

# 6Understanding By Design Unit Template

<b>Title of Unit</b>	Unit 1 : "Adiós al verano"	<b>Grade Level</b>	10-11
<b>Curriculum Area</b>	Spanish III	<b>Time Frame</b>	About 5 Weeks
<b>Developed By</b>	María Elena De La Jara		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

**Standard - 7.1 World Languages:**

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

- 7.1.IL.A.1-Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.IL.A.2- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.5-Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes..
- 7.1.IL.B.4- Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.IL.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.IL.C.1-Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.3-Use language creatively to respond in writing to a variety of oral or visual prompts. .
- 7.1.IL.C.5-Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

<b>Understandings</b>		<b>Essential Questions</b>	
<b>Overarching Understanding</b>		<b>Overarching</b>	<b>Topical</b>

Students will understand that...

- The writing and speaking of the target language involves the activation of prior knowledge combined with the new vocabulary, structures, and idiomatic expressions.
- Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.
- Real-world and situational practice in the target language increase the ability to make choices when using a new language.
- Language acquisition is a process, not a result.
- When listening, watching the speaker closely or examining other visual clues help me to understand more.
- To have a natural conversation I should do more than just ask and answer questions. I should listen to what the speaker is saying to me and respond appropriately.
- The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
- The grammar in Spanish is different than grammar in English.

- What are the most effective strategies for learning new vocabulary and cultural practices?
- How do you infer meaning of unknown vocabulary words?
- How does grammar in Spanish differ from grammar in English?
- How can the use of both the preterit and imperfect tenses help paint a clearer and more accurate picture of the past?
- How a Spanish speaker describe future events?
- How does language create connections within a culture?
- How cultural practices, products, and perspectives of
- How can I better understand what I hear and read when I have just begun learning new vocabulary words?
- How do you integrate new vocabulary and grammar patterns in dialogues, narratives, etc.?
- How does past tense in Spanish differ from past tense in English?
- What did you and your family (friends) do this past summer?
- How does future tense differ from future tense in English?
- How do I make myself clearly understood when speaking and writing in past tense?

**Related Misconceptions**

- First language and second language acquisition involve the same processes.
- The preterite and the imperfect are the same.
- The subjunctive is the most difficult Spanish verb form.

Spanish-speaking countries differ, from United States?

- How do I make myself clearly understood when speaking and writing in future tense?
- How do I use clearly the subjunctive mood to give an advice?
- How do you describe physical characteristics and personality traits in Spanish?

**Knowledge**

Students will know...

**Skills**

Students will be able to...

- New vocabulary words and expressions.
- Preterite tense and the imperfect are used to talk about past events, but there is a difference between them.
- The preterite tense is used to talk about actions completed in the past.
- The imperfect is used to talk about actions that happened repeatedly in the past.
- The subjunctive mood is used to express hopes and wishes.
- The subjunctive mood is used to give advice and opinions.
- The future tense is used when referring to situations and events that have not yet occurred.
- The verbs SER and ESTAR are equivalent to the verb to be.
- The verb SER is used mainly to identify people, places and things, and to describe physical characteristics and personality traits.
- The verb ESTAR is used to express feelings and conditions.

- Integrate new vocabulary and grammar patterns in dialogues, narratives, etc.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
- Generate language incorporating basic and some specialized vocabulary and a range of grammar patterns.
- Engage in a conversation about actions completed in the past.
- Exchange experiences about what you liked and what you used to do.
- Use the subjunctive with doubt, emotion, hope, and influence phrase.
- Engage in a conversation about future plans.
- Learn about the uses of the verbs SER and ESTAR.
- Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries.

## Assessment Evidence (Stage 2)

### Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- Teacher made quizzes and final chapter test.
- Dictations
  - Oral presentations
- Project : “My Favorite Beach Trip”

Have students to imagine that they work for a travel agency that needs Spanish speakers. Have them draw a map of Spain or Argentina or any other Spanish speaking country and mark where the most popular beaches are located. Have them research possible beach trips from Madrid or from Buenos Aires. What route would they take by car? What cities would they pass through? What train lines are available? Ask them to prepare a short presentation for the class as if they were selling a vacation package to clients.

- Cultural Project

Remind students that, as stated in Geocultura, Castilla-La Mancha became an autonomous region in 1982. Explain that the autonomous regions of Spain are very different from one another. Just like different regions of the United States, they all have unique personalities and traditions. Then, ask students to research the autonomous regions of Spain and prepare a presentation comparing and contrasting each region with Castilla-La Mancha. Tell them to focus on a topic that interests them. They may wish to focus on politics, and how the autonomous regions interact with the central government. Or they may prefer to investigate topics such as language, environment, architecture, music, agriculture, food, sports or other traditions. Ask them to include a visual display with their presentation, using photographs, timelines, or other items that correspond to their topic.

**Other Evidence**

**Learning Plan (Stage 3)**

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Have students Listen to the audio that talks about what Felipe and his family did when they visited Spain last summer.
- Have students work in pairs to indicate if the statements related to the audio are true or false.
- Have students to compare each other their answers.
- Have students to match the meaning with the corresponding vocabulary word.
- Have students to complete a dialog using the new vocabulary words.
- Have students to read a PowerPoint presentation related to the uses of preterite and the imperfect.
- Ask students to justify why the imperfect is used or why the preterite is used in a list of given sentences.
- Ask students to write an autobiography using the preterite and imperfect.
- Have students to read a legend about the origin of the Inca Empire. As they read, they will be aware of how the preterite and imperfect tenses are used in retelling the legend, and recognize how time expressions determine verb tense.
- Have students to read a PowerPoint presentation related to the uses of the subjunctive mood.
- Play a game with students to practice the use of the subjunctive to express hopes or wishes. Make sure that each student has paper and a pen. Then provide a brief sentence in English such as: I hope Marta arrives early. Give students 15-20 seconds to write the sentence in Spanish. • Write a sentence on the board. Work with students to convert it into a sentence using the subjunctive with ojalá or with a verb of hope (desear, esperar, querer). Example: Enrique quiere ser piloto. Student: Ojalá que Enrique sea piloto.
- Give students two cards, one that says subjuntivo and one that says infinitivo. Read sentences that express hopes or wishes. Tell students to hold up the card that reflects the structure used in the sentence.
- To help students who are struggling with the subjunctive, provide

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## Understanding By Design Unit Template

<b>Title of Unit</b>	Unit 2 : A pasarlo bien!	<b>Grade Level</b>	10-11
<b>Curriculum Area</b>	Spanish III	<b>Time Frame</b>	About 4 Weeks
<b>Developed By</b>	María Elena De La Jara		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

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<b>Understandings</b>	<b>Essential Questions</b>	
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- The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
- The grammar in Spanish is different than grammar in English.

