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Clases y Cultura [9th-12th grades]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Clases y Cultura

Grade Level: 9-12

Subject/Topic Area(s): Spanish I

Designed By: Jonelle Bailey

Time Frame: 17 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 incorporates curriculum content to equip students with the communicative skills to be able to identify and describe school schedules, classroom items, as well as cultural comparisons and contrasts between education in the United States and Spanish-Speaking Countries. Students will apply the use of descriptive classroom vocabulary and phrases to discuss details about their schedules, school activities, class times, and other information related to their school experiences and those of others both locally and internationally.

UbD Template 2.0

Clases y Cultura

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 The student is expected to present information using familiar words, phrases, and sentences to listeners and readers</p> <p>114.22.C.02 The student gains knowledge and understanding of other cultures</p> <p>114.22.C.02 through 114.22.C.05</p>	Transfer	
	<p><i>Students will independently use their learning to...</i></p> <p>Create a comparison of how school in Mexico, Costa Rica, or other Spanish-speaking country of choice and Texas are alike and different. Students will also create detailed classroom design and class schedule description for an exchange student from a Spanish-Speaking country of choice to provide a comparison and contrast of information to prepare the student for their new school experience.</p>	
	Meaning	
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	other Spanish-speaking countries.	<ul style="list-style-type: none"> • Conjugate –AR verbs in the present tense.
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Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
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T	Please refer to rubric	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i></p> <p>Part I Comparison Brochure/ Booklet PERFORMANCE ASSESSMENT</p> <p><u>Overview:</u> Imagine that a foreign exchange student (or your pen pal) in Mexico or Costa Rica will be coming to your school in the United States. This exchange student is 12 years old and has never visited the United States before and will need information about what to expect when they arrive at your school. Create a comparison of how school in Mexico, Costa Rica, or other Spanish-speaking country of choice and Texas are alike and different. Include information about school hours, class schedules, and supplies for both schools and how these are similar or different.</p> <p><u>Materials:</u> Construction paper, old magazines, old newspapers, internet/ computer, colored pencils, markers, glue, scissors, and bilingual dictionary.</p> <p style="text-align: center;">School Comparison Assignment Sheet</p> <ol style="list-style-type: none"> 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. Make a web page (you may also use the web page summary form) or a brochure that shows a comparison of your school in the United States and what a typical school in Costa Rica or Mexico would be like. Include the school hours, class schedules, and supplies for both schools and how these are alike and different. 4. Be sure to include the school’s name, address, and phone number and at least four symbols or photos that represent different classes that the students will take at your school and four classes they would normally take at their home school. 5. For each of the 4 classes represented for each school, students will state the class times, supplies needed and whether the students will be responsible for bringing these items to school or if they are provided. 6. Under each symbol or photo, write a description of the class represented by the picture using the correct vocabulary words and grammar.
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7. You will be asked to present your finished product to the class, describing all of the information featured in your project. (If the students in the class actually do have pen pals then they will send it to their pen pal's school and they can even ask for one in return.

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.
Brochure 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.
School Comparisons [30%]	Only information on one school is provided.	Not enough information on both schools.	Both schools are compared in many ways.
Your presentation [10%]	Presentation did not include any or most of the content and comparisons.	Presentation included some of the required content and comparisons.	Presentation included all components, including the content and comparisons.

Part II
Classroom Design and Description

Create and describe the location of items in a classroom with a description of class time within schedule, and adjectives describing class content, school teacher, and students. Product should visually and verbally prepare exchange student for some of the similarities and difference to be expected.

Performance Assessment Activity:
Classroom Design Project

Students, **congratulations** on completing Chapter 2 and **learning the useful vocabulary** on **page 120** of the text book. There is an **exchange student** coming from **Costa Rica**, who will **need your help** in having a better idea of **what to expect at your school**. You will **design a classroom** that

T

includes different **classroom items** from your vocabulary on page 120 and state **how many and where** these items are in your **classroom of any subject** you would like to choose (Be creative ☺).

Be sure to include **ten different items** in your classroom (if necessary, you can add or subtract items from what your real classroom looks like in order to meet these requirements). **Five** of these items should be present **in multiples in your classroom design** (ex. Hay treinta (30) pupitres en la clase de ciencias sociales). You are going to follow these guideline to create your classroom design and also write a description of your classroom as shown below:

(1) La clase de _____ es

.

(2) Hay
en la clase.

(3) También, hay (quantity)
en la clase.

(4) No hay (quantity)
en la clase.

