

Curriculum Framework Spanish

School: KuumbaAcademy Charter School

Curricular Tool: ¡Avancemos!

Grade: 6

Teacher: _____

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Lección Preliminar – Greetings, Leave taking and Presentation Timeline : 2 weeks			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p>	<p>How we greet each other is important based on how we relate to one another.</p> <p>Where we come from gives us a specific way of looking at things in the world.</p>	<p>Essential Questions:</p> <p>How do Spanish speakers greet each other?</p> <p>How do you spell in Spanish?</p> <p>How do you say where you're from in Spanish?</p> <p>How do I perform my classroom tasks and responsibilities in Spanish?</p> <p>How do I ask for and exchange phone numbers in Spanish?</p> <p>How do I tell time and give the date in Spanish?</p> <p>How do I talk about weather in Spanish?</p> <p>Learning Targets:</p> <p>Students will be able to greet, take leave and introduce classmates.</p> <p>Students will be able to ask and say how to spell names, places, addresses and email addresses.</p> <p>Students will be able to ask about and state their nationality.</p> <p>Students will be able to understand</p>	<p>Suggested Formative Assessments:</p> <p>Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities</p> <p>Suggested Summative Assessments:</p> <p>Quizzes Unit Exams – Written and oral</p>

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		<p>and respond appropriately to basic classroom expressions and requests.</p> <p>Students will be able to say numbers 0-10.</p> <p>Students will be able to ask for and exchange phone numbers, locker numbers, and locker combinations.</p> <p>Students will be able to tell time, dates, and state the weather.</p>	
<p>Unit Two: ¿Qué te gusta hacer? Timeline: 3 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts</p>	<p>The activities we do and don't do shape us into who we are.</p> <p>Who we are and where we come from shape our preferences for activities.</p>	<p>Essential Questions:</p> <p>How do I describe things I do and don't do in Spanish?</p> <p>How do I use subject pronouns in Spanish?</p> <p>How do I use the verb ser to say where people are from?</p> <p>How do I use the verb gustar to say things that others like or don't like to do?</p> <p>Learning Targets:</p> <p>Students will be able to describe things they like and don't like to do.</p> <p>Students will be able to name and identify the subject pronouns in Spanish.</p> <p>Students will be able to use the verb</p>	<p>Suggested Formative Assessments:</p> <p>Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities</p> <p>Suggested Summative Assessments:</p> <p>Quizzes Unit Exams – Written and oral</p>

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<p>learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p>		<p>ser correctly to describe where people are from.</p> <p>Students will be able to say things that others like to do and don't do.</p>	
<p>Unit Three: Mis amigos y yo Timeline: 3 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including</p>	<p>Spanish-speaking teens in the United States have similar interests to English-speaking teens.</p> <p>Communities show what they value through the Arts.</p>	<p><u>Essential Questions:</u></p> <p>How do I describe myself and others in Spanish?</p> <p>How do I use ser to say what someone is like?</p> <p>How do I use subject pronouns in Spanish?</p> <p>How do I use definite and indefinite articles in Spanish?</p> <p>How do I use adjectives in Spanish to describe people, places or things?</p> <p><u>Learning Targets:</u></p> <p>Students will be able to describe themselves and others.</p> <p>Students will be able to identify people and things.</p> <p>Students will be able to use ser to say what someone is like.</p>	<p><u>Suggested Formative Assessments:</u></p> <p>Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities</p> <p><u>Suggested Summative Assessments:</u></p> <p>Quizzes Unit Exams – Written and oral</p>

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<p>weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p> <p>4.2 Students become aware of cultural similarities and differences in school routines and family activities.</p>		<p>Students will be able to use and identify definite and indefinite articles.</p> <p>Students will be able to use adjectives correctly in Spanish.</p>	
<p>Unit Four: Somos estudiantes Timeline: 3 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an</p>	<p>School life varies from culture to culture.</p> <p>Cultures value activities differently based on community and family traditions.</p>	<p>Essential Questions:</p> <p>How do I describe my school schedule?</p> <p>How do I describe how often I do things?</p> <p>How do I describe the things I have and things I have to do?</p> <p>How do I say things I do and don't do?</p> <p>How do I use AR verbs to say the activities that I do and don't do?</p> <p>Learning Targets:</p> <p>Students will talk about:</p> <p>Daily Schedule</p> <p>Time</p> <p>Belongings</p>	<p>Suggested Formative Assessments:</p> <p>Teacher observations</p> <p>Pairs practice</p> <p>Presentations</p> <p>Homework</p> <p>Bell work</p> <p>Exit tickets</p> <p>Role Play activities</p> <p>Suggested Summative Assessments:</p> <p>Quizzes</p> <p>Unit Exams – Written and oral</p>

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<p>understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p>		<p>Non-belongings Activities and frequency of activities</p> <p>Students will accurately use: AR verbs Tener Tener que</p>	
<p>Unit Five: En la escuela Timeline: 3 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in</p>	<p>Classrooms and school life vary from place to place.</p> <p>Language aside, students from other cultures often have similar interests.</p> <p>Language aside, students from culture to culture often share in certain school experiences.</p> <p>Students across the world share common school experiences, though differences exist due to culture.</p>	<p>Essential Questions: How do I describe my classes? How do I describe the things I use in my classes? How do I tell where things are located? How do I talk about how I feel? How do I tell where I am going? How do I form questions in Spanish? How does a teenager’s school life change from culture to culture? How do you use the verbs <i>estar</i>? How are my school experiences different from those of other cultures? What is a stereotype?</p>	<p>Suggested Formative Assessments: Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities Project: Ideal Classroom Skit</p> <p>Suggested Summative Assessments: Quizzes Unit Exams – Written and oral</p>

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<p>the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>3.2 Students read, listen to and talk about age-appropriate school content, folktales, short stories, poems, internet sites and songs written for native speakers of the target language</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p> <p>5.1 Students perform for the school community during special school events.</p>		<p>What types of classes would I take if I were in a Spanish-speaking country?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify classes and extra-curricular activities in the target language • Discuss classes and extra-curricular activities in the target language • Compare and contrast classes and extra-curricular activities in the United States and in the target language culture. • Interview a student in the target language about his/her current classes and activities as well as future classes and activities • Write an article in the target language about classes and extra-curricular activities • Persuade others in the target language to participate in a specific extra-curricular activity • Express feelings and emotions in Spanish • Form questions in Spanish 	
<p>Unit Six: Mi comida favorita Timeline: 3 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places</p>	<p>Food brings communities together. Meals are the center of family life for</p>	<p><u>Essential Questions:</u> How do I tell what I eat?</p>	<p><u>Suggested Formative Assessments:</u> Teacher observations Pairs practice</p>

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<p>and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p>	<p>many types of families in the world.</p>	<p>How do I ask questions using interrogative adjectives?</p> <p>How do I tell what foods I like and don't like?</p> <p>How do I use Gustar with nouns? How do I use ER verbs to say what I do and don't do?</p> <p>How do I use IR verbs?</p> <p>How do I use ER verbs?</p> <p>How do I describe things I do and don't do with the verb hacer?</p> <p>Learning Targets: Students will be able to: Talk about Food and beverages, preferences and choices Ask questions</p> <p>Students will accurately use: Interrogative Adjectives Gustar ER verbs IR verbs Hacer</p>	<p>Presentations Homework Bell work Exit tickets Role Play activities Project: Healthy Eating</p> <p>Suggested Summative Assessments: Quizzes Unit Exams – Written and oral</p>
<p>Unit Seven: En mi familia Timeline: 3 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p>	<p>Family structure changes from place to place, and so the roles in which its members serve.</p>	<p>Essential Questions: How do I describe my family? How do I count to a million?</p>	<p>Suggested Formative Assessments: Teacher observations Pairs practice Presentations</p>