- What are the most effective strategies for learning new vocabulary and cultural practices?
- How do you infer meaning of unknown vocabulary words?
- How does grammar in Spanish differ from grammar in English?

- How can I better understand what I hear and read when I have just begun learning new vocabulary words?
- How do you integrate new vocabulary and grammar patterns in dialogues, narratives, etc.?
- How do you use grammar patterns to express interest and displeasure in the Spanish language?
- How do you invite someone to do something?
- How would you use the language to describe your best friend in a clear and precise way?
- How do you

**Related Misconceptions**

- First language and second language acquisition involve the same processes.
- Capitalization rules are very different between Spanish and English, with significantly less capitalization on the Spanish side. Days of the week, Months of the year, Words in titles, except the first, Languages, Religions, Nationality. Students capitalize on the days of the week, the months of the year, etc.

express happiness and unhappiness?

**Knowledge**

Students will know...

**Skills**

Students will be able to...

- New vocabulary words and expressions related to hobbies, sports and relationships.
- How to express actions that they were going to do , but they never did.
- The uses of “Nosotros commands”.
- Different expressions to express happiness and unhappiness such as, Sí estoy decepcionado porque...., me dan ganas de llorar, sí estoy entusiasmado porque, ....
- The importance to use object pronouns in a sentence.
- The use of the subjunctive after certain expressions of feelings and to express wishes, likes and preferences.
- Information about cultures such as the Caribbean.
- Differences and similarities with their country, related to geo-culture, history and art.

- Integrate new vocabulary and grammar patterns in dialogues, narratives, etc.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
- Generate language incorporating basic and some specialized vocabulary and a range of grammar patterns.
- Generate language incorporating expressions to express interest and displeasure.
- Invite someone to do something.
- To describe the ideal friend.
- To express happiness and unhappiness.
- Differentiate direct and indirect object pronouns.
- Integrate Object Pronouns in a sentence.
- Analyze and compare cultural practices, products, and perspectives of various Spanish-speaking countries.

### Assessment Evidence (Stage 2)

### Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- Quizzes and Final Chapter Test.

- Writing Project.

Students will write a short story about a summer vacation, using fifteen words from Vocabulario 1. For each vocabulary word used, students should draw a picture or cut one out of a magazine to represent the word instead of writing it. Students then exchange their work with a partner who replaces each drawing or picture with the correct vocabulary word. When finished, students give the essay or story back to the writer for correction. Then, they present their work in class.

- Presentation: Un Itinerario

In this project, students work in groups to create a week-long itinerary for a group of Spanish-speaking exchange students. Students are in charge of creating an itinerary for a group of Spanish-speaking high-school students visiting their city for a week during summer vacation. Their itineraries should include fun, useful information about their city. Students will work in groups of three or four to work on each itinerary. Students will work together to write the itinerary in the form of a daily schedule. They should plan several activities, meals, and free times throughout each day. When students have created the itinerary, they should copy it onto plain white paper and illustrate it with pictures from local brochures, personal pictures, or drawings. Finally, they will present their projects in class.

- Writing and Presentational Project

Ask students to imagine that they have a “novio” or “novia”, or special close friend, and have them write a poem that expresses their love for or deep friendship with that person. In addition to conveying these feelings toward the person, students should also communicate what this love or friendship means to them. Encourage students to illustrate their poetry and exhibit their work in the classroom.

<b>Other Evidence</b>
<b>Learning Plan (Stage 3)</b>

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
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- Have students Listen to the audio that talks about hobbies and sports in Spain. Then, in the reading ask them to identify and underline the new vocabulary words.
- Have students to match the picture with the corresponding vocabulary word.
- Have students to complete a conversation, integrating the new vocabulary words.
- In this activity, students will use all four skills as they create magazine advertisements for summer activities and vacations, present them, and read and listen to those of others. Students discuss seasonal advertising, how advertising influences them, and how it targets certain consumers. Then, they will say what kinds of ads they prefer.
  - Review by a PowerPoint presentation the imperfect and the preterit tenses. Then, use it to give excuses. For example, “ La señora Mercado TENÍA que hacer las compras , pero TUVO que llevar al bebé al médico”.
  - In groups of two, students create a conversation in which one of them asks the other two what happened. The two friends must explain why they did not go to the party. They must use preterit and imperfect, and include some given expressions such as “No pude, iba a ...., pero...”
  - Review the uses of “nosotros commands”. Then, using a chart with given sentences, students write the team goals. For example:  
Sí
    - Llegar a tiempo a los partidos
- “ NOSOTROS llegamos a tiempo a los partidos”No
  - Ser maleducados durante los partidos.
- “NOSOTROS NO somos mal educados durante los partidos”
  - Have students to answer questions with affirmative and negative mandates, such as:  
**No hay nada interesante que hacer este fin de semana, ¿qué hacemos?**  
**Caminemos por el parque.**
    - Have students to work in pairs and read and discuss the

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## Understanding By Design Unit Template

<b>Title of Unit</b>	Unit 3 " Todo tiene solución"	<b>Grade Level</b>	10-11
<b>Curriculum Area</b>	Spanish III	<b>Time Frame</b>	About 4 Weeks
<b>Developed By</b>	María Elena De La Jara		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

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<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>

- The writing and speaking of the target language involves the activation of prior knowledge combined with the new vocabulary, structures, and idiomatic expressions.
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- Language acquisition is a process, not a result.
- When listening, watching the speaker closely or examining other visual clues help me to understand more.
- To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.
- The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
- The grammar in Spanish is different than grammar in English.