(5) No hay
en la clase.

(6) _____(singular) **está** encima de

.

Example: La mochila está encima de la mesa.

OR

La mochila está encima del pupitre.

(7) _____(singular) **está** delante de

.

Example: El reloj está delante de la papelera.

OR

El reloj está delante del sacapuntas.

(8) _____(plural) **están** al lado de

.

Example: Los libros están al lado de la mesa.

OR

Los libros están al lado del pupitre.

(9) _____ (plural) **están** detrás de

Example: Los libros están al lado de la mesa.

OR

Los libros están al lado del pupitre.

(10) (No) Hay _____ en la pared (on the wall).

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%]	Only information on one school is provided.	Not enough information on both schools.	Both schools are compared in many ways.
Your presentation [20%]	Presentation did not include any or most of the design and description requirements.	Presentation included some of the design and description requirements.	Presentation included all components, including the design and description requirements.

Oral Test Practice Questions

(1) ¿Cuál es la clase? (What is the class?)/ ¿Cómo es la clase? (What is the class like?)

		<p>Es la clase de.../ La clase de...es....</p> <p>(2) ¿Cuántas (-os) _____ hay en la clase? (How many...are there in the class?) Hay...en la clase</p> <p>(3) ¿Hay _____ en la clase? (Is/Are there...in the class?) Sí, hay...en la clase. OR No, no hay...en la clase.</p> <p>(4) ¿Dónde está _____ en la clase? (Where is the...in the class?) El/La...está...</p> <p>(5) ¿Dónde están _____ en la clase? (Where are the...in the class?) Las/Los...están...</p> <p>(6) ¿El/ La _____ está encima de _____? (Is the...on top of the...?) Sí, el/la...está encima de.... OR No, el/la...no está encima de....</p> <p>(7) ¿El/ La _____ está delante de _____? (Is the...in front of the...?) Sí, el/la...está delante de.... OR No, el/la...no está delante de....</p> <p>(8) ¿Los/ Las _____ están al lado de _____? (Are the...beside/ next to the...?) Sí, los/las...están al lado de.... OR No, los/las...no están al lado de....</p> <p>(9) ¿Los/ Las _____ están detrás de _____? (Are the...behind the...?) Sí, los/las...están detrás de.... OR No, los/las...no están detrás de....</p> <p>(10) ¿El/La(Los/las) _____ está(n) en la pared? Is/ Are the...on the wall? Sí, el/la(Los/Las)...están en la pared. OR No, el/la (Los/Las)...no están en la pared.</p> <hr/> <p>Other Evidence (e.g., formative)</p> <p>Other evidence:</p> <ul style="list-style-type: none"> • Quiz 2A-1 on Vocabulary Recognition • Quiz 2A Cumulative includes: <ul style="list-style-type: none"> ○ Quiz 2A-2 on Vocabulary Production ○ Quiz 2A-3 on Subject Pronouns ○ Quiz 2A-4 on Present tense of –AR Verbs ○ Chapter 2A Cumulative Exam <p>Quizzes, tests, peer and self-assessments, and other formative assessments have been included in detail in Stage 3</p>
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Stage 3 – Learning Plan

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>	
A	<p>Day 1 OBJECTIVE:</p> <ol style="list-style-type: none"> 1) Students will be able to describe a classroom supplies and identify a variety of objects in a classroom setting. 2) Students will be able to understand cultural perspectives on schools. <p>PROCEDURES:</p> <p>Warm-Up: Students will complete warm-up listing different items that can be found in a classroom.</p> <p>Teaching New Material: Students will be taught the vocabulary for these words during presentation of words and illustrations of classroom items in Realidades.</p> <p>Guided Practice: In pairs, students will be allowed to create vocabulary flash cards and practice their new vocabulary terms.</p> <p>Act. 1: Students will draw pictorial images to represent each new vocabulary word for school supplies on their flash cards. Act. 2: Students will identify different pictures on pp. 53-43 and make flash card to practice their new vocabulary while incorporating the spatial and visual intelligences.</p> <p>IP: Students will complete exercises to check for understanding in their class journal.</p> <p>EVALUATION: Students will complete an exit slip to check their understanding and will receive feedback the following class.</p>	Progress Monitoring (e.g., formative data)
A, M	<p>Day 2 OBJECTIVE: Students will be able to identify cultural differences between schools in the United States and other Latin American countries.</p> <p>PROCEDURES:</p> <p>Warm-Up: Students will spend a few minutes talking about their school schedules, classes they like or dislike, length of their class periods, number of periods per day, whether classes meet every day and take notes on the board of this information.</p>	