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<p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p>		<p>How do I say what belongs to someone?</p> <p>How do I talk about the date?</p> <p>How do I compare things?</p> <p><u>Learning Targets:</u> Students will talk about: Family Age Traditional Cooking of Puerto Rico</p> <p>Students will accurately use: Possessive Adjectives Comparatives Numbers 101-1,000,000</p>	<p>Homework Bell work Exit tickets Role Play activities Project: Family Tree</p> <p><u>Suggested Summative Assessments:</u> Quizzes Unit Exams – Written and oral</p>
<p>Unit Eight: ¡Vamos de compras! Timeline: 3 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated</p>	<p>Shopping is a favorite activity among young people in the world.</p> <p>Fashion varies from place to place.</p>	<p><u>Essential Questions:</u> How do I describe the clothes I want to buy?</p> <p>How do I tell what I wear in different seasons?</p>	<p><u>Suggested Formative Assessments:</u> Teacher observations Pairs practice Presentations Homework Bell work</p>

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<p>words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p>		<p>How do I use tener expressions?</p> <p>How do I use verbs like querer?</p> <p>Learning Targets: Students will talk about: Clothing</p> <p>Students will accurately use: Tener expressions Stem-changing verbs e→ie Direct object pronouns</p>	<p>Exit tickets Role Play activities</p> <p>Suggested Summative Assessments: Quizzes Unit Exams – Written and oral</p>
<p>Unit Nine: ¿Qué hacemos esta noche? Timeline: 3 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends.</p>	<p>Knowing how to get around town can save you money while you travel.</p>	<p>Essential Questions: How do I describe what I do in town? How do I get around town? How do I describe things I'm going to do?</p>	<p>Suggested Formative Assessments: Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities</p>

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<p>They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p> <p>5.2 Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>How do I order from a menu?</p> <p>How do I use verbs like poder?</p> <p>How do I use verbs like servir?</p> <p><u>Learning Targets:</u> Students will describe: Places and events around town Activities</p> <p>Students will accurately use: Close future Ver Ir a + Infinitive Stem-changing verbs o→ue Stem-changing verbs e→i</p>	<p><u>Suggested Summative Assessments:</u> Quizzes Unit Exams – Written and oral</p>

Curriculum Framework Spanish

School: Kuumba Academy

Curricular Tool: ¡Avancemos!

Grade: 7

Teacher: _____

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Revision: School Life Timeline : 3 weeks			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p>	<p>Where we come from gives us a specific way of looking at things in the world.</p>	<p>Essential Questions: How do I describe myself and others in Spanish?</p> <p>How do I use adjectives in Spanish to describe people, places or things?</p> <p>How do I describe my school schedule?</p> <p>How do I describe my classes and the tools I use in them?</p> <p>Learning Targets: Students will: Describe people School Schedule School Classes Classroom Objects</p> <p>Students will accurately use: Adjective Agreement</p>	<p>Suggested Formative Assessments: Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities</p> <p>Suggested Summative Assessments: Quizzes Unit Exams – Written and oral</p>
Unit Two: Revision: Activities Timeline : 4 weeks			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and</p>	<p>What we do or don't do helps to shape us into who we are.</p>	<p>Essential Questions: How do I describe things I do and don't do in Spanish? How do I use the verb gustar to say things that others like or don't like to do?</p>	<p>Suggested Formative Assessments: Teacher observations Pairs practice Presentations Homework Bell work</p>

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<p>their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p> <p>5.2 Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>How do I describe the things I have and things I have to do?</p> <p>How do I use AR verbs to say the activities that I do and don't do?</p> <p>Learning Targets: Students will identify and talk about daily activities.</p> <p>Students will accurately use: Gustar Tener que AR verbs</p>	<p>Exit tickets Role Play activities</p> <p>Suggested Summative Assessments: Quizzes Unit Exams – Written and oral</p>
<p>Unit Three: Food in a Café or Restaurant Timeline: 4 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects,</p>	<p>Knowing how to order in a restaurant or café is an important skill while traveling to new places.</p>	<p>Essential Questions: How do I order from a menu in a restaurant or café?</p> <p>How do I tell describe the foods I eat?</p> <p>How do I ask questions using interrogative adjectives?</p> <p>How do I use Gustar with nouns?</p> <p>How do I describe things I do and don't do with the verb hacer?</p> <p>Learning Targets: Students will form sentences and have conversations about:</p>	<p>Suggested Formative Assessments: Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities Project: Food Magazine</p> <p>Suggested Summative Assessments: Quizzes Unit Exams – Written and oral</p>

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<p>geographical concepts, etc.</p> <p>3.2 Students participate in cultural tradition and use authentic material (i.e., Children’s books, internet sites) to access information about the target-language cultures.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p>		<p>Review: Food and beverages Review: questions Food (ordering in a restaurant)</p> <p>Students will accurately use: Review Gustar Review ER verbs Review IR verbs Review Hacer</p>	
<p>Unit Four: High Fashion Timeline: 4 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>5.2 Students have fun learning to dance, sing, play games and respond in the target language.</p>	<p>Clothing as art is a theme that changes from place to place.</p> <p>Understanding a culture can help us to understand what one finds attractive.</p>	<p>Essential Questions: How does fashion differ from culture to culture? How do I describe the clothes I want to buy? How is a teenager from Mexico different from a US teenager? How do I use tener expressions? How do I use verbs like querer?</p> <p>Learning Targets: Students will describe: Clothing</p> <p>Students will actively engage in role play activities.</p> <p>Students will accurately use: Tener expressions Stem-changing verbs e→ie Direct object pronouns</p>	<p>Suggested Formative Assessments: Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities</p> <p>Suggested Summative Assessments: Quizzes Unit Exams – Written and oral</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit Five: Travel Timeline: 4 weeks			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>3.2 - Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p> <p>4.2 - Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast</p>	<p>Travel provides opportunities to gain new insight about self and the world.</p> <p>Knowledge of different forms of transportation provides richer experiences while visiting unfamiliar places.</p>	<p><u>Essential Questions:</u> How do I describe what I do in town?</p> <p>How do I describe and use different forms of transportation to get around?</p> <p>What are the most visited points of interest in Spain, Chile, and Guatemala?</p> <p>How do I get around town?</p> <p>How do I give and respond to directions?</p> <p>How do I describe things I'm going to do?</p> <p>How do I use verbs like poder?</p> <p>How do I use verbs like servir?</p> <p><u>Learning Targets:</u> Students will use and describe: Travel Vocabulary Modes of Transportation Parts of a Car Places to visit and things to do in Spain, Chile, and Guatemala</p> <p>Students will actively engage in role play activities.</p>	<p><u>Suggested Formative Assessments:</u> Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities Student self-assessment and reflection</p> <p><u>Suggested Summative Assessments:</u> Quizzes Unit Exams – Written and oral</p>

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<p>them with their own.</p> <p>5.2 Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>Students will accurately use:</p> <p>Commands Close future Ver Ir a + Infinitive Stem-changing verbs o→ue Stem-changing verbs e→i</p>	
<p>Unit Six: La Casa Timeline: 4 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p> <p>5.2 Students have fun learning to dance, sing, play games and respond in the target</p>	<p>There are similarities and differences between homes of Ecuador and homes in the U.S.</p>	<p>Essential Questions:</p> <p>How do I describe where I live?</p> <p>How do I describe the things in my house?</p> <p>How do I describe people and locations?</p> <p>How do I know when to use estar and ser?</p> <p>How do I use ordinal numbers in Spanish?</p> <p>How do I use verbs like poder?</p> <p>What do houses in Ecuador look like?</p> <p>Learning Targets:</p> <p>Students will identify and describe:</p> <p>Rooms of the house Household items Order of things Where things are People Colors</p>	<p>Suggested Formative Assessments:</p> <p>Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities</p> <p>Suggested Summative Assessments:</p> <p>Quizzes Unit Exams – Written and oral</p>

