

## **AERO:SBC Basic Unit Template**

<b>Subject/Course:</b>	<b>Spanish 1</b>
<b>Grade Level:</b>	<b>Middle/High School</b>
<b>Topic/Concept:</b>	<b>Mis amigos y yo</b>
<b>Estimated Time Required:</b>	<b>2-4 weeks</b>
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### **Desired Results:**

1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)?

### **Standards: grade 2 (these will be used but modified for middle and high school)**

- 1.1a,b,c,
- 1.2a
- 1.3b,d
- 1.4a,c
- 2.1 a,b,c
- 2.2 a
- 2.3 a,b,
- 4.2 a

### **Brief summary of the unit:**

This unit will concentrate on the vocabulary words for describing oneself and others and indentifying people and things, talk about activities and where you are from. Students will follow the format of (RAFT) Role, Audience, Format and Topic where students take on a role and verbally communicate and share their information with each other. They will compare and contrast about themselves and others including (physical characteristics, origin, as well as likes and dislikes.)

This unit will also concentrate on previous knowledge surrounding: dates, months, days and numbers and use of the verb *ser* to express origin as well as – *ar* present tense verbs.

2. What are the enduring understandings that this unit is built upon?

The study of other languages and cultures offers students insight into their own learning languages is about making connections: linking feelings, people, descriptions and ideas.

Location plays a role in what teenagers like to do

Students will understand how origin identifies with a culture with how people adapt and adopt a culture they are apart of.

3. What essential or unit questions will prompt curiosity and focus?

What do teenagers do in their free time?

What are your favorite activities?

Where are you from?

How do you adapt to a culture?

Who are you?

4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

Know how to:

Talk about activities

Tell where you are from

Say what you like and dislike

Describe yourself and others

Identify people and things

Be able to demonstrate the use of:

Subject pronoun and *Ser*

*De* to describe where you are from

*Gustar* with an infinitive

Definite and indefinite articles

Noun and adjective agreement

## Evidence of Learning:

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task (summative assessment):

We will have a unit test based on the thematic unit and a communicative project which will include:

- In Spanish, they read and understand several descriptive dialogues about oneself. (Interpretive)
- In Spanish they will talk about themselves, likes/dislikes, physical appearance and characteristics. (Presentational, interpretive)
- In Spanish they will identify people based on oral descriptors and visuals. (Interpretive)
- In the Spanish they will read and listen about what teens do in their free time in Spanish speaking countries. (Interpretive)
- In the Spanish they will talk and write about various scenarios, taking the role of a particular character and communicate that information to others. (Presentational, interpersonal)



**2. Provide the scoring guide/rubric for the culminating task (summative assessment).**

<b>Criteria</b>	<b>1 - Attempts the standard</b>	<b>2 - Approaches the standard</b>	<b>3 - Meets the standard</b>	<b>4 - Exceeds the standard</b>
Expression of Ideas	The student develops the task inadequately or inappropriately. The task is off-topic or incomplete.	The student develops most or some requirements of the task. It addresses the task somewhat inadequately.	The student develops most or all requirements of the task or responds to it in a general manner.	The student thoroughly develops knowledgeably and accurately all requirements of the task.
Grammar	The student demonstrates inadequate use of grammar. Errors interfere with meaning.	The student demonstrates somewhat control of the grammar. Errors may interfere with meaning.	The student demonstrates control of the grammar with minimal error that does not interfere with the meaning.	The student demonstrates excellent control of the grammar with minimal errors.
Vocabulary	Inappropriate and inaccurate vocabulary from the target unit.	Somewhat appropriate and accurate vocabulary from the target unit.	Appropriate and accurate vocabulary from the target unit.	Good variety of appropriate and accurate vocabulary from both the target unit and other units.
Clarity/Fluency	Writing and oral is not clear and one cannot easily understand what is being communicated.	Writing and oral is somewhat clear and one can somewhat understand what is being communicated.	Most of the writing and oral is clear and one can easily understand what is being communicated.	Writing and oral is clear and one can easily understand what is being communicated.
	Pronounces many words	Pronounces words	Most words are	Pronounces words