- How do you infer meaning of unknown vocabulary words?
- How does grammar in Spanish differ from grammar in English?
- How does language create connections within a culture?
- How cultural practices, products, and perspectives of Spanish-speaking countries differ, from United States?

- How can I better understand what I hear and read when I have just begun learning new vocabulary words?
- How do you integrate new vocabulary and grammar patterns in dialogues, narratives, etc.?
- How do you integrate new expressions and grammar patterns to express opinions, apologize and to make suggestions?
- How do you integrate in the language acquisition the conditional tense to engage in a conversation about wishes for the future?

**Related Misconceptions**

- First language and second language acquisition involve the same processes.
- Use the present tense for the near future.

**Knowledge**

Students will know...

**Skills**

Students will be able to...

- New vocabulary words and expressions.
- A variety of useful expressions to make a complaint, such as “ Me choca la actitud de...hacia...” , “ No aguanto más”, “ El insiste en que tome....”, “ “No me gusta para nada”, “Esto es el colmo”.
- A variety of expressions to make an opinion, such as “A mi parecer, no hay igualdad entre.” “No me parece que sea justo”
- A variety of expressions to communicate disagreement, such as “ eso no es cierto”, “ Al contrario, no estoy de acuerdo
- The uses of the subjunctive with will or wish.
- The uses of the subjunctive with negation or denial.
- How to make suggestions.
- How to apologize.
- The conditional is used to express what would happen or what someone would do in a given set of circumstances.
- The use of the conditional to express wishes for the future.

- Integrate new vocabulary, expressions and grammar patterns in dialogues, narratives, etc.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
- Generate language incorporating basic and some specialized vocabulary and a range of grammar patterns.
- Present and support an opinion.
- Express what you would do in a given situation.
- Use appropriate grammar patterns to make suggestions regarding situations presented.
- Use appropriate grammar patterns and expressions to apologize to a situation.

### Assessment Evidence (Stage 2)

### Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- Teacher made quizzes and final chapter test.

- Project “Los Estereotipos”

Students will research stereotypes that students in Spanish-speaking countries have of students in the United States. They should find out what the stereotypes are based on (movies, books, exchange student experiences) and suggest ways to combat these stereotypes.

**SUGGESTED SEQUENCE**

1. Students interview a native speaker of Spanish, such as an exchange student or an e-mail buddy in another country, to find out what stereotypes people have of students in the United States. They can also research information on the Internet if they are not able to personally speak with a foreign student.
2. Students list the stereotypes that foreign students have of U.S. students.
3. Students gather specific information about why these stereotypes exist and what they are based on.
4. Students prepare a short presentation for the class in which they list stereotypes and reasons for them, and suggest ways to combat these stereotypes.

**Other Evidence**

**Learning Plan (Stage 3)**

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
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- Have students to listen to the audio that talks about what people think about stereotypes. Then, work in pairs to indicate if the statements related to the audio are true or false.
- Have students to compare each other their answers.
- Have students to complete a dialog using the new vocabulary words.
- Have students think about the sources of prejudice. How does prejudice affect them? They can list reasons for prejudice and how it occurs in the school setting. They might suggest ways to combat prejudice in their school in order to start a discussion with the class.
  - Ask students to share examples of movies that they believe reflect “American culture”. Ask them to explain WHY they believe this to be so.
  - Introduce the vocabulary 2 by reading the conversation between Marta and Ana and the text on page 113. Ask students questions about the conversation, using vocabulary words: ¿Quiénes discutieron esta mañana? Then, present Más vocabulario and use each word in a sentence. Have students comment on the situation between Ana and Esteban.
    - Then present several hypothetical problems to students and have volunteers use the expressions to make suggestions. For example: Mi mejor amigo me insultó. ¿Me puedes dar un consejo?  
Or: Le ofendí a una amiga hoy y ahora ella está ofendida. ¿Qué sugieres que haga?
    - Review the Conditional, then ask students to complete the following sentences with the conditional of the verb in parenthesis.
      1. Hace mucho frío. Yo no (salir) esta noche.
      2. ¿(Nosotros - poder) hacerte una pregunta?
      3. En un coche más grande, (nosotros-caber) todos.
      4. ¿Qué (decir) tus padres?
      5. No sé qué (hacer) yo sin ti.
      6. Yo (saber) que hacer.
    - Ask students to describe what their life would be if they move back to live in their family’s country of origin. Ask them to describe where they would live, what they would study in school

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<b>Curriculum Area</b>	Spanish III	<b>Time Frame</b>	About 4 Weeks
<b>Developed By</b>	María Elena De La Jara		
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<b>Content Standards</b>			

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- Language acquisition is a process, not a result.
- When listening, watching the speaker closely or examining other visual clues help me to understand more.
- To have a natural conversation I should do more than just ask and answer questions. I must listen to what the speaker is saying to me and respond appropriately.
- The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
- The grammar in Spanish is different than grammar in English.

- What are the most effective strategies for learning new vocabulary and cultural practices?
- How do you infer meaning of unknown vocabulary words?
- How does grammar in Spanish differ from grammar in English?

- How can I better understand what I hear and read when I have just begun learning new vocabulary words?
- How do you integrate new vocabulary and grammar patterns in dialogues, narratives, etc.?
- How do you integrate grammar to express about the latest news in a family?
- How do you integrate grammar, new vocabulary words and expressions to engage in a conversation by commenting on food?
- How do you integrate grammar and expressions to engage in a

### Related Misconceptions

- First language and second language acquisition involve the same processes.
- Three words meaning “time” are not interchangeable. “Vez” is most frequently used when referring to an “occasion.” “una vez” (one time), “esta vez” (this time) or “muchas veces” (many times). “Hora” refers to clock time. “¿Qué hora es?” (What time is it?). “Tiempo” is used in most other instances.

conversación by explaining and giving excuses?