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language.		Clothing Homes in Ecuador Students will actively engage in role play activities. Students will accurately use: Stem-changing verbs o→ue Location words	
Unit Seven: Una fiesta Timeline: 4 weeks			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p> <p>4.2 Students become aware of cultural similarities and differences in holidays and traditions.</p>	Religious celebrations are a large part of the U.S and Spanish speaking culture.	<p><u>Essential Questions:</u></p> <p>How do I plan a party in Spanish?</p> <p>What are reasons for celebration in Spanish-speaking countries?</p> <p>How do I describe chores and responsibilities?</p> <p>How do I tell someone to do something?</p> <p>How do I say what I did?</p> <p>How do I use Tú commands?</p> <p><u>Learning Targets:</u></p> <p>Students will speak using: Party vocabulary Chores and responsibilities vocabulary</p> <p>Students will actively engage in role play activities.</p> <p>Students will accurately use:</p>	<p><u>Suggested Formative Assessments:</u></p> <p>Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities</p> <p><u>Suggested Summative Assessments:</u></p> <p>Quizzes Unit Exams – Written and oral</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>5.1 Students make posters about holidays and traditions and display them in their school of the community library. \</p> <p>5.2 Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>Recent past Irregular verbs Informal commands</p>	
<p>Unit Eight: Sports Timeline: 5 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc</p>	<p>Sports and leisure activities help us to stay in good health as well as provide an outlet for entertainment.</p>	<p>Essential Questions: How do I talk about sports and leisure activities? How do I talk about the people I know? How do I talk about what I know? How do I use the verb jugar? How do I use the verbs saber and conocer? How do I use the personal “a?”</p> <p>Learning Targets: Students will be able to speak about: Sports and leisure activities Students will actively engage in role play activities. Students will accurately use: Saber, Conocer, Jugar Personal A</p>	<p>Suggested Formative Assessments: Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities</p> <p>Suggested Summative Assessments: Quizzes Unit Exams – Written and oral</p>

Curriculum Framework Spanish

School: Kuumba Academy

Curricular Tool: ¡Avancemos!

Grade: 8

Teacher: _____

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Revision - House and Home Timeline : 3 weeks			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p>	<p>Where and how we live influences who we are and how we relate to one another.</p>	<p><u>Essential Questions:</u></p> <p>How do I describe where I live?</p> <p>How do I describe the things in my house?</p> <p>How do I describe people and locations?</p> <p>How do I know when to use estar and ser?</p> <p>How do I use ordinal numbers in Spanish?</p> <p>How do I use verbs like poder?</p> <p>What do houses in Ecuador look like?</p> <p><u>Learning Targets:</u> Students will describe: Rooms of the house Household items Order of things Where things are People Colors Clothing</p>	<p><u>Suggested Formative Assessments:</u></p> <p>Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities</p> <p><u>Suggested Summative Assessments:</u></p> <p>Quizzes Unit Exams – Written and oral</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		Homes in Ecuador Students will accurately use: Stem-changing verbs o→ue Location words	
Unit Two: Revision - Una Fiesta (with holidays for Spanish speakers) Timeline : 4 weeks			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.2 Students use primary sources in the target language to access information on the products and practices of target-language cultures.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p> <p>5.2 Students have fun learning to dance, sing, play games and respond in the target language.</p>	Celebrations are an important part of our culture and represent what we value.	<p>Essential Questions:</p> <p>How do I plan a party in Spanish?</p> <p>Which holidays do Americans and Spanish-speaking countries share?</p> <p>What are reasons for celebration in Spanish-speaking countries?</p> <p>How do I describe chores and responsibilities?</p> <p>How do I tell someone to do something?</p> <p>How do I use Tú commands?</p> <p>Learning Targets:</p> <p>Students will describe: Spanish Holidays Party vocabulary Chores and responsibilities</p> <p>Students will accurately use: Recent past Irregular verbs Informal commands</p>	<p>Suggested Formative Assessments:</p> <p>Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities</p> <p>Suggested Summative Assessments:</p> <p>Quizzes Unit Exams – Written and oral</p>
Unit Three: Review Sports and Leisure activities Timeline: 4 weeks			

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p>	<p>Sports are a way to keep in shape.</p> <p>Many countries value sports as entertainment.</p>	<p><u>Essential Questions:</u> How do I talk about sports and leisure activities?</p> <p>How do I talk about the people I know?</p> <p>How do I talk about what I know?</p> <p>How do I use the verb jugar?</p> <p>How do I use the verbs saber and conocer?</p> <p>How do I use the personal “a”?</p> <p><u>Learning Targets:</u> Students will describe: Sports Leisure activities</p> <p>Students will accurately use: Saber Conocer Jugar Personal A</p>	<p><u>Suggested Formative Assessments:</u> Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities Project: Food Magazine</p> <p><u>Suggested Summative Assessments:</u> Quizzes Unit Exams – Written and oral</p>
<p>Unit Four: Health and Wellness Timeline: 4 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands,</p>	<p>Staying in shape gives us opportunities to better enjoy the things around us.</p>	<p><u>Essential Questions:</u> How do I describe the parts of the body?</p> <p>How do I make excuses?</p> <p>How do I say what I do to stay</p>	<p><u>Suggested Formative Assessments:</u> Teacher observations Pairs practice Presentations Homework Bell work Exit tickets</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>4.2 Students contrast verbal and nonverbal behavior within particular activities in the target cultures and their own.</p> <p>5.2 Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>healthy?</p> <p>How do I talk about what hurts?</p> <p>How do I talk about things that I did?</p> <p><u>Learning Targets:</u> Students will: Talk about parts of the body Make excuses Say what they did Talk about staying healthy</p> <p>Students will accurately use: Doler Preterite of AR verbs Preterite of –CAR, –GAR, and –Zar verbs</p>	<p>Role Play activities</p> <p><u>Suggested Summative Assessments:</u> Quizzes Unit Exams – Written and oral</p>
<p>Unit Five: En el cibercafé Timeline: 4 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p>	<p>Technology like language connects the world into a global community.</p>	<p><u>Essential Questions:</u> How do I talk about the technology I use?</p> <p>How do I talk about the order of when things occurred?</p> <p>How do I talk about things I did in the past?</p> <p>How do I say things I did and didn't do?</p> <p><u>Learning Targets:</u> Students will: Say what they did</p>	<p><u>Suggested Formative Assessments:</u> Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities</p> <p><u>Suggested Summative Assessments:</u> Quizzes Unit Exams – Written and oral</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p> <p>5.1 Students write and illustrate stories to present to others.</p> <p>5.2 Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>Students will accurately use: Technology vocab Sequence vocab Preterite of regular ER and IR verbs Affirmative and negative words Indefinite or negative situations</p>	
<p>Unit Six: Un día en el parque de diversiones Timeline: 4 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding</p>	<p>Leisure activities give us time to enjoy the vastness and diversity of the world around us.</p>	<p><u>Essential Questions:</u> How do I talk about places of interest? How do I talk on the phone to people I know and don't know? How do I extend and refuse invitations? How do I say where I went, how it was and what I did? How do I use que + adjective to show emphasis? <u>Learning Targets:</u> Students will:</p>	<p><u>Suggested Formative Assessments:</u> Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities Student self-assessment and reflection</p> <p><u>Suggested Summative Assessments:</u> Quizzes Unit Exams – Written and oral</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates. 5.2 Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>Describe amusement parks and places of interest Extend and receive invitations Use proper phone Etiquette Say where they went, how it was, and what they did</p> <p>Students will accurately use: Preterite of Ir, Ser and Hacer Pronouns after prepositions Que + Adjective</p>	
<p>Unit Seven: Pensando en las vacaciones Timeline: 4 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p> <p>4.1 Students recognize and group together cognates and those that are false cognates.</p>	<p>Vacations give us experiences that enrich us through experiencing another culture, much like the study of a foreign language.</p>	<p><u>Essential Questions:</u> How do I talk about my daily routine? How do I talk about grooming? How do I talk about vacations? How do I talk about things I'm doing right now? How do I talk about a typical day? How do I say how my daily routine changes while on vacation?</p> <p><u>Learning Targets:</u> Students will: Describe daily routines Talk about grooming Use vacation words Talk about a typical day Talk about their actions</p>	<p><u>Suggested Formative Assessments:</u> Teacher observations Pairs practice Presentations Homework Bell work Exit tickets Role Play activities</p> <p><u>Suggested Summative Assessments:</u> Quizzes Unit Exams – Written and oral</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>5.2 Students have fun learning to dance, sing, play games and respond in the target language.</p>		<p>Describe daily routine while on vacation</p> <p>Students will accurately use: Reflexive words Present progressive</p>	
<p>Unit Eight: ¡Vamos de vacaciones! Timeline: 5 weeks</p>			
<p>1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.</p> <p>1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.</p> <p>1.3 Students recite, sing and role play.</p> <p>2.1 Students recognize cultural practices in school routines and family activities.</p> <p>2.2 Students recognize cultural products relating to school, family, and community.</p> <p>3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.</p>	<p>Vacations give us experiences that enrich us through experiencing another culture, much like the study of a foreign language.</p>	<p>Essential Questions:</p> <p>How do I talk about leisure and vacation activities?</p> <p>How do I talk about shopping and bargaining?</p> <p>How do I describe jewelry and other accessories?</p> <p>How do I use Indirect Object Pronouns?</p> <p>How do I use demonstrative adjectives?</p> <p>Learning Targets:</p> <p>Students will:</p> <p>Describe leisure and vacation activities</p> <p>Talk about shopping and bargaining</p> <p>Describe jewelry and handicrafts</p> <p>Talk about buying souvenirs</p> <p>Demonstrate how to bargain at a market</p> <p>Talk about vacation activities</p> <p>Describe and/or conduct demonstrative activities</p>	<p>Suggested Formative Assessments:</p> <p>Teacher observations</p> <p>Pairs practice</p> <p>Presentations</p> <p>Homework</p> <p>Bell work</p> <p>Exit tickets</p> <p>Role Play activities</p> <p>Suggested Summative Assessments:</p> <p>Quizzes</p> <p>Unit Exams – Written and oral</p>

