tells and asks questions about it as the students create it.</p> <ol style="list-style-type: none"> <li>3. Then, following the oral story, students will complete a short reading accompanied by comprehension questions and a visual map.</li> <li>4. Students will complete a vocabulary quiz independently.</li> <li>5. Homework: Flipped instruction video explaining the impersonal and passive <b>se</b> and their differences.</li> </ol>	
<p><u>Day 4</u> SWBAT: use the impersonal and passive <b>se</b>.</p>	<ol style="list-style-type: none"> <li>1. Students will complete guided notes on the impersonal and passive <b>se</b>. The teacher will remind students that the impersonal can be the third person singular form of a verb without an object. It can mean <i>they</i>, <i>one</i>, or <i>you</i>. Conversely, the passive can be used to say that something <i>is</i> done, without saying who does it, as well as what is or isn't <i>allowed</i>.</li> <li>2. The teacher will provide students with a list of twenty sentences and instruct them to work in pairs to identify whether the <b>se</b> in each is impersonal or passive. For example: <b>Se</b> trabaja mucho en este país.</li> <li>3. Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>4. Homework: grammar review.</li> </ol>	<p>Independent practice, exit ticket, homework assignment.</p>
<p><u>Day 5</u> SWBAT: form and use the preterite of <b>-car, -gar</b> and <b>-zar</b> verbs and <b>conocer</b>.</p>	<ol style="list-style-type: none"> <li>1. The teacher will begin by reading students an abridged version of <b>Goldilocks and the Three Bears</b>, in the present tense.</li> <li>2. Students will then respond to the following prompt in a minimum of five complete sentences: <b>Why is it important to differentiate between the past, present and future?</b> Then, they will turn to the person next to them and discuss their responses. The teacher will ask students to share their responses.</li> <li>3. Using a verb conjugation chart, the teacher will introduce students to the preterite tense conjugations of <b>-car, -gar</b> and <b>-zar</b> verbs and <b>conocer</b>. The teacher will highlight the spelling changes in the <b>yo</b> form of <b>-car, -gar</b></li> </ol>	<p>Independent practice, exit ticket, homework assignment.</p>

	<p>and <b>-zar</b> verbs, as well as the change in meaning of <b>conocer</b>.</p> <ol style="list-style-type: none"> <li>The teacher will provide each pair of students with a list of twenty sentences to convert from the present to the preterite tense.</li> <li>Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>Homework: grammar review.</li> </ol>	
<p><u>Day 6</u> SWBAT: form and use irregular preterites: <b>andar, tener, venir, dar, and ver</b>.</p>	<ol style="list-style-type: none"> <li>Using a verb conjugation chart, the teacher will introduce students to the preterite tense conjugations of irregular preterites: <b>andar, tener, venir, dar, and ver</b>. The teacher will highlight the fact that <b>andar, tener, venir, and dar</b> have truly irregular stems and endings; while <b>ver</b> is only irregular in that it has no written accent marks.</li> <li>Students will participate in a game of human treasure hunt. The teacher will provide each student with a list of fifteen activities in Spanish, such as: <b>andar por el centro</b>. Students will circulate around the room looking for individuals that they believe participated in these activities over the past weekend. Students will pose questions to one another, using the provided stems, in the preterite tense. For example: <b>¿Anduviste por el centro el fin de semana pasada?</b> If the student responds "si," they will sign the statement. The first student to earn a unique signature for each statement is the winner.</li> <li>Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>Homework: grammar review.</li> </ol>	<p>Independent practice, exit ticket, homework assignment.</p>
<p><u>Day 7</u> SWBAT: use the impersonal and passive se; form and use the preterite of <b>-car, -gar</b> and <b>-zar verbs</b> and <b>conocer</b>; form and use irregular preterites: <b>andar,</b></p>	<ol style="list-style-type: none"> <li>Students will participate in an interactive Promethean and white board grammar quiz review.</li> <li>Students will complete a grammar quiz independently.</li> <li>Homework: flipped instruction video introducing new vocabulary words and modeling correct pronunciation with accompanying guided note sheet.</li> </ol>	<p>Independent practice, grammar quiz, homework assignment.</p>