Pronunciation/Intonation	incorrectly and is unclear. One cannot understand what is being communicated.	somewhat correctly and clearly. One can somewhat understand what is being communicated.	pronounced correctly. One can generally understand what is being communicated.	correctly and clearly enunciates. One can easily understand what is being communicated.
Mechanics	Spelling and punctuation is inaccurate.	Spelling and punctuation are somewhat accurate.	Most of the spelling and punctuation are accurate.	Contains accurate spelling and punctuation
Presentational Techniques	Does not use appropriate non-verbal communication to address and engage audience.	Somewhat uses appropriate non-verbal communication to address and engage audience.	Mostly uses appropriate non-verbal communication to address and engage audience.	Consistently and effectively uses appropriate non-verbal communication (eye contact, body language) to address and engage audience.



## **Instructional Plan:**

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

This is for 80 min. - 8 day rotating block schedule

### Stage 1

#### Introduction:

1. Introduce what teenagers do in Latin American countries and what kinds of things are there to do as well as explaining some leisure activities.
  - a. Avancemos 1 series have a DVD of cultural destinations where short dialogues are scripted among teenagers and exemplify what teens do for leisure and pastime.
2. Vocabulary intro *Mis amigos y yo*
  - a. Audio
  - b. Textbook
  - c. Create ways to learn vocabulary (flashcards, ink flash cards, [www.anki.com](http://www.anki.com), workbook, lists, mnemonic devices, inspiration, ning, wiki, Dyknow etc.)
  - d. [www.classzone.com](http://www.classzone.com)
3. Create a Venn diagram with 2 circles (one labeled "indoors" and the other labeled "outdoors" and students can list the activities that take place in either circle.
4. Introduce the verb *gustar* (likes and dislikes)
  - a. textbook

### Stage 2

#### Review:

- a. Matamoscas (vocabulary game where students write all vocabulary words on the board and then in two teams try to find the correct word through given clues) \* clues can be given by the teacher or other students.
- b. Create a list of activities from the previous lesson from least favorite to most favorite using the verb *gustar*

#### Introduction:

1. Introduce traits and characteristics
  - a. DVD
  - b. Textbook
  - c. Songs
  - d. Magazines "¿Qué Tal?"
  - e. TPR/charades

2. Introduce the verb *ser* with characteristics
  - a. Textbook
  - b. Websites: [www.classzone.com](http://www.classzone.com), [www.quia.com](http://www.quia.com)
  - c. Más Práctica workbook (according to needs)
3. Using various pictures students can describe themselves and others
  - a. Listen to students talk about themselves and others (with visuals)
  - b. Read descriptions of teens
1. Create a personality page reflecting their own traits and characteristics
  - c. Read random personality pages from (stage 1 #3 and have student guess who it is).
  - d. Workbook exercises (as necessary)
  - e. *Quién Soy yo* ( presentational, interpretive)
  - f. Write about a best friend. What does he or she look like, what are some activities they like or dislike? (homework)

### Stage 3

2. Quiz on the activities and characteristics (formative assessment)
3. Create a dialogue and act out what teens are doing and narrator describes the characters to the audience.
4. Score discussion- traits/characteristics (formative assessment)
5. Create and conduct an interview for students in a Spanish speaking country
  - a. Internet (ning or wiki)

### Stage 4

1. Introduction for definite and indefinite articles and noun- adjective agreement
  - a. DVD
  - b. Textbook
  - c. [www.classzone.com](http://www.classzone.com), [www.colby.com](http://www.colby.com)
  - d. Workbook (as required)
2. Application (summative assessment)
  - a. *Las Personas famosas* write descriptions of famous people including likes and dislikes (summative assessment)
  - b. Students create and conduct an interview for Spanish speaking students about what they like to do.
  - c. Create a comic about a day in the life of a teen. (Scratch is an application where students can add animation to panels and sound effects)

### Stage 5

Project- (summative assessment)

RAFT (please see brief summary of unit on page 1 to know what does RAFT signify)

1. Organize scenario and describe characters involved
2. Develop a dialogue that demonstrates their understanding using vocabulary of activities and characteristics/traits, the verbs *gustar* and *ser*, definite and indefinite articles and noun-adjective agreement.