<p>A, M</p>	<p>Teaching New Material: Students will be taught that schools in Spanish-speaking countries often follow different schedules and may have different required courses in provide information and insight into their essential question How does the culture of a country influence its education? [Also, mention the cultural note that Spanish speaking countries usually grade based on number 1-10 rather than on letter grades]. Ask for volunteers who attended school in a Spanish-speaking country to share with the class the differences between school there and school in the United States. Ask these students to describe the start and end times, scheduling, and other breaks, and what classes students typically take in school.</p> <p>Guided Practice: <ul style="list-style-type: none"> • Students will respond to the essential questions: “How does the culture of a country influence its education?”, “If you moved to Mexico or Costa Rica, how would school be different?”, and “How would you be different when you completed school in Mexico or Costa Rica versus completing school in the US?” In pairs, they will be allowed to use graphic organizers to fill in information about a typical school day based on what they heard from their classmate(s).</p> <p>Independent Practice: Students will write down 2 differences and 2 similarities between schools in the two countries based on what they learned.</p> <p>EVALUATION: Student responses to the IP will be reviewed and given feedback as to why they are correct or perhaps make notes on misconceptions and elaborate in more detail the comparisons of schools in both countries during the beginning of the following class.</p> <p>Day 3 OBJECTIVE: Students will be able to describe their class schedule and identify other classroom related vocabulary. PROCEDURES:</p> <p>Warm-Up: Point out to the students that the theme of the chapter is about schools and subjects and ask students to predict what some of the vocabulary words may be, based on the context and also have a review discussion of what their present school day is like.</p> <p>Teaching New Material: Help students locate the countries featured in the chapter by using the map transparencies. Show students a schedule (p.74) on a transparency and explain where the class periods and subjects or classes are located. Give the definitions of the terms and listen to statements about a schedule</p>	<p>Essential Questions Responses/ Venn Diagram</p>
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<p>A, M</p>	<p>Introduction/ Warm-Up: Have students review class names, and asked about those they cannot identify. Remind students to use prior strategies such as prior knowledge and cognate identification.</p> <p>TNM (Teaching New Material): Teach students that the “arts” may refer to other classes than just art class such as artes plásticas and semanales and teach them how titles for teachers and Mrs./ Mr., etc should be abbreviated. Present all class vocabulary and adjectives to the students.</p> <p>GP (Guided Practice): In pairs allow them to design their own list of classes based on their personal interests and what is presented in the schedule on p.78 of the text. Suggest that they total the number of hours spent on each subject and discuss which are most important, fun, or interesting.</p> <p>IP (Independent Practice) & Assessment/ Evaluation: For independent practice, allow the students to do Actividades 4-7 to practice the new class vocabulary and then give them Quiz 2A-1 to assess them on their previous learning and provide feedback.</p> <p>Day 5 OBJECTIVE: Students will be able to distinguish between various factors that influence a country’s education system.</p> <p>PROCEDURES:</p> <p>Introduction/ Warm-Up: As an introduction to the lesson students completed warm up in which they were to study vocabulary from Chapter 2A including class names.</p> <p>TNM: Tell students that while they are studying Spanish many students in Spanish speaking countries are studying English. After giving this comparison between choice of language to study, teach students that “mas (adjective) que” can be used to make comparisons to explain why they prefer one class or subject to another.</p> <p>GP: Then, with a partner have students ask and tell the classes that they used in Actividad 7 they like best and why using “mas...que”. Additional practice will include Writing, Audio & Video Workbook Chapter 2A-5 and 2A-6 as well as Actividad 9. Students can follow el modelo on p. 80. Students also play matamoscas to reinforce the vocabulary.</p> <p>IP & Evaluation/ Feedback:</p>	<p>Quiz 2A-1</p>
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<p>A, M</p>	<p>Students will receive feedback and comments on the IP assignment.</p> <p>Day 6 OBJECTIVE: Students will be able to apply previously learned vocabulary to make connection with another language with many similarities to Spanish.</p> <p>PROCEDURES:</p> <p>Warm-Up: Students will review previous vocabulary as an introduction and study for their quiz.</p> <p>TNM: Teach students the pronouns and an introduction of –AR verbs and the conjugation of ser and estar.</p> <p>GP: As guided practice in pairs, students will take the opportunity to review for quiz 2A.</p> <p>IP: Students will independently take cumulative 2A quiz.</p> <p>Assessment/ Evaluation & Feedback: Students will be quizzed on Chapter 2A through Quiz 2A and they will be graded and comments made on the quiz and to the class.</p> <p>Day 7 OBJECTIVE: Students will be able to identify the difference between ser and estar.</p> <p>PROCEDURES</p> <p>Part I</p> <p>Introduction/ Warm-Up: Students will define subject pronouns and have students list them in English as a rapid review of background basics and ask students which ones they have already seen without looking at the chart in their textbook.</p> <p>In journals, students copied charts of pronouns, ser, estar, and –AR endings</p> <p>TNM: Students are taught the difference between ser and estar and when each verb can be used based on the acronyms DOCTOR (for ser) and PLACE (for estar).</p>	<p>Chapter 2A Cumulative Quiz</p>
<p>A, M</p>		