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		Students will accurately use: Indirect object pronouns	

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: La Vida escolar
Designed by: Stephen M. Benscoter, M.Ed.
District: Innovative Schools
Content Area: World Language-Spanish
Grade Level(s): M1

Summary of Unit

The goal of this unit is to give students access to the linguistic expressions necessary to describe, compare, contrast and discuss school life for students in the United States and in Spanish-speaking countries. This unit is taught as the fourth unit of study in the first year Spanish course and directly follows a unit on school schedules.

Students are expected to have some experience with regular verb structures in the present tense, the verb *tener* and numbers 0-100. In the unit, students will describe orally and written their school life and compare it with other cultures.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

- 1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.
- 1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.
- 1.3 Students recite, sing and role play.
- 2.1 Students recognize cultural practices in school routines and family activities.
- 2.2 Students recognize cultural products relating to school, family, and community.
- 3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.
- 3.2 Students read, listen to and talk about age-appropriate school content, folktales, short stories, poems, internet sites and songs written for native speakers of the target language

4.1 Students recognize and group together cognates and those that are false cognates.

5.1 Students perform for the school community during special school events.

Big Idea(s)

Student Life

Unit Enduring Understanding(s)

Language aside, students from culture to culture often share in certain school experiences.

Students across the world share common school experiences, though differences exist due to culture.

Classrooms and school life vary from place to place.

Language aside, students from other cultures often have similar interests

Unit Essential Questions(s)

How do I describe my classes?

How do I describe the things I use in my classes?

How do I tell where things are located?

How do I talk about how I feel?

How do I tell where I am going?

How do I form questions in Spanish?

How does a teenager's school life change from culture to culture?

How do you use the verbs *estar*?

How are my school experiences different from those of other cultures?

What is a stereotype?

What types of classes would I take if I were in a Spanish-speaking country?

Knowledge and Skills

Students will know...

- Classes and Classroom Objects
- Location of things
- Feelings and emotions
- Estar
- Inversion to make a question
- IR
- School life in Mexico
- Question words and negative formation rules.
- Numbers 100-1,000.
- Verbs *gustar* and *estar*.

Students will be able to...

- Identify classes and extra-curricular activities in the target language
- Discuss classes and extra-curricular activities in the target language
- Compare and contrast classes and extra-curricular activities in the United States and in the target language culture.
- Interview a student in the target language about his/her current classes and activities as well as future classes and activities
- Write an article in the target language about classes and extra-curricular activities
- Persuade others in the target language to participate in a specific extra-curricular activity
- Express feelings and emotions in Spanish.
- Form questions in Spanish.

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

- Based on the Model Lesson Plan (Short, J. & Travalini, G., N.D. http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/wl/WLStudentLifeDMUG11-08.doc Accessed August 6, 2012)

Interpretive Task: Have students read an article about students in the target language culture regarding extracurricular activities. Students are to answer the following questions in English by writing the answers on paper (Give students questions in the target language, even if they respond in English).

- How many activities does he/she participate in?
- List the sports in which he/she participates.
- List any clubs of which he/she is a member.
- Are any of these activities affiliated with school? If so, which ones?
- Compare and contrast his/her schedule with yours by naming 3 ways they are different and 2 ways they are similar. What is one extracurricular activity he or she might try in the United States?

Interpersonal Task: Have students work in pairs to create a list of questions to ask two other classmates based on the classes that they're hoping to take next year,

what classes they like and dislike, etc. Give students a report card in Spanish and have students work in pairs to compare and contrast similarities and differences.

Presentational Task: El emporador / La emporatriz del mundo: You've just become the emperor (or empress) of the world and are given full control of the education of you and your friends. Create a list of 5 courses that you'd like to take, 2 courses that you never want to take again, and create a course that doesn't exist yet in school. You will have to explain why you have chosen to take these courses, or why you never want to take these courses in Spanish for the class. Write an official decree (in a letter) to your people explaining your choices.

Rubric(s)

Interpretive Rubric: (15 points)

	Basic (1)	Proficient (3)	Advanced (5)
Comprehension	Student's answers do not relate to the article.	Student somewhat answers the questions using details the article.	Student directly answers all questions using details from the article.
Preparation	Student prepared fewer than 5 unknown vocab words from the article.	Student prepared between 5-7 vocab words from the article.	Student prepared more than 7 vocab words from the article.
Comparisons	Student finds fewer than 5 similarities and differences.	Student finds 3 differences and 2 similarities.	Student finds 3 differences and 2 similarities and suggests an appropriate extracurricular activity.

Interpersonal Rubric (25 points):

	Basic (1)	Proficient (3)	Advanced (5)
Question Formation	Questions are incorrectly formed or contain 4 or more errors.	Questions are correctly formed with no more than 3 errors.	Questions are correctly formed with no more than 1 error.
Responses	Student supplies responses to at least 5 questions for two separate classmates.	Student supplies responses to at least 7 questions for two separate classmates.	Student supplies responses to all 10 questions for two separate classmates.
Grammar and Spelling	Student makes more than 4 spelling or grammar errors.	Student makes no more than 3 spelling or grammar errors.	Student makes no more than 1 spelling or grammar error.

Report Card Analysis	Students (paired) find fewer than 3 similarities and/or differences.	Students (paired) find at least 3 similarities and 3 differences	Students (paired) find at least 4-5 similarities and at least 3 differences.
Oral Participation in Spanish	Participation in Spanish 70% or lower.	Participation in Spanish 80%.	Participation 90% in Spanish or higher.

Presentational (45)

	Basic (5)	Proficient (10)	Advanced (15)
Course Listing	Lists 5 courses that you want to take and 2 that you don't want to take again but has minor errors.	Correctly list 5 courses that you want and 2 that you don't want to take again.	Correctly list 5 courses that you want and 2 that you don't want to take again, and suggests at least 1 course that is not a typical school course in Spanish.
Oral Presentation	Student makes more than 4 pronunciation errors, or does not make eye contact, or does not keep an appropriate rhythm, volume, or cadence.	Student makes fewer than 4 pronunciation errors, makes eye contact, and keeps an appropriate rhythm, volume, and cadence.	Student makes fewer than 2 pronunciation errors, makes eye contact, and keeps an appropriate rhythm, volume, and cadence. Presentation is rehearsed.
Letter (Decree)	The decree outlines the courses that will never be taught again and proclaims a new course to be offered with more than 4 errors in Spanish.	The decree correctly outlines the courses that will never be taught again and proclaims a new course to be offered with fewer than 4 errors in Spanish.	The decree correctly outlines the courses that will never be taught again and proclaims a new course to be offered with fewer than 2 errors in Spanish.