### Knowledge

Students will know...

### Skills

Students will be able to...

- New vocabulary words and expressions to ask about the latest news and family members.
- New vocabulary words and expressions to engage in a conversation about food.
- New vocabulary words and expressions to react to news.
- The present progressive is used to describe actions that are in progress in the present time.
- The present perfect indicative is used to say what has or hasn't happened in a period of time up to the present or to talk about something that happened very recently.
- The present perfect subjunctive is used with expressions that convey feelings, judgments about something, to express an emotion, judgment, doubt, or hope about something that has happened.
- The grammar pattern "SE + indirect object pronouns+ verb" is used to talk about unintentional events.
- The past progressive is used to describe past actions in progress.
- Cultural information about southwest and north of Mexico.

- Integrate new vocabulary and grammar patterns in dialogues, narratives, etc.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
- Generate language incorporating basic and some specialized vocabulary and a range of grammar patterns.
- Engage in a conversation asking about the latest news.
- Engage in a conversation talking about food.
- Describe actions that are in progress now.
- Engage in a conversation talking about something that happened very recently.
- Engage in a conversation describing past actions in progress.
- Incorporate in a conversation grammar patterns and expressions to express judgment, doubt, or hope about something that has happened.

### Assessment Evidence (Stage 2)

### Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- Teacher made quizzes and final chapter test.
- Dictations
- Oral presentations
- Projects
- Project: **“Una degustación de comida caribeña”**

In this project students plan a tasting party of Caribbean dishes. They contact a person from a Caribbean country to obtain a recipe, prepare dishes at home, and sample them in class. During the party, students may speak only Spanish.

#### SUGGESTED SEQUENCE

1. Students work in small groups, each group representing a Caribbean country. The groups should contact a person from their chosen country, either in person or by e-mail, and request one or two typical recipes. Encourage them to use any available community resources such as a Latin American

food market, both as a source of native speakers, and for ingredients. To encourage interaction with native speakers, you may discourage Internet research for this project.

2. Students divide the responsibilities for preparing their dish and decide how they will accomplish the shopping, preparation, and cooking. Dishes are to be prepared outside of class. Students need to make only enough for everyone to have a taste. Make sure every group brings a different dish.

3. Each group prepares a small flag to represent its chosen country and places its dish(es) on the table by the flag. Each dish should be labeled with its name and a list of ingredients in Spanish.

4. At the degustation, each group serves its dish and answers questions about how it is made and what is in it. Students sample different dishes and discuss them with classmates.

5. If possible, videotape the degustation and play the tape later for the class.

- Partner Class Project

Have students work in pairs to create a **menu for a Caribbean restaurant**. They can research information on the Internet, contact a person from the chosen country for more information, and then prepare a menu on the computer with an attractive design. Suggest that they look for images in magazines or on the Internet that they can use in their menus. They should also include the price of each dish. Have partners present their menus to the class and ask the class to vote for the most enticing menu.

- Cultural Project

Have students create a **Caribbean cookbook**. Ask them to find five recipes from each Caribbean country. They should copy the recipes and try to find a photo of each dish to

<b>Other Evidence</b>
<b>Learning Plan (Stage 3)</b>

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Have students to listen to the audio that talks about Carlos who introduce his family members and talk about some family traditions.
- Then, have students to complete the diagram with the relationship between them.
- Have students to compare each other their answers.
- Divide the class into groups of 6 or 8. Have each group form a family unit made up of any of the family members listed in Vocabulario 1.

Each group will present themselves to the class, giving only the basic information, the class needs to know about who each person is (papá, mamá, hijos, esposo(a)...). Then the group will ask the class to tell the relationship of one of the family members to another. For example: Sara y Eduardo son los papás de Silvia, y Pablo y Lisa son los papás de Jorge. Jorge y Silvia son casados. ¿Cuál es la relación entre Jorge y Sara? (Sara es la suegra de Jorge.)

Continue until each group has had a chance to present themselves to the class, and to ask questions.

- Review the ¡Exprésate! expressions from by asking students the latest news and having them respond.
- Share pieces of news that would surprise the students. You might want to invent incredible news. Have them use the new expressions to react.
- Review the present progressive conjugation of verbs like trabajar, comer, servir (i), and dormir. Then, act out some of the irregular verbs. For example, pretend that you are reading and ask: ¿Qué estoy haciendo? Students answer: Está leyendo.
- Use props to have students practice the present progressive with object

pronouns. For example, pass your book to a student. ¿Quién está leyendo mi libro? Ana lo está leyendo.

- Have students ask each other questions about themselves and family members using **andar or seguir+ present participle**. ¿Qué anda haciendo tu tío? ¿Sigues tocando el piano?
- Ask questions to practice the present perfect indicative. such as

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development  
ISBN # 0-87120-313-8 (ppk)

## Understanding By Design Unit Template

<b>Title of Unit</b>	Unit 5 " El arte y la música"	<b>Grade Level</b>	10-11
<b>Curriculum Area</b>	Spanish III	<b>Time Frame</b>	About 4 Weeks
<b>Developed By</b>	María Elena De La Jara		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

**Standard - 7.1 World Languages:**

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

- information and other sources related to targeted themes.
- 7.1.IL.A.2- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.5-Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes..
- 7.1.IL.B.4- Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.IL.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.IL.C.1-Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.3-Use language creatively to respond in writing to a variety of oral or visual prompts. .
- 7.1.IL.C.5-Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports

<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>

- The writing and speaking of the target language involves the activation of prior knowledge combined with the new vocabulary, structures, and idiomatic expressions.
- Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.
- the ability to make choices when using a new language.
- Language acquisition is a process, not a result.
- When listening, watching the speaker closely or examining other visual clues help me to understand more.
- To have a natural conversation I should do more than just ask and answer questions. I must listen to what the speaker is saying to me and respond appropriately.
- The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
- The grammar in Spanish is different than grammar in English.

#### Related Misconceptions

- What are the most effective strategies for learning new vocabulary and cultural practices?
- How do you infer meaning of unknown vocabulary words?
- How does grammar in Spanish differ from grammar in English?