	<p>GP: Students will participate in the differentiation of when to use ser vs. estar based on a characteristic (permanent) and condition (changing emotion). Two students one happy and angry as their temperament will volunteer to demonstrate this difference.</p> <p>IP/ assessment & Feedback: Students will complete a verb conjugation practice sheet with –AR verbs, ser, estar and pronouns to be written in Spanish and also translated for added practice and check for understanding.</p> <p>Students will also take home the Interactive Homework signature page with letter to parent explaining the upcoming assignment requiring them to interview a family member about classes they took in school to share knowledge and understanding of the language meaningfully.</p>	Interactive Homework Signature/ Information Page
A, M	<p>Day 8 OBJECTIVE: Students will be able to appropriately conjugate –AR verbs based on certain contexts as well as use ser and estar correctly.</p> <p>PROCEDURES:</p> <p>Introduction/ Warm-Up: Students will complete a practice sheet on estar and ser.</p> <p>TNM: Review the warm-up by re-teaching and checking student understanding of the difference between when each verb is correctly used in context</p> <p>GP: Students will share answers to the warm-up as a class and also provide an explanation as to why a certain verb was used based on the context (Doctor vs. Place).</p> <p>IP: As independent practice and assessment students will complete an additional practice exercise that provided more visual distinction between the permanence of ser and the changing nature of estar.</p> <p>Assessment/ Evaluation & Feedback: Assess student learning by making correction on the Ser/Estar 2 page exercise and providing feedback and making preparations for re-teach if necessary.</p>	
A, M	<p>Day 9 OBJECTIVE:</p> <ol style="list-style-type: none"> 1. Students will be able to identify classroom vocabulary in context and make relevant application to their lives. 	

<p>A, M</p>	<p>2. Students will also continue to distinguish between ser and estar.</p> <p>PROCEDURES: Warm-Up: Students will spend a few minutes completing their HW to complete the Ser/Estar worksheet.</p> <p>Teaching New Material: Students will be taught the correct explanations of their choice of answers in a competitive way.</p> <p>Students will also be taught the expectation of completing the Interactive HW by Monday of next week.</p> <p>Guided Practice: Students will ask questions about the Interactive HW to ensure that they are clear about the instructions.</p> <p>Play the row game for conjugation of ser, estar, and –AR verbs and winning rows will battle off with answering and explaining a question number or vice versa for extra credit.</p> <p>Independent Practice: Students will work on completing the Interactive HW.</p> <p>EVALUATION: Student responses to the Interactive Homework will be analyzed and feedback provided as well as an oral presentation of their paragraph response.</p> <p>Day 10</p> <p>OBJECTIVE: Students will be able to apply previously learned vocabulary to make connection with another language with many similarities to Spanish.</p> <p>PROCEDURES:</p> <p>Warm-Up: Students will review previous vocabulary as an introduction.</p> <p>TNM: Teach students that many words in English and Spanish are based on Latin and that seeing the relationship between these words will help expand your English and Spanish vocabulary. Present the information on Fondo Cultural to give them a historical basis as to why these two languages are similar. Have them look at the chart on p. 81 with the numbers 1-10 in their Latin root forms.</p>	<p>Interactive Homework</p>
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<p>A, M</p>	<p>GP: As guided practice in pairs, ask each partner to pick a roman numeral listed and choose one of the roots and write a Spanish word that they already know that is based on that root.</p> <p>IP: Students will independently come up with other words in English or Spanish that use the same Latin root words and they should list at least 5.</p> <p>Assessment/ Evaluation & Feedback: Students will be graded and comments made on their IP.</p> <p>Day 11 [Revisit/ Review Lesson and Begin Performance Assessment]</p> <ul style="list-style-type: none"> • [Revisiting previous lesson to ensure understanding of cultural content and connections before moving on to producing individual product for performance assessment • Students will receive brief overview on performance assessment requirements to begin work] <p>OBJECTIVE:</p> <ol style="list-style-type: none"> 1. Students will review previous lesson (Students will be able to continue to distinguish between various factors that influence a country’s education system (adding to previous lesson’s discussion by extending information and knowledge). 2. Students will begin working on Performance Assessment with the understanding that a solid knowledge base (compilation of notes and full understanding of requirements) is established for successful completion. <p>PROCEDURES:</p> <p>Introduction/ Warm-Up: As an introduction to the lesson and in approaching the answer to one of the essential questions “How does the culture of a country influence its education?” share cultural information with the students that lead up to answering the essential questions of “Why do you think English is so popular and important in other countries and are you studying Spanish for similar reasons”.</p> <p>TNM: Tell students that while they are studying Spanish many students in Spanish speaking countries are studying English. After giving this comparison between choice of language to study, teach students that “mas (adjective) que” can be used to make comparisons to explain why they prefer one class or subject to another.</p>	<p>Performance Assessment Work Day</p>
<p>A, M</p>	<p>GP: Then, with a partner have students ask and tell the classes that they used</p>	<p>Writing, Audio, Video Workbook Practice</p>