GRASPS Rubric (15)

	Basic (1)	Proficient (3)	Advanced (5)
Task	The project is not on-task or is incomplete. One or more sections is/are lacking in content.	The project is on-task and is complete. No section is lacking in content.	The project is on-task and is complete. No section is lacking in content. The project is above and beyond

			expectations.
Comprehensibility, Grammar, Structure, Syntax	The project is mostly comprehensible with two or more major grammatical, structural, or syntactical flaws.	The project is entirely comprehensible with fewer than 1 major grammatical, structural, or syntactical flaws.	The project is entirely comprehensible with no major grammatical, structural, or syntactical flaws.
Vocabulary	Students use fewer than 5 vocabulary items.	Students use at least 5-7 new vocabulary items.	Students use more than 10 new vocabulary items.

Other Evidence

Informal Assessment:

Teacher observations
 Partner dialogue
 Presentations
 Homework
 Vocabulary and grammar quizzes
 Role play exercises
 Language lab

Formal Assessment:

Unit exams – written and oral
 Mid-term exams
 Final exams

Student Self-Assessment and Reflection

"I Can" Checklists
 Vocabulary Games (Sparkle, Mata-lo, Grab it, and other varied vocabulary games)
 Daily Warm-ups
 Exit tickets that ask students to reflect on the day's learning
 Varied Assessment Prompts (3-2-1, \$10 summaries, homework revision)
 Project Goal-Setting (group and individual)

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

- Based on the Model Lesson Plan (Short, J. & Travalini, G., N.D.
http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/files/wl/WLStudentLifeDMUG11-08.doc Accessed August 6, 2012)

Description of School Experiences:

- Show the video <http://www.youtube.com/watch?v=Ao1NadV0Y8o&feature=plcp>. Have students jot down 3 school subjects that the kids mention in English. Share out.
- Using several authentic schedules, identify the school subjects first by cognates. Then, using dictionaries, have students identify the remaining vocabulary. Have students sort classes by subject matter (Algebra and Trig with math; Spanish and History with Letters, etc).
- Give students flash cards, have students listen and repeat correct term for each in Spanish.
- Using a find someone who... model, fill in 9 boxes with statements like: tiene ingles los lunes. Have students circulate the room asking "tiene ingles los lunes" and filling in the boxes with students' names. Each box should have a different sentence.
- Have students listen to an authentic dialogue with native speakers discussing their school schedules. Have students answer questions based on the recording.
- Put students into groups of 2-3 students. Give students flashcards with names of classes. Have students create 3 sentences in Spanish to describe the classes without using the name of the class. Each group must read the sentences to the class and the class must guess the correct answer.
- Present the set of classroom objects and tools. Have students do a vocab sort to sort the objects by which class they'd associate them: I.e. a calculator with algebra, a dictionary with English or Spanish, a map with history.
- Have students create their own "backpack" with school supplies. Have students mix their cards in groups of four. Have students play "go fish" with their backpacks: ¿Tiene dos cuadernos? No, Ándale pez.

Forming Questions:

- Give students a piece of Kraft paper and markers. Divide students into groups of 3-4. Have students brainstorm questions they've already seen this year (I.e. what is your name, how old are you, how are you, where are you from, etc.). Have students produce as many questions as they can. Present to the class. As students use new question words, write them on the board. For each example, show students an affirmative and a negative example.
- Have students write 5 questions using a different question word for each. Next, have them go around the room and interview 2 people in Spanish and receiving their responses in Spanish. Have students write down the answer in Spanish.

Telling where things are:

- Place classroom objects around the room. Put up a list of location words: next to, on top of, near, far, under, between, etc. Model each one with a classroom object and location word. Use only Spanish. Have students describe where each classroom object is. Ask: Where is the stapler? Esta en el mesera.
- Give students a small artifact, such as a doll. Send a student into the hall. Have the students hide the artifact. Then, have the student come back into the room, asking people "Donde esta..." Have students use only Spanish.

Describing how you're feeling:

- Present the vocabulary set on how to describe feelings about a class, subject, teacher, or situation. Give students a list of qualifiers, such as: It is difficult,

easy, fun. Have students practice describing the classes they like and don't like.

- Give students the writing prompt: What would your ideal classroom be like? What would you have in it? What wouldn't you have in it? Write at least 6 sentences. Then, draw a picture of your ideal classroom.

Counting to 1,000:

- Have students count from 1-100. Review numbers by giving students flash cards with a number on it to read. Have students ask their partner their phone number, address, and age. Next present the numbers 100, 200, 300, 400, and 500. Have students practice reading numbers out loud.
- Give students math worksheets with simple arithmetic for which students must solve and write the solution in Spanish. Give students flash cards in the shape of a locker with numbers written out in Spanish to be sorted in chronological order.
- Present the numbers 600-1,000. Give students a card with a number on it (ones place, tens place, hundreds place). Make sure you have a good record of the combinations you have out there. Read numbers and have students arrange themselves in the front of the room (948 – the 900s card, the 40s card, and the 8 card should get up).
- Review the numbers 100-1000. Have students share phone numbers, locker numbers, addresses, birthdates and years, important dates. Have students guess a counting of certain school supplies: ¿Hay cuantos libros de español? Hay mil doscientos dos libros. Other activities for reinforcement: play bingo, play a number sorting game where students have ones place, hundreds place and thousands place. Call out numbers and have students arrange themselves in the front of the room with the cards in the correct order.
- GRASPS task: You are journalist for your school newspaper. Your assignment is to interview the new foreign exchange student from the target language culture. Since he/she cannot speak English, you must conduct your interview in the target language. Create a variety of questions using both information and yes/no questioning techniques. You must interview the exchange student and record his/her responses. Then write an article about the student in third person.
 - G- To write an article about a foreign exchange student.
 - R- Journalist for a school newspaper
 - A- School students and staff
 - S- You are journalist for your school newspaper. Your assignment is to interview the new foreign exchange student from the target language culture. Since he/she cannot speak English, you must conduct your interview in the target language.
 - P- Article in newspaper
 - S- Create a variety of questions using both information and yes/no questioning techniques. You must interview the exchange student and record his/her responses. Then write an article about the student in third person.

How are my school experiences different from those of other cultures?

- Authentic culture stimulus: Use the "Say Something" strategy (Student partners work together to decide how far to read silently before stopping to "say something" that can be a summary, a question, or a connection. At that

point, both students should say something. The process is repeated until the end of the text. Then, the whole class will meet to discuss the text.)

Students read a culturally authentic article from a magazine about activities. Students highlight the sports/leisure activities they recognize and circle the cognates. Students and teacher compile a class vocabulary list from their results. Teacher adds other desired vocabulary.

- Have students compare / contrast their own lives and leisure activities to those presented in the articles. Have students share out similarities and differences. Record these items on the board in a graphic organizer.
- GRASPS task: You are either a coach or an advisor for a school club/sport. Your sport/club is in danger of being cut due to low enrollment. You must design a brochure in the target language for open house highlighting the benefits of your program. You must include vocabulary from this unit. Rubric
 - G- Persuade students to join your club/sport
 - R- coach/advisor
 - A- students
 - S- You are either a coach or an advisor for a school club/sport. Your sport/club is in danger of being cut due to low enrollment.
 - P- Brochure
 - S- Brochure must be persuasive and include vocabulary from this unit.
- Students will look through all the brochures and choose the one sport or club they would like to join and explain why verbally in the target language.
- Organize students into small groups of 2-3 to exchange brochures from the GRASPS task. Each group creates a set of questions in the target language for students to answer about the brochure or the sports or clubs. The students will then answer these questions as a group in the target language.
- Students complete a Mi horario graphic organizer (a blank school schedule) on tomorrow's schedule. Based on their schedule, students write a paragraph in the target language stating which classes they like and which classes they dislike. Students will write at least 5 sentences, using Gustar and Estar at least once. Students then meet in pairs and write an essay in Spanish comparing and contrasting their schedules.

Resources and Teaching Tips

- YouTube Video: <http://www.youtube.com/watch?v=Ao1NadV0Y8o&feature=plcp>
- School Vocabulary Practice: <http://quizlet.com/set/310139/>
- Listening Activity: http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningf/1_f_list_school_rev3.shtml
- Adjective Agreement Practice: <http://www.quia.com/cm/32257.html>
- Sports Vocabulary Review <http://quizlet.com/set/311951/>
- Hobbies <http://quizlet.com/set/261247/>

Differentiation

- Instead of showing students flashcards you designed, you, the teacher, could break the kids into small groups or even have them work individually to create their own flashcards.
- Instead of having the students type their interview and write it in the form of a newspaper article, they could present their interviews in front of the class.