- How can I better understand what I hear and read when I have just begun learning new vocabulary words?
- How do you integrate new vocabulary and grammar patterns in dialogues, narratives, etc.?
- How do I integrate in a conversation new expression to turn down an invitation?
- How do you compare things and people using grammar properly?
- How do you create a narrative of a sequence of past events?

- First language and second language acquisition involve the same processes.
- Although the word “día” ends with the letter a, it is a masculine noun. As such, it requires the use of masculine articles and adjectives - el día (not la día) - buenos días (not buenas días) – el otro día (not la otra día).

### Knowledge

Students will know...

- New vocabulary words and expressions related to Plastic arts and architecture.
- New vocabulary words related to music and the dramatic arts.
- New expressions to introduce and change a topic of conversation.
- New expressions to make suggestions and recommendations.
- New expressions to turn down an invitation.
- How to construct comparisons of equality by comparing people and things.
- How to compare by using superlatives.
- The passive voice with SE.
- The passive voice with SER.
- The Subjunctive for hopes and wishes.
- The past perfect to narrate a sequence of events in the past.

### Skills

Students will be able to...

- Integrate new vocabulary and grammar patterns in dialogues, narratives, etc.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
- Generate language incorporating basic and some specialized vocabulary and a range of grammar patterns.
- Engage in a conversation about art in general.
- Generate language incorporating new expressions.
- Compare things and people making comparisons of equality and using superlatives.
- Ask for and give opinions, and to introduce and change a topic of conversation.
- Generate language, making suggestions and recommendations, and to turn down an invitation.

## Assessment Evidence (Stage 2)

## **Performance Task Description**

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- **Teacher made quizzes and final chapter test.**
  - Dictations
  - Oral presentations

- **Project: " Los artistas"**

In this project, students select one of the artists mentioned in the chapter and research biographical information about him or her. Students then work in groups to create their own murals or paintings imitating the artist's style and depicting an historical event that occurred during the artist's life, or period of their choice. You may want to give students at least one week to complete the project.

**SUGGESTED SEQUENCE**

1. Divide the class into groups of three.
2. Group members select an artist mentioned in the chapter that they would like to learn more about.
3. Group members research information and any remarkable characteristics about the artist's work.
4. Students write one page of information with details about the artist's work.
5. Groups decide what historical event they wish to depict and choose visual images to convey their message.
6. Students work in groups to create their mural or painting. Their artwork can be done on an 11-17 sheets of paper.
7. Groups present an oral report about the artist and his or her artwork. Each student in the group is responsible for a portion of the presentation.

- **Cultural Project**

Tell students they are going to combine the elements of art, history, music, and theater. Have them work in small groups to research the life of a famous Latin American artist. They will prepare a presentation with brief background information about the artist and samples of his or her work. Then they will choose an important moment in the artist's life and dramatize the scene for the class. Encourage them to use music from the country of the artist in their presentation if they can find samples in the library.

<b>Other Evidence</b>
<b>Learning Plan (Stage 3)</b>

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Review by a PowerPoint presentation the vocabulary 1 and expression related to Art and music.
- Provide various themes to students and ask them what art form they would use to represent each and why. For example, give them the theme “amor.” A student might respond:

Usaría una escultura para representar el amor. Esculpiría a una madre abrazando a su hijo.

Try the following themes or come up with your own: la música, un paisaje bonito, la tristeza, la familia, la comida, la historia.

- Have students bring in photographs of their favorite pieces of art. Ask

them to talk briefly about the art piece and then ask their classmates’ opinions. Allow volunteers to respond.

- Review by using a PowerPoint presentation the grammar construction to make comparisons of equality and use superlatives.
- Have students bring in photographs of artwork and prepare five questions to ask opinions about the piece. In pairs, students ask their partners the questions. Remind students to use the **ísimo** superlative if they strongly like or dislike one of the pieces.
- Review the PASSIVE SE, then, ask heritage speakers to use the passive se to tell about things that are done differently in their country of origin.
- Discuss how the passive voice with ser is similar to the active voice, and to the passive with se.
- Tell students that **ser+ past participle** is commonly used to express the passive voice in Spanish.
- Write sample sentences using the passive voice on the board, and have volunteers underline the verb and circle the recipient of the action. Then have them tell whether each noun is singular or plural.
- Play the audio for the introductory paragraph and have students discuss the information related to famous artist such Diego Rivera and Frida Kahlo. Then, ask students to observe the photograph of the mural (De la conquista a 1930 de Diego Rivera) and to describe what they see. Tell them they to research more

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development

## Understanding By Design Unit Template

<b>Title of Unit</b>	Unit 6 " Ponte al día"	<b>Grade Level</b>	10-11
<b>Curriculum Area</b>	Spanish III	<b>Time Frame</b>	About 4 Weeks
<b>Developed By</b>	María Elena De La Jara		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

**Standard - 7.1 World Languages:**

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

- 7.1.IL.A.1-information and other sources related to targeted themes.
- 7.1.IL.A.2- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.5-Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes..
- 7.1.IL.B.4- Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.IL.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.IL.C.1-Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.3-Use language creatively to respond in writing to a variety of oral or visual prompts. .
- 7.1.IL.C.5-Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports

<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>

- The writing and speaking of the target language involves the activation of prior knowledge combined with the new vocabulary, structures, and idiomatic expressions.
- Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.
- the ability to make choices when using a new language.
- Language acquisition is a process, not a result.
- When listening, watching the speaker closely or examining other visual clues help me to understand more.
- To have a natural conversation I should do more than just ask and answer questions. I must listen to what the speaker is saying to me and respond appropriately.
- The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
- The grammar in Spanish is different than grammar in English.

- What are the most effective strategies for learning new vocabulary and cultural practices?
- How do you infer meaning of unknown vocabulary words?
- How does grammar in Spanish differ from grammar in English?