<p><b>tener, venir, dar, and venir.</b></p>		
<p><u>Day 8</u> SWBAT: ask for and give directions.</p>	<ol style="list-style-type: none"> <li>1. The teacher will review the new vocabulary, modeling correct pronunciation, with an engaging and interactive Prezi presentation.</li> <li>2. Next, with a partner, students will participate in several rounds of <b>¿Dónde está Wally?</b> Each of the two students will be provided with identical maps of a city or town. The first student will determine Wally's location and provide the second student with directions to it. The second student will draw a line on their map indicating the route and final destination. For example: <b>Está en la esquina del estacionamiento, en el cruce de Avenida Real y Calle libertad. Siga derecho cuatro cuadras. Doble a la izquierda en Calle estrada. Siga derecho hasta el primer semáforo. Está a la izquierda.</b> Students will alternate roles for a total of ten rounds.</li> <li>3. Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>4. Homework: students will list the route they take to school each day and draw an accompanying map.</li> </ol>	<p>Independent practice, exit ticket, homework assignment.</p>
<p><u>Day 9</u> SWBAT: ask for clarification.</p>	<ol style="list-style-type: none"> <li>1. Students will complete guided notes on how to ask for clarification in Spanish.</li> <li>2. The teacher will provide each pair of students with a map. She will then list a series of directions and the intended final destination. For example: <b>Tienes que ir al supermercado y estás en el cruce de Calle San Antonio y Calle trece. Primero, doble a la izquierda y siga derecho dos cuadras. El supermercado esta enfrente.</b> If the directions are accurate, students will indicate so with thumbs up. If they are not, students will indicate so with thumbs down. After several practice rounds, students, will work in small groups of three, alternating roles.</li> <li>3. Students will work independently to complete a variety of listening, reading and</li> </ol>	<p>Independent practice, exit ticket, homework assignment.</p>

	<p>writing activities on the day's objective.</p> <p>4. Homework: vocabulary review.</p>	
<p><u>Day 10</u> SWBAT: ask for and give directions; ask for clarification.</p>	<ol style="list-style-type: none"> <li>1. First, the teacher will reintroduce the highest frequency vocabulary words and grammatical structures learned thus far in the unit.</li> <li>2. Next, students will act out a story as the teacher tells, re-tells and asks questions about it as the students create it.</li> <li>3. Then, following the oral story, students will complete a short reading accompanied by comprehension questions and a visual map.</li> <li>4. Students will complete a vocabulary quiz independently.</li> <li>5. Homework: Flipped instruction video explaining the formation and use of regular and irregular informal commands.</li> </ol>	<p>Independent practice, vocabulary quiz, homework assignment.</p>
<p><u>Day 11</u> SWBAT: form and use informal commands.</p>	<ol style="list-style-type: none"> <li>1. Students will respond to the following prompt in a minimum of five complete sentences: <b>Why is it important to distinguish between formal and informal communication?</b> Then, they will turn to the person next to them and discuss their responses. The teacher will ask students to share their responses.</li> <li>2. Students will complete guided notes on the formation and use of regular and irregular informal commands.</li> <li>3. The teacher will stress the importance of memorizing the spelling changes for verbs (ending in <b>-car, -gar, -zar, -ger,</b> and <b>-guir</b>) in their negative forms. As well as irregular affirmative forms (<b>di, haz, pon, sal, sé, ten, ve,</b> and <b>ven</b>), and the irregular negative forms (<b>no des, no seas, no vayas</b>) and lead students in several rounds of song.</li> <li>4. Next, working with a partner, students will convert their detailed notes into a series of simple steps. For example: <b>Step1. Check irregulars. Step 2. Conjugate for tú (-ar: as; -er, -ir: es). Step 3. Drop the "s." Step 4: If negative, place "no" in front.</b> Students will share their steps and the class will vote on the most concise version to</li> </ol>	<p>Independent practice, exit ticket, homework assignment.</p>

	<p>adopt.</p> <ol style="list-style-type: none"> <li>Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>Homework: grammar review.</li> </ol>	
<p><u>Day 12</u> SWBAT: form and use formal commands.</p>	<ol style="list-style-type: none"> <li>Students will complete guided notes on the formation and use of regular and irregular formal commands.</li> <li>The teacher will stress the importance of memorizing the spelling changes for verbs (ending in <b>-car, -gar, -zar, -ger, and -guir</b>) and the irregular forms (<b>dé(n), sea(n), vaya(n)</b>).</li> <li>Next, working with a partner, students will convert their detailed notes into a series of simple steps. For example: <b>Step 1. Check for irregulars and spelling changes. Step 2. Conjugate for yo (-ar, -er, -ir: 0). Step 3. Drop the "0."</b> <b>Step 4: Add "opposite" endings (-ar: e; -er, -ir: a). Step 5: If negative, place "no" in front.</b> Students will share their steps and the class will vote on the most concise version to adopt.</li> <li>Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>Homework: grammar review.</li> </ol>	<p>Independent practice, exit ticket, homework assignment.</p>
<p><u>Day 13</u> SWBAT: form and use commands with pronouns.</p>	<ol style="list-style-type: none"> <li>The teacher will review the steps of forming regular and irregular, formal and informal commands as well as object and reflective pronouns and the differences between each.</li> <li>Students will complete guided notes on the use of commands with pronouns.</li> <li>Students will work independently to complete a variety of listening, reading and writing activities on the day's objective.</li> <li>Homework: grammar review.</li> </ol>	<p>Independent practice, exit ticket, homework assignment.</p>
<p><u>Day 14</u> SWBAT: form and use regular and irregular informal and formal commands, and</p>	<ol style="list-style-type: none"> <li>Students will participate in an interactive Promethean and white board grammar quiz review.</li> <li>Students will complete a grammar quiz independently.</li> <li>Homework: students will review the</li> </ol>	<p>Independent practice, grammar quiz, homework assignment.</p>