Another suggestion is to have the students incorporate technology by typing their articles, using Microsoft Publisher or another similar program, to produce realistic-looking newspaper columns.

- This strategy is broken into three types of categories, depending on the level of the students (low, mid, high). Low: students create a collage of pictures of different sports and leisure activities, labeling the activities in the target language. Mid: students provide 8 pictures of sports and leisure activities and write a sentence about each one in the target language. High: students provide pictures of sports and leisure activities and write a paragraph about those activities in the target language.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** – Students focus on another culture to enrich their international education by comparing and contrasting American travel destinations to those of Colombia and Venezuela.
- **21st Century Learning** – Students use a variety of technologies to demonstrate access and employment of higher order thinking skills relevant to the global job market.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

8th Grade Technology Literacy –

- Find out what life is like at school in Spanish-speaking countries.
http://www.bbc.co.uk/schools/primaryspanish/learn_more/school/slideshow1.shtml
- Listening:
http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningf/1_f_list_school_rev2.shtml
- Language Internet Activities: Click on the language desired on the left. Choose specific activities to review. Covers a variety of topics such as colors, numbers, adjectives, verbs, vocabulary, body, city life, school life, etc.
<http://www.languagesonline.org.uk/>
- Check out the iEARN website. It is an educational website designed for teachers to interact with other teachers across the world. It also has many uses for students in your classes to create pen pals and even blog with other students. There is a fee for use of their program.
www.earn.org

Content Connections

Content Standards integrated within instructional strategies

Students draw on skills from mathematics.

Students use skills from the Arts to create their pamphlets.

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Un día en el parque de diversiones
Designed by: Stephen M. Benscoter, M.Ed.
Content Area: World Language, Spanish
Grade Level(s): M3

Summary of Unit

In this unit, students will explore the world of amusement parks and leisure activities while learning to expend, accept and refuse invitations, describe things that have already happened, and how to make phone calls to people they know and don't know. This unit should be taught as the sixth unit of study in a three-year middle school curriculum.

Grammatically, its focus is on the preterit tense, while its larger scope is thematic in describing things we do and have done already, as well as to invite friends to join in our adventures.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

- 1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.
- 1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.
- 1.3 Students recite, sing and role play.
- 2.1 Students recognize cultural practices in school routines and family activities.
- 2.2 Students recognize cultural products relating to school, family, and community.
- 3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.
- 4.1 Students recognize and group together cognates and those that are false cognates.
- 5.2 Students have fun learning to dance, sing, play games and respond in the target language..

Big Idea(s)

- Leisure activities

Unit Enduring Understanding(s)

- Leisure activities give us time to enjoy the vastness and diversity of the world around us.

Unit Essential Questions(s)

- How do I talk about places of interest?
- How do I talk on the phone to people I know and don't know?
- How do I extend and refuse invitations?
- How do I say where I went, how it was and what I did?
- How do I use que + adjective to show emphasis?

Knowledge and Skills

Students will know...

- Amusement parks
- Places of interest
- Phone Etiquette
- Preterite of Ir, Ser and Hacer
- Pronouns after prepositions
- Que + Adjective

Students will be able to...

- Describe amusement parks and places of interest
- Extend and receive invitations
- Use proper phone Etiquette
- Say where they went, how it was, and what they did

Students will accurately use:

- Preterite of Ir, Ser and Hacer
- Pronouns after prepositions
- Que + Adjective

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

Interpersonal (Role Play):

Students will choose and perform a role-play based on one of the following situations:

- A. You will invite a friend to your new amusement park over the telephone using all necessary and polite conventions of telephone etiquette.
 - a. Person A will be the proud owner of a new amusement park, and will ask questions over the phone to see if Person B would like to travel with Person A to the park. Person B will decline, but Person A will be persistent until Person B agrees.
 - b. Person B will be asked to travel to the new amusement park owned by Person A. You may decline up to three different ways, but will eventually be persuaded to go with Person A.

- B. You will phone a point of interest to request specific information about its operations (i.e. time, address, what activities they perform, etc).
 - a. Person A will be the receptionist at the point of interest.
 - b. Person B will request information from Person A.

Your role play must be three minutes in length, memorized, and should be creative. The focus will be on vocabulary, grammar, tone, pronunciation, eye contact and memorization. Extra credit will be given for creative props.

Differentiate: Give students a conversation to put in order based on one of the scenarios.

Interpretive Assessment:

You're the proud owner of an amusement park. Your park has a basic layout, basic rides, and basic food stalls, but it needs sprucing up. Given \$100,000 dollars, what improvements will you make to your park? You must make at least 5 improvements.

- A. Small rides - \$ 30,000
- B. Big Rides - \$ 45,000
- C. Moving existing rides - \$15,000 per ride; \$1,000 per food stall
- D. Food Stalls - \$2,000
- E. Extra Path – \$300 per 500 square foot (each inch is equal to 500 square foot)
- F. Decorations - \$150 per decoration

Your task:

- I. Given a blank amusement park map, redesign your park based on the fee table above. You may not go over your budget. Create a new plan of your park, labeling each ride, stall, and decoration in Spanish.
- II. Create an Excel Spreadsheet to show your budgetary costs.

- III. Create an advertisement for your park using the structure QUE + ADJ at least twice.

Presentational Assessment:

- I. Write an email to your penpal telling him or her the things you did while you were at your friend's amusement park. Where did you go? What did you do? How was it?
- II. Write an article for the Amusement Park National Journal™ describing the things that you did to your park to spruce it up for the new amusement park season.

Rubric(s)

Interpersonal Assessment:

1. Your role play was at least 3 minutes and was memorized.	10	7	4
2. You used at least 10 new vocab items.	5	3	1
3. You made no more than 3 grammatical errors (no error was with the imperative).	5	3	1
4. Your pronunciation was clear and correct, you used an audible and pleasant tone, and you made eye contact.	10	7	4
5. Your role play was on one of the topics provided and was creative.	5	3	1
Total Points (Including Extra Credit)	_____ / 35		

Interpretive Assessment:

1. Your park has five improvements. The improvements are correctly labeled on your map.	10	5	1
2. You included your budget in Excel format describing your balanced project. You did not exceed your allowance of \$100,000.	5	3	1
3. You constructed an advertisement for your park in which you use que + adjective at least twice.	5	3	1
Total Points (Including Extra Credit)	_____ / 20		

Presentational Assessment:

1. Your writing contained the preterit. The preterit is used correctly (both regular and irregular verbs).	20	15	10
2. You included at least 10 new vocabulary words from the unit. Everything is spelled correctly with necessary accents.	5	3	1
3. Each writing piece contains a minimum of 6 lines.	5	3	1
4. You used formal language in your article, and informal language with your friend (penpal).	10	7	4
5. Your project is complete, neat, creative and shows mastery of the unit's content.	5	3	1
Total Points (Including Extra Credit)	_____ / 45		

Other Evidence

Informal Assessment:

- Teacher observations
- Partner dialogue
- Presentations
- Homework
- Vocabulary and grammar quizzes
- Role play exercises
- Language lab

Formal Assessment:

- Unit exams – written and oral
- Quizzes

Student Self-Assessment and Reflection

- "I Can" Checklists
- Vocabulary Games (Sparkle, Mata-lo, Grab it, and other varied vocabulary games)
- Daily Warm-ups
- Exit tickets that ask students to reflect on the day's learning
- Varied Assessment Prompts (3-2-1, \$10 summaries, homework revision)
- Project Goal-Setting (group and individual)

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

Leading to the Interpersonal and Interpretive Assessments:

Amusement Parks and Other Leisure Activities

- I. Present Amusement Park Vocabulary. Show students various plans for familiar and unfamiliar parks in Spanish. Have students create a list of words for the rides. Have students sort the rides by big and small rides; have students sort vocabulary by fast and slow rides; have students sort vocabulary by adult and kiddie rides. Have students design their own ride and give the name in Spanish. Have students share their work with the class.
- II. Have students brainstorm ways they spend their leisure activities. Create a list on an overhead. Tell students in Spanish about your own (real or imagined) leisure activities. Give students the vocabulary in Spanish. Have students create a new weekly activity schedule for their school. Have students include weekend activities like going to the amusement park, park, movies, etc.
- III. Give students a list of leisure activities. Have students sort activities that they like and don't like to do. Review *Gustar* with infinitives. Have students share out three activities.
- IV. Give students a list of telephone expressions. Act out a short phone call to someone you know by yourself to teach students vocabulary. Next, give students a copy of the dialogue. Act out the skit while the students read through aloud (in chorus). Next, practice with one or two students in front of the class. Have students role play in partners a situation. Give students situation cards (Person A asks person B to the movies; person B declines. Person A asks person B to go to the park, and person A accepts, etc). Have two or three share out for the class. Give students a copy of a phone conversation with parts of the conversation blanked out that students should fill in in groups or independently.
- V. Review phone etiquette vocabulary with students. Give students more specific guidelines for this part of the lesson. Remind students that they'll use formal discourse on these phone calls. Give students a list of vocabulary expressions to make polite requests and ways to address people on the telephone. Give students a list of requests that Person A has to make of Person B. Have students practice with their partner making the requests. Have Person B be the business end of the phone call. Your topical cards should include: information (hours of operation, address, etc), the price for two items, etc). Have students role play for the class.
- VI. Give students a copy of the amusement park you've created. Have students label each of the rides and food stalls. Next give students a list of ride costs and tell them to pick, based on the current map, which would most likely be a good improvement. Next show students an excel spreadsheet in which you've created a template for the budget. Review numbers up to 100,000. Have students practice filling in hypothetical improvements and reporting on the calculations they're getting.

- VII. Show students the structure Que + Adjective. Remind students that adjectives agree in gender and number. Have students write an advertisement campaign for your amusement park as practice.

Leading to the Presentational Assessment:

- I. Have students list the leisure activities they do regularly on butcher paper. Display the butcher paper for the class to see. Have students write 4 sentences of things they're doing this week. Write four activities on the board. Ask which activities students did last week. Write those activities in the preterit on the board. Using AR verbs, show students an example sentence in the preterit for each subject pronoun. Have students write down the grammar rule with their partner. Have students write a facebook message to another student in the class telling three activities he or she did last week and asking which activities person B did. Have person B respond. Show the conjugations of ER and IR verbs in the preterit. Have students practice these verbs by playing battleship and the dice game.
- II. Have students read an article you wrote about your park. Include structures Que + Adj as well as the preterit where appropriate. Have students work in pairs to write a paragraph about an imaginary amusement park. Have students brainstorm ideas for their amusement park, including rides, decorations, and food stalls. Have students write the paragraph based on the brainstorm list. Have students read and peer-evaluate other students' writings.

Resources and Teaching Tips

- <http://www.sixflags.com/fiestatexas/info/espanol.aspx>
- <http://www.parquediversiones.com/>

Differentiation

- Students at this level will need varying degrees of scaffolding. Give a model of written work to students struggling to write.
- Students having difficulty drawing items on their park can use images from the internet or from magazines.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** – Students are learning about the cultures of other language speakers.
- **21st Century Learning** – (1) Students use knowledge of math and make business decisions with their created amusement parks.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8th Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).

Students use computers to manage their budget.

Content Connections

Content Standards integrated within instructional strategies

Students draw from Math to complete their budget.

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: iBuen Viaje!
Designed by: Stephen M. Benscoter
Content Area: World Language-Spanish
Grade Level(s): M2

Summary of Unit

The goal of this unit is to familiarize students with various modes of transportation and ways to travel. In it, students will discuss modes of transportation and travel, list parts of a car, give and respond to commands, and plan a vacation to Spain, Chile, or Guatamala.

The unit involves primary sources, collaboration, research, and conversation. This unit is aligned to the M2 standards and should be taught in a school where students have had Spanish for one year. During this year, this unit would be taught as the fifth unit of the course intended to build on listening and speaking skills, since these are needed for the Interpersonal and Presentational Assessment.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

1.1 - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target cultures.

1.2 - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.

1.3 - Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target cultures.

2.1 Students recognize cultural practices in school routines and family activities.

2.2 Students recognize cultural products relating to school, family, and community.

3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.

3.2 - Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.

4.1 Students recognize and group together cognates and those that are false cognates.

4.2 - Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.

5.2 Students have fun learning to dance, sing, play games and respond in the target language.

Big Idea(s)

The study of world language enables individuals to participate in multiple communities and enriches their experiences.

Unit Enduring Understanding(s)

Travel provides opportunities to gain new insight about self and the world.

Knowledge of different forms of transportation provides richer experiences while visiting unfamiliar places.

Unit Essential Questions(s)

How do I describe what I do in town?

How do I describe and use different forms of transportation to get around?

What are the most visited points of interest in Spain, Chile, and Guatemala?

How do I get around town?

How do I give and respond to directions?

How do I describe things I'm going to do?

How do I use verbs like poder?

How do I use verbs like servir?

Knowledge and Skills

Students will know...

Travel Vocabulary

Modes of Transportation

Parts of a Car

Places to visit and things to do in Spain, Chile, and Guatemala

Commands

Close future

Ver

Ir a + Infinitive

Stem-changing verbs o→ue

Stem-changing verbs e→i

Students will be able to...

Identify five tourist points of interest, and state (write and speak) why one should visit.

Identify (list) the parts of a car in Spanish.

Use affirmative and negative commands correctly in Spanish.

Pronounce B and V correctly when speaking Spanish.

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

Interpersonal (Role Play):

Students will perform a role-play based on one of the following situations:

- A. You will confirm your travel arrangements (on the phone) with the travel agency, and then check in at the airport ticket counter.
 - a. Person A will be the traveler, and will ask questions over the phone to clarify travel arrangements with Person B. Then, person A will check in at the ticket counter at the airport and Person B will be the ticketing agent.
 - b. You will ask questions to confirm your trip (destination, airports, times, dates, price, etc). You may ask clarifying (follow-up) questions.
- B. You will pass through the customs check point.
 - a. Person A will be the customs officer and Person B will be the traveler.
 - b. Person A will ask questions about Person B's trip, luggage and purchases, etc.
- C. You will describe problems that your rental car has to a mechanic while you were on the way to a travel destination.
 - a. Person A is the traveler and Person B is the mechanic.
 - b. Person A experienced car trouble while en route to a travel destination. Person A describes the problems that the car has. Person B, very

knowledgeable, will correct any mistakes about the car's parts said by Person A.

Your role play must be three minutes in length, memorized, and should be creative. The focus will be on vocabulary, grammar, tone, pronunciation, eye contact and memorization. Extra credit will be given for creative props and costumes.

Differentiate: Give students a conversation to put in order based on one of the scenarios. For increased rigor, have students design a video for one of the following to instruct others how to do one of options (i.e. instructional video to pass through customs check point).

Interpretive Assessment:

Your aunt and uncle just won the lottery, and, as a gift, have decided to give you \$6,000 for you and a friend to take a trip to Venezuela or Colombia. You can only take one guest.

Your task:

- I. Assuming you already have a passport, create a budget for your trip, including:
 1. Airfare
 2. Lodging for at least 4 nights
 3. Food
 4. One event or tourist point of interest per day (five in total)
 5. Try to use all of the money given to you.
- II. Create a PowerPoint of the places you visited, including pictures. You will later present this to the class.
- III. Write a one-sentence description of each place and another sentence to explain why someone should visit this location.

Differentiate: Give students a list of potential hotels to stay and websites (like kayak.com or orbitz.com) that include airfare and hotels together. For increased rigor, give students only 5,000 and see who could survive the longest in that country. Ask students to find ways to economize in order to maximize their stay.