- How can I better understand what I hear and read when I have just begun learning new vocabulary words?
- How do you integrate new vocabulary and grammar patterns in dialogues, narratives, etc.?
- How do you incorporate in a conversation, expressions of certainty to give an opinion?
- How do you incorporate in a conversation, expressions of doubt and disbelief and the subjunctive mood to express an opinion?

### Related Misconceptions

- **Gender of Nouns.**  
All masculine words end in O and all feminine words end in A.
- The use of the "indicative" to express a near future action.
- Confusing the use of "having" with "being" to express age. As for example "I have 20 years old" = "I am 20 years old".

### Knowledge

Students will know...

- New vocabulary words and expressions related to "Los medios electrónicos".
- Expressions of certainty to indicate that in the speaker's mind, the event described is a fact.
- Expressions of doubt and disbelief such as "no es cierto que", "Es dudoso que", "No es cierto que", "Parece mentira que", etc.
- How to ask about and explain where to find information.
- How to talk about what you know and don't know.
- Expressions of certainty are followed by a verb in the indicative mood.
- The present subjunctive and present perfect subjunctive can both be used with expressions of doubt and disbelief.
- The uses of "Haber".
- Gender of nouns.
- Indefinite expressions.
- The uses of the indicative in compound sentences.

### Skills

Students will be able to...

- Integrate new vocabulary and grammar patterns in dialogues, narratives, etc.
- Infer the meaning of some unfamiliar words when used in familiar contexts.
- Generate language incorporating basic and some specialized vocabulary and a range of grammar patterns.
- Generate language incorporating expressions of certainty, doubt and disbelief.
- Generate language incorporating expressions to make suggestions and recommendations related to music and dramatic arts.

## Assessment Evidence (Stage 2)

## **Performance Task Description**

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- **Teacher made quizzes and final chapter test.**
- Dictations
- Oral presentations
- Projects

#### **En la ciudad de...**

In this project, students work in groups of three or four to research a city in a Spanish-speaking area and write a short newscast reporting on the challenges faced by that city. You may want to allow a week for groups to collect information in Spanish on the city they choose.

#### **SUGGESTED SEQUENCE**

1. Divide the class into groups of three or four students and have them choose a city to research. Allow them library time to research the addresses of and write letters in Spanish to the Chamber of Commerce or the Tourist Bureau of their chosen city. Have students also collect as much information from the Internet as possible.

2. After students have gathered their information, they may begin preparing their written newscast. They should be encouraged to report on the city's current events, cultural resources, recent problems and solutions, and outlook for the near future.

3. Students prepare several broadcast screen inserts (icons or pictures that appear behind the shoulder of the newscaster as he or she is introducing the upcoming story). Encourage students to be creative in their representations and to choose an image that depicts the main idea of their reports.

4. Students present their news broadcasts to the class. You may want to record groups' projects on videocassette

- **Project**

Have students work in pairs to analyze the content and format of two different Spanish-language online newspapers. Students should compare the format of each newspaper and the topics that are highlighted in each. What is included in the editorial section? What is the focus of the international news? What articles are shown on the home page? Have students prepare a short presentation for the class, comparing and contrasting the two news sites.

<b>Other Evidence</b>
<b>Learning Plan (Stage 3)</b>

- **Where** are your students headed? **Where have they been?** **How will you make sure the students know where they are going?**
- **How will you hook** students at the beginning of the unit?
- **What events will help students experience and explore** the big idea and questions in the unit? **How will you equip them with needed skills and knowledge?**
- **How will you cause students to reflect and rethink?** **How will you guide them in rehearsing, revising, and refining their work?**
- **How will you help students to exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How will you tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- **How will you organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Introduce the vocabulary 1 related to “los medios electrónicos” and the expressions that people use to express doubt and disbelief .Practice vocabulary by asking ¿Cuál es tu noticiero favorito? and so on. Talk about something you saw on the news, using new and known words.
- Have students work in pairs to choose a news topic and research it in depth. Based on the information gathered, have them write ten detailed questions they would ask an expert on that topic. Once they have written their questions, students can exchange them and interview each other on what they have learned about each topic.
  - Give each student 5 or 10 words from Vocabulario 1 to teach the class. Students should present their words using illustrations, pantomime, or circumlocution and make flash cards for each word. After every third student has made a presentation, collect the flashcards and review the new vocabulary with the students. Have students define the words in Spanish, give an English equivalent, and then, as a challenge, ask them to use the word or expression in an original sentence. Continue in this manner until all the words in Vocabulario 1 have been presented and practiced. Next, divide students randomly into groups of four to create a story using all their vocabulary words. Have students present their stories to the class.
  - Have students watch a Spanish language TV station and then tell the class about songs that are memorable to them. How do commercial songs on Spanish TV compare to those heard on English TV in the U.S.? They might want to hum or sing the songs for the class. Have them suggest what kind of message the music seems to be conveying, or whether it is effective in establishing a certain mood. Encourage them to take note of the music used in news reports and documentaries.
  - Ask for six volunteers, and have them form pairs. Each pair in turn will model a conversation in front of the class in which they each discuss one wish they have that they doubt they can achieve and why. Have them use the expressions of doubt

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development  
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## Understanding By Design Unit Template

<b>Title of Unit</b>	Unit 7 " Mis aspiraciones"	<b>Grade Level</b>	10-11
<b>Curriculum Area</b>	Spanish III	<b>Time Frame</b>	About 4 Weeks
<b>Developed By</b>	María Elena De La Jara		

### Identify Desired Results (Stage 1)

#### Content Standards

##### Standard - 7.1 World Languages:

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

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- 7.1.IL.A.2- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.5-Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes..
- 7.1.IL.B.4- Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.IL.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.IL.C.1-Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.3-Use language creatively to respond in writing to a variety of oral or visual prompts. .
- 7.1.IL.C.5-Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports

<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>

- The writing and speaking of the target language involves the activation of prior knowledge combined with the new vocabulary, structures, and idiomatic expressions.
- Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.
- the ability to make choices when using a new language.
- Language acquisition is a process, not a result.
- When listening, watching the speaker closely or examining other visual clues help me to understand more.
- To have a natural conversation I should do more than just ask and answer questions. I must listen to what the speaker is saying to me and respond appropriately.
- The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
- The grammar in Spanish is different than grammar in English.