commands with pronouns.	requirements of their upcoming performance task. Additionally, students will read the article “ <b>Your Brain on Fiction</b> ” and answer accompanying critical thinking questions.	
<u>Day 15</u> SWBAT: compose a unique legend of buried treasure.	<ol style="list-style-type: none"> <li>1. The teacher will review the performance task requirements and provide students with examples of excellent, good, fair, and poor legends.</li> <li>2. Students will respond to the following prompts in a minimum of five complete sentences: <b>What characterizes effective storytelling? How do stories stimulate the mind?</b></li> <li>3. Next, the teacher will model the process of creating a legend.</li> <li>4. Students will begin working independently on their unique legend.</li> <li>5. Homework: legend completion.</li> </ol>	Performance task.
<u>Day 16</u> SWBAT: create a map and list of instructions, to locate the buried treasure.	<ol style="list-style-type: none"> <li>1. The teacher will review the performance task requirements and provide students with examples of excellent, good, fair, and poor maps and instructions.</li> <li>2. Next, the teacher will model the process of creating a creating and set of instructions.</li> <li>3. Students will begin working independently on their unique legend.</li> <li>4. Homework: map and instruction completion.</li> </ol>	Performance task.
<u>Day 17</u> SWBAT: review all concepts learnt in preparation.	<ol style="list-style-type: none"> <li>1. Students will participate in a game of Numbered Heads Together to review all concepts learnt throughout the course of the unit.</li> <li>2. Homework: unit exam review.</li> </ol>	Independent practice, homework assignment.
<u>Day 18</u> SWBAT: review all concepts learnt in preparation.	<ol style="list-style-type: none"> <li>1. Students will complete a unit exam independently.</li> <li>2. Once finished with their exam, students will work on a post-unit reflection and pre-assessment for the next unit.</li> </ol>	Pueblos y ciudades unit exam.



# El tesoro escondido

## La leyenda

Students will compose a unique legend detailing the history of a now hidden treasure. The legend should be at least one hundred and fifty (150) words in length and written in the preterite tense. Ensure that the content of your legend is appropriate, well developed and organized. Make use of rich vocabulary and a variety of sentence structures and cohesive devices.

Task Completion	½	1	1½	2	2½	3	3½	4
Comprehensibility	½	1	1½	2	2½	3	3½	4
Level of discourse	½	1	1½	2	2½	3	3½	4
Vocabulary	½	1	1½	2	2½	3	3½	4
Language Control	½	1	1½	2	2½	3	3½	4
Mechanics	½	1	1½	2	2½	3	3½	4

## El mapa

Students will create a map and mark the route to the treasure. The map should contain a minimum of thirty different buildings and public spaces, all basic elements of a map (distance and scale, compass, key and title), as well as neat, well organized and colorful illustrations.

Basic Elements	½	1	1½	2	2½	3	3½	4
Vocabulary	½	1	1½	2	2½	3	3½	4
Visual Appeal	½	1	1½	2	2½	3	3½	4

## Las direcciones

Students will create a list of at least ten directions detailing how to find the treasure. Directions must be sequenced logically, written using formal commands and in complete sentences. Make sure of landmarks as well as street names.

Task Completion	½	1	1½	2	2½	3	3½	4
Comprehensibility	½	1	1½	2	2½	3	3½	4
Level of discourse	½	1	1½	2	2½	3	3½	4
Vocabulary	½	1	1½	2	2½	3	3½	4
Language Control	½	1	1½	2	2½	3	3½	4
Mechanics	½	1	1½	2	2½	3	3½	4