<p>A, M</p>	<p>in Actividad 7 they like best and why using “mas...que”. Additional practice will include Writing, Audio & Video Workbook Chapter 2A-5 and 2A-6 as well as Actividad 9. Students can follow el modelo on p. 80.</p> <p>IP & Evaluation/ Feedback: For independent practice and assessment students will do Interactive Homework in interviewing a family member about classes they took in school. Students will receive feedback and comments on this assignment.</p> <p>Day 12[Revisit/ Review Lesson and Begin Performance Assessment]</p> <p>OBJECTIVE: [Students will revisit this earlier lesson to check for understanding and ensure that they are prepared for tackling their performance assessment]</p> <ol style="list-style-type: none"> 1. Students will be able to identify classroom vocabulary in context and make relevant application to their lives. 2. Students will be able to identify cultural differences between schools in the United States and other Latin American countries. 3. Students will begin working on Performance Assessment with the understanding that a solid knowledge base (compilation of notes and full understanding of requirements) is established for successful completion [Students may also consider initiating communication with a pen pal in a Spanish-speaking country]. <p>PROCEDURES: Warm-Up: Students will spend a few minutes talking about their school schedules, classes they like or dislike, length of their class periods, number of periods per day, whether classes meet every day and take notes on the board of this information.</p> <p>Teaching New Material: Students will be taught that schools in Spanish-speaking countries often follow different schedules and may have different required courses. [Also, mention the cultural note that Spanish speaking countries usually grade based on number 1-10 rather than on letter grades]. Ask for volunteers who attended school in a Spanish-speaking country to share with the class the differences between school there and school in the United States. Ask these students to describe the start and end times, scheduling, and other breaks, and what classes students typically take in school.</p> <p>Guided Practice: In pairs, students will be allowed to use graphic organizers to fill in information about a typical school day based on what they heard from their classmate(s).</p> <p>Independent Practice: Students will write down 2 differences and 2 similarities between schools</p>	<p>Performance Assessment Work Day</p>
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<p>M, T</p>	<p>in the two countries based on what they learned.</p> <p>Also Interactive Homework or Performance Assessment option (re-create a model of a classroom or school in Spain).</p> <p>EVALUATION: Student responses to the IP will be reviewed and given feedback as to why they are correct or perhaps make notes on misconceptions and elaborate in more detail the comparisons of schools in both countries during the beginning of the following class.</p> <p>Day 13 OBJECTIVE: 1) Students will be able to discuss, describe and identify various information (location, quantity, and so on) about classroom items. 2) Students will be able to apply the use of ser and estar to describe various classes and items in the classroom setting</p> <p>PROCEDURES: Introduction/ Warm-Up: Students will complete p. 109 Actividad 8</p> <p>TNM: Teach the students the various locations of classroom items to describe their classroom.</p> <p>Teach students key use of estar, hay, and correct pluralization and contraction of de el to del as they identify and describe the location of various things in relation to another object.</p> <p>GP: Ask students in pairs to share different descriptions of items in the classroom using the classroom vocabulary on page 120.</p> <p>IP: As independent practice and assessment students will complete Audio/ Video workbook pages 43-48 (45-46) to practice using the vocabulary to indicate the location of things in a classroom.</p> <p>Assessment/ Evaluation & Feedback: Students will be graded on their correct completion and understanding of activities.</p> <p>Day 14 OBJECTIVE: 1. Students will be able to identify and describe the meaning and location of various classroom items.</p>	<p>Practice Pages</p>