- What are the most effective strategies for learning new vocabulary and cultural practices?
- How do you infer meaning of unknown vocabulary words?
- How does grammar in Spanish differ from grammar in English?

- How can I better understand what I hear and read when I have just begun learning new vocabulary words?
- How do you integrate new vocabulary and grammar patterns in dialogues, narratives, etc.?
- How do you integrate grammar patterns to engage in a conversation challenges and accomplishments?
- How do you use the subjunctive after adverbial conjunctions to express future time?

<b>Related Misconceptions</b>	
<p><b>Knowledge</b> Students will know...</p> <ul style="list-style-type: none"> <li>• New vocabulary words and expressions to talk about challenges, accomplishments, and future plans.</li> <li>• Preterite and imperfect of stative verbs.</li> <li>• Gramatical reflexives</li> <li>• The use of "Lo" and "Lo que"</li> <li>• New expressions such as "tan pronto como...pienso", "Tengo la intención de...", etc. To talk about future plans.</li> <li>• How to use the target language to express cause and effect.</li> <li>• The subjunctive after adverbial conjunctions.</li> <li>• The subjunctive with future actions.</li> </ul>	<p><b>Skills</b> Students will be able to...</p> <ul style="list-style-type: none"> <li>• Integrate new vocabulary and grammar patterns in dialogues, narratives, etc.</li> <li>• Infer the meaning of some unfamiliar words when used in familiar contexts.</li> <li>• Generate language incorporating basic and some specialized vocabulary and a range of grammar patterns.</li> <li>• Generate language incorporating expressions of certainly, doubt and disbelief.</li> <li>• Generate language incorporating expressions to engage in a conversation about future plans.</li> <li>• Engage in a conversation using expressions of cause and effect.</li> <li>•</li> </ul>
<b>Assessment Evidence (Stage 2)</b>	
<b>Performance Task Description</b>	

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- **Teacher made quizzes and final chapter test.**
  - Dictations
  - Oral presentations
  - Projects
  - Project: “La feria del empleo”

In this project, students explore the careers they would like to pursue by preparing a presentation and display for a job fair. This is an individual project, although students with similar aspirations might coordinate their research efforts. They will need to emphasize the reasons careers in their particular field are interesting and rewarding. Encourage them to tell how knowledge of Spanish might be useful in their career.

#### SUGGESTED SEQUENCE

1. Students choose a career or field that interests them.
2. They gather as much information as possible about their career or field on the Internet, in the library, or from their guidance counselor. Students contact a person in a Spanish-speaking culture who is in their chosen field and ask questions about it.
3. Students write a report in which they explain the nature of the work, why that career or field interests them, and the goals they would pursue through their work.
4. They clip appropriate pictures from magazines or create their own artwork to assemble an appealing visual presentation that will interest their classmates in pursuing a career in that field.
5. Students post their displays and make their oral presentations to the class.

- **Partner Class Project**

Students should research information about a famous Hispanic person in the United States. They might find interviews from magazines or newspapers on the Internet. Have them find out how the person they chose achieved his or her goals and overcame any obstacles. What can they learn from this person?

Have them prepare a short presentation for the class.

<b>Other Evidence</b>
<b>Learning Plan (Stage 3)</b>

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Introduce the vocabulary 1 by listening to about current challenges in Peru.
- Model the expressions such as “había muchos desafíos en...”, “Mis enfrentaron muchos obstáculos cuando...”, etc. By telling a story about the life of a famous person. Have students raise their hands when they hear one of the ¡Exprésate! phrases.
- Have students form small groups to talk about the difficulties immigrants to the United States might have to overcome. Tell them to imagine that they are politicians or social workers trying to come up with ways to make the transition to a new culture easier. Ask them to come up with several ideas to discuss with the class.
- Introduce the Preterite and imperfect of stative verbs such as estar, ser, tener, tener que. Then, Write sentences on the board with estar, ser, tener, and tener que, but do not fill in the correct form of the verb. Have students state whether the verb should be in the preterite or imperfect and explain why.
- Have students work with a partner to come up with pairs of sentences for each verb listed above in the preterite and imperfect. Ask them to read their sentences for the class and the rest of the class should describe the difference in meaning between the two sentences.
- Remind students that they already know several grammatical reflexives, such as graduarse, expresarse, and criarse.
- Have students practice conjugating verbs such as enojarse, burlarse, expresarse, quedarse, quejarse, expresarse, burlarse, etc. First have them conjugate in the present tense. Give a subject and verb:yo, graduarse, and students will respond Me gradúo. Then practice conjugation in the preterite. For example, nosotros, comunicarse, will prompt the response: Nos comunicamos.
- Have students imagine they are famous actors or actresses. Ask them to work in pairs to come up with a conversation they can present to the class. Have them talk about the challenges they had to face to get where they are today. Encourage students to use as many grammatical reflexives and words they learned in

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## Understanding By Design Unit Template

<b>Title of Unit</b>	Unit 8 "¿A qué te dedicas?"	<b>Grade Level</b>	10-11
<b>Curriculum Area</b>	Spanish III	<b>Time Frame</b>	About 4 Weeks
<b>Developed By</b>	María Elena De La Jara		
<b>Identify Desired Results (Stage 1)</b>			
<b>Content Standards</b>			

**Standard - 7.1 World Languages:**

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

- 7.1.IL.A.1-information and other sources related to targeted themes.
- 7.1.IL.A.2- Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.5-Demonstrate comprehension of conversations and written information on a variety of topics.
- 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes..
- 7.1.IL.B.4- Ask and respond to questions, make requests, and express preferences in various social situations.
- 7.1.IL.B.5- Converse on a variety of familiar topics and/or topics studied in other content areas.
- 7.1.IL.C.1-Use knowledge about cultural products and cultural practices to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
- 7.1.IL.C.3-Use language creatively to respond in writing to a variety of oral or visual prompts. .
- 7.1.IL.C.5-Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports

<b>Understandings</b>	<b>Essential Questions</b>	
<b>Overarching Understanding</b>	<b>Overarching</b>	<b>Topical</b>

- The writing and speaking of the target language involves the activation of prior knowledge combined with the new vocabulary, structures, and idiomatic expressions.
- Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language.
- the ability to make choices when using a new language.
- Language acquisition is a process, not a result.
- When listening, watching the speaker closely or examining other visual clues help me to understand more.
- To have a natural conversation I should do more than just ask and answer questions. I must listen to what the speaker is saying to me and respond appropriately.
- The choices I make in how I organize, edit, rehearse and deliver my message will affect how the message is understood and received.
- The grammar in Spanish is different than grammar in English.