Presentational Assessment:

- I. Using your model trip from the interpretive assessment, research the places you've visited to provide two historical facts or two reasons tourists should visit these places for each of the five places.
- II. Create a tourist pamphlet describing the area you visited, providing all information in Spanish about the tourist points of interest.
- III. Create a three-minute dialogue in which you travel through the city (to the different places you've visited) on at least three different forms of transportation. Use PowerPoint as a visual aid to enhance your dialogue.
- IV. Present your dialogue to the class and submit your pamphlet to the "tourist agency" to vote for the trip of the year (the class will serve as the tourist agency to vote for the best project).

Differentiate: For kinesthetic learners, have students create a bulletin board in lieu of a pamphlet or have students create a commercial for a package that includes the places s/he wishes to stay.

Rubric(s)**Interpersonal Assessment:**

1. Your role play was at least 3 minutes and was memorized.	10	7	4
2. You used at least 10 new vocab items.	5	3	1
3. You made no more than 3 grammatical errors (no error was with the imperative).	5	3	1
4. Your pronunciation was clear and correct, you used an audible and pleasant tone, and you made eye contact.	10	7	4
5. Your role play was on one of the topics provided and was creative.	5	3	1
Total Points (Including Extra Credit)	_____ / 35		

Interpretive Assessment:

1. Your budget includes all required items.	5	3	1
2. Your PowerPoint has at least one picture for each place you visited.	5	3	1
3. You constructed 15 sentences correctly in Spanish (2 description sentences and 1 why visit sentence).	5	3	1
Total Points (Including Extra Credit)	_____ / 15		

Presentational Assessment:

1. You provide a pamphlet that shows correct research for each place you visited.	10	7	4
2. Your pamphlet is in Spanish and contains no more than 3 errors.	10	7	4
3. Your dialogue was at least 3 minutes and follows all requirements.	5	3	1
4. Your pronunciation was clear and correct, you used an audible and pleasant tone, and you made eye contact.	20	15	10
5. Your project is complete, creative and shows mastery of the unit's content.	5	3	1
Total Points (Including Extra Credit)	_____ / 50		

Other Evidence

Informal Assessment:

Teacher observations
Partner dialogue
Presentations
Homework
Vocabulary and grammar quizzes
Role play exercises
Language lab

Formal Assessment:

Unit exams – written and oral
Quizzes

Student Self-Assessment and Reflection

“I Can” Checklists
Vocabulary Games (Sparkle, Mata-lo, Grab it, and other varied vocabulary games)
Daily Warm-ups
Exit tickets that ask students to reflect on the day’s learning
Varied Assessment Prompts (3-2-1, \$10 summaries, homework revision)
Project Goal-Setting (group and individual)

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

Lesson Opener: Show a video or series of videos from the YouTube channel:

<http://www.youtube.com/user/Colombiatravel/videos>

1. Have students ID 3 things featured in the videos that they’d live to visit in person.
2. Have students in groups of 2-3 suggest a travel location in the United States’ east coast to market to Colombians. Which location would they choose and why?
3. Have students define “vacation” and explain what a vacation means to them personally. Would your idea of vacation be the same as everyone else’s? Why or why not?

Leading to the Interpersonal Assessment

Modes of Transportation

- I. Introduce transportation vocabulary by showing different forms of transportation (images) and where you could go in Spanish:
Viaje a Argentina en avión.
Voy al supermercado en bus.
Give students pictures with destinations (near and far) and have them sort by forms of transportation necessary to arrive there. Discuss as a class.
- II. For each form of transportation, give verbs and other related vocabulary:
EN AVIÓN: *volar, aeropuerto, piloto, etc.*
- III. Have students write and perform a skit in which they use at least 2 forms of transportation (between 10-15 lines of dialog).
- IV. Prepare situations that you act out using a particular form of transportation and have students guess where you are. (Tengo mi saco a mano y mi billeta por Perú). Next tell a story where you're taking an incorrect form of transportation (i.e. a plane to the market, a car from Delaware to Europe, etc). Have students suggest a correct form of transportation.
- V. Have students write a 3-4 sentence paragraph naming a trip that they took recently, where they went, and which forms of transportation they used.

Travel Vocabulary

- I. Show a picture of an airplane. Give students a map of the airport and have them label different locations in Spanish. As a class, prepare to take a trip by "purchasing" a ticket to a destination that you've selected. Give students blank passports and Tickets. Have students fill in the data on the tickets and passports.
- II. Students are likely not to have traveled extensively. Set up a ticket counter in the front of the room. Walk students through the process of checking in at the ticket counter. Perform a pre-made dialogue with one of your students that involves:
 - a. Checking in
 - b. Luggage check in
 - c. Going through security checkpoints
 - d. Going through customs
- III. Have students design their own skits where they role play each of the four locations (II.a-d).

Commands

- I. Have students stand and demonstrate directional words (left, right, straight ahead, etc). Demonstrate the action "Go straight, turn right, etc" Practice giving students commands, then ask another student to give commands to you.
- II. Rearrange the classroom desks in a maze. Blindfolded, have students give you directions from one side of the room to the other. Next, have students take turns giving directions through the maze.
- III. Take a classroom field trip around the floor of your building in which you give students directions in Spanish.
- IV. Show students command formation rules (5 forms)
You (informal, formal, informal plural, formal plural); We
- V. Have students work in groups of 2 to write as many commands in Spanish in 5-7 minutes. Share with the class. Show students the irregular commands.
- VI. Divide students into groups of 5-6. Give students whiteboards. Have students relay race to conjugate all five command forms of the verb you've chosen. Only one student can do the TU form, one student does the USTED form, etc. The last student has to write all 5 forms on the board to win the point.
- VII. Have students write directions from school to home (or another place of your choosing). Students must include at least 5 different commands.

Road Trip

Tell students: Let's imagine that we're going to take a road trip across Venezuela. What are some of the vocabulary and other information we should know?

1. How to get a license
 2. Parts of the car
 3. Places
 4. How to ask for help (and respond).
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- I. Give students an application for a license to fill out in Spanish. Have students do a driver's test with an office chair following the commands of their examiner. Have students practice asking and answering questions from the license form and responding (¿Cómo se llama?)
 - II. Show a diagram of a car and label as a class the separate parts (windshield, wheels, motor, etc). Have students design their dream car and label all parts.
 - III. Show a map of Venezuela. Have students write directions from one city to another.
 - IV. ROLE PLAY: Your car broke down – ask for help with a specific problem.
 - a. Give students a slip of paper with a particular problem, such as a cracked windshield.
 - b. Model how you could ask for help and respond (use commands).
 - c. Have students circle around the room and ask 3 people for help. Have students respond to their requests for help by using commands.

[Interpersonal Assessment]

Leading to the Interpretive and Presentational Assessments

- A. Jigsaw: Prepare readings or other materials on Spain, Chile, or Guatemala that focuses on:
1. Currency
 2. What kinds of things I can take along (in a suit case or in a carry on)
 3. Points of Interest
- Students will be searching to answer the question: What do I need to plan a vacation in a foreign country?
- B. What are the most visited points of interest in Spain, Chile, or Guatemala . Give students access to a computer lab in which they will find 2 points of interest in one of the countries. Have them compare their results with another group. Were your discoveries the same? If not, explain what attracted you to these points of interest.

[Interpretive and Presentational Assessments]

Resources and Teaching Tips

- <http://www.youtube.com/user/Colombiatravel/videos>
- Students may not have traveled extensively. If so, take time to walk through things like airport travel so that students can visualize the process, then focus on vocabulary in context.
- This unit lends well to a lot of kinesthetic learners. Students have fun moving around the room for different tasks (such as directions and role-play).
- Textbook and ancillary resources as needed.
- Teacher-created PowerPoint, overheads, and other visuals
- Vocab sheets for specific unit vocabulary sections (i.e. parts of the car)

Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** – Students focus on another culture to enrich their international education by comparing and contrasting American travel destinations to those of Colombia and Venezuela.
- **21st Century Learning** – Students use a variety of technologies to demonstrate access and employment of higher order thinking skills relevant to the global job market.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8th Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).
- Students use video and audio recording as part of their assessment.
- Students use computers, internet, and other digital resources to experience other cultures.

Content Connections

Content Standards integrated within instructional strategies

Students draw from Social Studies in reading maps and giving directions.
Students use the Arts to design their dream car and travel pamphlet.