

AERO:SBC Basic Unit Template

Subject/Course:	Spanish 1b
Grade Level:	Middle School
Topic/Concept:	La Casa & Celebrations
Estimated Time Required:	
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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 school)

- 1.1 A,b,c,d
- 1.2 b,c
- 1.3 b,c
- 2.1 a,b,c
- 2,2 a
- 2.3 a,b,c
- 3.1 a
- 4.1 a
- 4.2 a

Brief summary of the Unit

This unit will concentrate on the vocabulary words for house and house objects as well as house chores. Students will compare and contrast this information with the house and house objects in their countries. They will analyze why houses are different from country to country. They will also compare and contrast the chores they need to do at home.

This unit will also concentrate on celebrations mainly focusing on parties. Students will compare and contrast how they celebrate parties; food served, activities, materials used, timings, people (friends and family)/help, clothes.

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

The study of other languages and cultures offer students insight into their own Learning languages is about making connections: linking thoughts, people, cultures, and ideas

Houses and chores are both similar and different from one country to another.

There are logical reasons why housing structures vary across countries.

Celebrations reflect their cultures.

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

What are the differences and similarities between your home and that of a Spanish speaking country?

What are daily household chores and could you be responsible for?

Where do you prefer to live?

How does a country's location make the home unique?

How do you celebrate your birthday?

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

Know how to:

Describe house and household items

Describe household chores

About different houses in different regions of Ecuador

Describe party objects

Describe party activities

Indicate the order of things

Describe people and locations

Tell someone what to do

Say what you just did

Be able to demonstrate the use of:

Present progressive

Tu commands

Adverbs

Direct objects

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 and a movie unit project which will include the following:

In the target language, they describe the interiors of their home and minimal house objects. (Presentational)

In the target language, they read and understand home descriptions. (Interpretive)

In English they talk about different homes in Ecuador according to the different regions. In English they will be able to compare their houses to those in Ecuador.

In the target language they talk about the chores they do and don't do at home. In the target language they will be able to ask kids in different cultures, the chores they do and don't do at home as well as how they are done. (Presentational, Interpersonal)

In the target language they read and listen about chores that Spanish speaking students are or are not doing. (Interpretive)

In the target language they talk and write about preparing a party as it would be done in Ecuador. In the target language, they will be able to ask students in and out of Ecuador, about their parties. They will also be able to reenact planning a party. (Presentational, interpersonal)

In the target language they read about celebrations. They will be able to listen to students preparing for a surprise party. (interpretive)

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

Criteria	1 - Attempts the standard	2 - Approaches the standard	3 - Meets the standard	4 - Exceeds the standard
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.
Pronunciation/Intonation	Pronounces many words incorrectly and is unclear. One cannot understand what is being communicated.	Pronounces words somewhat correctly and clearly. One can somewhat understand what is being communicated.	Most words are pronounced correctly. One can generally understand what is being communicated.	Pronounces words 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.
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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 Ecuador main facts, regions, and then narrow down to house types according to location.
 - a. Internet websites
2. Vocabulary intro for houses
 - a. DVD
 - b. Textbook
 - c. Create ways to learn the vocabulary (flashcards, ink flash cards, anki.com, workbook, lists, mnemonic devices, inspiration, etc.)
 - d. Classzone.com
3. Create their ideal house - (rooms and objects)

Stage 2

Review:

- a. Mata moscas (vocab game where students write all vocab words on the board and then in two teams try to find the correct word through given clues)
- b. Present their ideal house to others. They need to be able to explain their house and explain where things are located.

Introduction:

1. Introduce chores
 - a. DVD
 - b. Textbook
 - c. Songs
 - d. Magazine "ahora"
 - e. TPR/charades
2. Introduce present progressive with household chores
 - a. Text book
 - b. Websites: www.colby.edu, Classzone.com,
 - c. Mas práctica (according to needs)
3. Use of chores and present progressive
 - a. Listen to students talk about chores
 - b. Read about students their chores
 - c. Workbook drills (according to needs)
 - d. Cinquain poem (formative assessment)

- e. Write about their own experiences of house chores responsibilities, describing also the order in which they are completed. (homework)

Stage 3

1. Quiz of house and chores (formative assessment)
2. Talk about chores other students do using prompts from the book.
3. Score discussion – chores (formative assessment)
4. Create and conduct an Interview for students in a Spanish speaking country
 - a. Internet (ning, wiki, e-mail, skype)

Stage 4

1. Introduction for tu commands
 - a. DVD
 - b. Textbook
 - c. Classzone.com, Colby.edu
 - d. Workbook (according to needs)
2. Introduction of party vocabulary and parties in Ecuador
 - a. DVD
 - b. Textbook
 - c. Internet & Mrs. Reinsmoen (or anyone else from Ecuador)
3. Application (summative assessment)
 - a. RAFT: students show they can talk and write about planning a party
 - b. Students reenact planning a party
 - c. Students create and conduct an interview for Spanish speaking students about how they celebrate parties
 - d. Create a caption/comic about planning a party

Stage 5

Project- (summative assessment)

Movie-maker / Pinnacle Spin / audacity

1. Photos of home and objects OR choose their ideal home
2. Develop a project that shows their understanding of the usage of the vocabulary of houses, household objects, household chores, ordinal numbers, present progressive, adverbs, tu commands and any other components from other units.