- What are the most effective strategies for learning new vocabulary and cultural practices?
- How do you infer meaning of unknown vocabulary words?
- How does grammar in Spanish differ from grammar in English?

- How can I better understand what I hear and read when I have just begun learning new vocabulary words?
- How do you integrate new vocabulary and grammar patterns in dialogues, narratives, etc.?
- How do you integrate grammar patterns to engage in a conversation about what you do and you do not understand?
- How do you integrate grammar patterns to engage in a conversation about what you do and you do not understand?
- How do you integrate the

<b>Related Misconceptions</b>		conditional and the past subjunctive with hypothetical statements and in subordinate clauses to talk about your plans?
<ul style="list-style-type: none"> <li>• First language and second language acquisition involve the same processes.</li> <li>• <a href="#">To Become</a> There are several different Spanish equivalents for the English verb "to become," depending on several factors.</li> <li>• <a href="#">Gender Exceptions</a> A list of masculine words that end in A and feminine words that end in O.</li> </ul>		
<b>Knowledge</b> Students will know...	<b>Skills</b> Students will be able to...	
<ul style="list-style-type: none"> <li>• New vocabulary words and expressions to talk about what you can and cannot do.</li> <li>• New vocabulary words and expressions to talk about what you do and do not understand.</li> <li>• How to write a formal letter.</li> <li>• How to express themselves about their plans.</li> <li>• Verbs with indirect object pronouns.</li> <li>• Verbs that express to become.</li> <li>• The uses of "SE".</li> <li>• The uses of the Conditional.</li> <li>• The past subjunctive with hypothetical statements.</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate new vocabulary and grammar patterns in dialogues, narratives, etc.</li> <li>• Infer the meaning of some unfamiliar words when used in familiar contexts.</li> <li>• Generate language incorporating basic and some specialized vocabulary and a range of grammar patterns.</li> <li>• Generate language incorporating expressions that they need to express what they can do or cannot do.</li> <li>• Generate language incorporating expressions to engage in a conversation about future plans.</li> <li>• Write a cover letter for a job position.</li> </ul>	
<b>Assessment Evidence (Stage 2)</b>		
<b>Performance Task Description</b>		

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

- **Teacher made quizzes and final chapter test.**

- Dictations
- Oral presentations
- Projects

- **Project : “La entrevista”**

In this project, the class role-plays both sides of a job interview to practice talking about former jobs, future plans, and goals.

**SUGGESTED SEQUENCE**

1. Have students write a description in Spanish of the business or organization they would like to run later in life.
2. They then describe the type of entry-level position they would expect to take in that business to enable them to reach the top.
3. Pair up students and have them exchange descriptions with their partners. Students read their partner’s descriptions, and think about what the head of such a business would look for in a candidate for that entry-level position. They then create a job application, which will elicit that information from an applicant.
4. Students exchange job applications, fill them out, and return them to their partner.
5. Schedule a day for interviews. On that day, students come to class dressed as they would for a job interview.
6. Taking turns, students play the role of the head of the business or organization described by their partner, and interview him or her for the entry-level position, using the job application for reference.
7. Students hand in their job descriptions and applications for grading.
8. You might videotape the interviews and then show them to the class so that students can critique each other’s performance and offer suggestions.

- **Partner Class Project**

Have students look through the want ads online for jobs requiring Spanish. Each student should print out an ad and exchange with a partner. The partner must analyze the job description and then write a letter to apply for the job. Have students exchange letters and ask each one to write a response, either inviting the applicant for an interview or explaining why he or she does not qualify.

<b>Other Evidence</b>
<b>Learning Plan (Stage 3)</b>

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
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- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Introduce the vocabulary 1 by listening to, about what people can do or cannot do in different work places.
- Introduce new expressions to say what you can and cannot do, such as “ Está fuera de.../a mi alcance”, “Eso me resulta fácil/bastante difícil”, “ No me nada difícil”, “ Soy capaz de...”, “Lo puedo hacer”, “ Me cuesta trabajo”.
- Have students respond to your questions using the expressions listed about what they can and cannot do. ¿Te resulta fácil usar una fotocopiadora? ¿Te cuesta trabajo usarlas nuevas tecnologías?
- Divide the class into groups of three to create vocabulary notebooks. Students will have the following roles: investigador(a), traductor(a), and escritor(a). The investigador(a) looks up each vocabulary word in a monolingual Spanish dictionary and reads its definition to the group. The traductor(a) looks up the vocabulary words in a Spanish-English dictionary and reads the English translation to the group. The escritor(a) writes the Spanish definition and English translation in the group’s notebook. All group members then work together to compose a sentence using the vocabulary word in context. Once the notebook is completed, each group will make copies so that all members have their own Notebook.
- Have students describe their interaction with technological devices on a typical day, from the moment they wake up to the moment they go to sleep. Have them think about which ones they could do without, or could use less of. For example, could they survive watching less TV? Also have them think of how a technological device they do not currently have could make their lives better.
- Have students discuss in pairs a dream job, either paid or voluntary, they would each like to have the following summer, and how they would use some of the technological items identified in the vocabulary. Have them talk about jobs that they might have already done or jobs that their relatives might have, which use different forms of modern technology.
- Introduce by a PowerPoint presentation expressions to talk about what you do and do not understand such as “**Hay algo que se me**

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