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<p>M, T</p>	<p>2. Students will also create a design of one of their classes and provided a written description of things located in the class.</p> <p>PROCEDURES: Warm-Up: Students will spend a few minutes reviewing location of different countries and also discussing currency and the capital.</p> <p>Teaching New Material: Students will be taught about the location of various items from multiple perspective and also reinforce pluralization and contraction of de + el = del.</p> <p>Guided Practice: As a class students will complete 44 & 48 and also play matamoscas/ row game to practice and complete exercises and review.</p> <p>IP: Students will complete study packet on Chapter 2A also a review for the performance assessment/ test coming up.</p> <p>Students will view rubric of expectations for the My Class Design Project (p.117) and Exchange Student Brochure and also begin their rough draft and complete as HW.</p> <p>Assessment/ Evaluation & Feedback: Rough draft of model classroom will be graded based on presentation visually, written, accuracy and other rubric requirements.</p> <p>Day 15 OBJECTIVE: 1) Given various classroom set-ups and scenarios, students will be able to discuss various information (descriptions including location and quantity through comparisons and use of “hay” and other relevant vocabulary) about classroom items and create a physical classroom layout based on given instructions (and/ or vice versa). 2) Given sentences and situations in specific contexts, students will be able to apply the correct verb conjugation of ser and estar to use in completing and analyzing a given text or information. 3) <i>Students will be able to apply previously learned vocabulary to design a classroom and describe the location of various items given a rubric of expectations and details on this performance assessment.</i></p> <p>PROCEDURES: Warm-Up: Students will complete and submit Review packet for Chapter 2A and switch rough drafts with a partner to be peer edited.</p>	<p>Performance Assessment Part I and II</p>
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<p>M, T</p>	<p>Students will in pairs practice their presentation using the format provided.</p> <p>IP: As independent practice and assessment students will begin oral presentations and submit project for major grade.</p> <p>Assessment/ Evaluation & Feedback: Model classroom will be graded based on presentation visually, written, accuracy and other rubric requirements.</p> <p>Day 17 OBJECTIVE:</p> <ol style="list-style-type: none"> 1) <i>Students will be able to describe and identify various classroom items.</i> 2) <i>Students will also be able to show mastery of classroom vocabulary and concepts in Chapter 2 through written test and completion of oral tests.</i> <p>PROCEDURES:</p> <p>Introduction/ Warm-Up: Student will complete VWB (vocabulary workbook) pp. 77-80 (in order to have these pages ready for completion/ review). Students will also prepare for presentations if warm-up is completed ahead of time.</p> <p>TNM: Review three main points to be careful about in your project and presentation (on smartboard). Also remind students of evaluation sheet and their expectations during a presentation. Teach the students the proper way to behave during presentations and ask that, in order to keep themselves and each other accountable during the presentation, they grade their classmates on accuracy and relevance of shared info and presentation clarity (using evaluation sheet provided). Do a quick review of classroom items and locations with students, using the smartboard.</p> <p>GP: Students will have a quick pair review game for extra points on their performance assessment (use quia review jeopardy game) and also view Costa Rica Study Abroad Experience of teacher (emphasis on classroom set-up example slide and importance of being able to analyze a description of a classroom or share a description to help someone). Students will do both or one of these two options based on time allotment.</p> <p>IP: As independent practice and assessment students will complete presentations and evaluate their classmates using sheet/ rubric provided.</p>	<p>Jeopardy Review Game</p> <p>Peer and Self Project Evaluations</p>
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	<p>Assessment/ Evaluation & Feedback: Model classroom will be graded based on presentation, including visual and written components, accuracy and other rubric requirements. Workbook pages will also be graded and re-teaching/ review done the following day if necessary. (Exit Slip will be for students to share on a scale of 1 to 10 how they feel about their understanding of Chapter 2 (can be done using fingers to show self-assessment), what they like about the performance assessment &/ did not like (if they prefer traditional tests, etc.), lastly, state the location of one item in this class in Spanish.)</p>	
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