

Understanding By Design Unit Template

Title of Unit	Unit 1 : Viva la juventud	Grade Level	10-12
Curriculum Area	Spanish IV	Time Frame	About First Quarter
Developed By	María Elena De La Jara		
Identify Desired Results (Stage 1)			
Content Standards			

Course Description: This course is an introductory literature course where students develop higher-order thinking skills and knowledge of literary chronology, techniques, and interpretation. This course includes Peninsular and Latin American Literature and may be taught by genres or by historical periods. The students will be expected to read literature in its original language and discuss it analytically. The students should be able to do a thorough reading of literary texts of all genres in Spanish and to analyze critically the form and content of literary works orally and in writing using appropriate literary terminology.

Also, the students should be able to convey their ideas and opinions in speaking and writing with a total control of basic grammar. Activities should include several exercises in punctuation, either as grammar instruction or as part of the writing process.

7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, [culturally authentic materials](#) found in [electronic information](#) and other sources related to targeted themes.

- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.B.1 Use [digital tools](#) to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.C.1 Synthesize information related to the cultural [products](#), cultural [practices](#), and cultural [perspectives](#) associated with targeted culture(s) to create a [multimedia-rich presentation](#) on targeted themes to be shared [virtually](#) with a target language audience.
- 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate [culturally authentic materials](#).
- 7.1.IM.C.5 Compare cultural [perspectives](#) of the target culture(s) with those of one’s own culture as evidenced through their cultural [products](#) and cultural [practices](#).

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

Students will understand that...

- The writing 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.
- The grammar in Spanish is different than grammar in English.
- When I take a risk and stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.
- Looking for cognates, loanwords, watching the speaker and looking at visuals can often help me to better understand.
- The background of the author influences the message that is delivered in both speech and writing.
- When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced.

- 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 cultural practices, products, and perspectives of Spanish-speaking countries differ, from United States?
- How does what I know about the target culture help me understand what I hear and read from native speakers and writers?
- How do I avoid miscommunication?
- How can I use culturally appropriate

- How do I integrate strategies to help me to understand the details of what I read and hear?
- How do you integrate new vocabulary and grammar patterns in dialogues, narratives, etc.?
- How do you generate your own piece of literature applying the autobiography concept given?
- What's the difference between facts and opinion?
- How can a writing that is not fictional use the same techniques of fiction?
- How the knowledge

Related Misconceptions	<p>... vocabulary and idiomatic expressions to sound more authentic?</p> <ul style="list-style-type: none"> • How do I decide what needs further editing and revision? • How does the use of self-correction enhance my presentation and help to clarify my message? • Why effective strategies for reading can help me to understand a 	<p>of Spanish does has contributed to people's achievements?</p>
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

- Strategies for reading comprehension.
- Strategies to compare and contrast.
- Elements of literature such as biographies, autobiographies, essays and articles.
- Cultural Topics related to Hispanic countries.
- How to express feelings through writing.
- How to incorporate grammar into the writing process.
- How to compare and contrast two different pieces of literature and relate it with their experiences.
- Prefixes and suffixes.
- Nouns, definite and indefinite articles, adjectives.
- Rules for accentuation; the diacritic accent.
- Spelling rules for letters LL and Y.
- Identify literary elements such as the environment, characterization, conflict, suspense and the theme of a story.
- Relevant cultural aspects related to the countries of origin of the studied Hispanic authors such as Uruguay, Nicaragua, etc.

- Identify and apply elements of literature such as biography, autobiography, essays and articles.
- Create an autobiography.
- Identify some relevant aspects of Ruben Dario, related to his life and work.
- Identify some relevant aspects of Gary Soto, related to his life and work.
- Express feelings through a writing piece.
- Incorporate new vocabulary words in the writing process.
- Generate comments on the work “Mis primeros versos” by Rubén Darío (“My first verses of Ruben Dario”) through the process of speaking and writing about his work.
- Generate comments on the work “Primero de secundaria” by Gary Soto, through the process of speaking and writing about his work.
- Express by answering questions the understanding of different literature texts.
- Incorporate methods of comparison and contrast in the comparison of literary texts.
- Compare and contrast the literary pieces of both writers. (“Mis primeros versos” y “Primero de secundaria”).
- Incorporate new vocabulary words related to the reading comprehensions.
- Incorporate synonyms and antonyms of related new vocabulary words.
- Integrate spelling rules in the writing process.

Assessment Evidence (Stage 2)

Performance Task Description

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

- Teacher made quizzes
- Teacher made tests
- Dictations
 - Oral presentations
- Projects
-

Project #1 “ My Diccionario Book”

Sequence:

- Create a dictionary that includes the meaning of the word, at least two synonyms and two antonyms. Write a complete sentence using the new word.
- Include in the dictionary book the next terms **necedad, redactor, reclamación, alabanzas, entablar, emplumar, carecer, amostazado, interrogar, fatídico, recorrer, aprieto, debilitado, rabillo del ojo, corpulento, disimilar, escudriñar, pulular, finger, fajo, optativo, susurrar, facciones, displicentemente, temido, aproximarse, delantero, bostezar, acurrucarse.**
- Present their dictionaries and read a sentence using a word that grabbed their attention.

Project #2 “ My Portpholio”

Students create a portfolio where they will include the next activities:

- **Activity #1 Writing an Autobiographical Event.**

In his autobiographical narrative, Ruben Dario recalls a personal experience that occurred when he was 14 years old. How would you behave in that situation? What did you learn from the experience? What images, smells, sounds, tastes or feelings do you relate to that memory? Write a short essay that includes the answers to these questions.

- **Activity #2 Writing a Magazine**

Familiarize yourself with the format of a magazine by looking closely at several copies. Then, meet with your work group and create a school magazine. Each student can present a story, a poem or an article.

Those who like to draw can take care of the cover, the illustrations, the composition and the design of the magazine.

- **Activity #3 Developing a Comic Scene**

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?

- Introduce important vocabulary words from the reading “ Mis primeros versos” by Ruben Darío.
- Create a dictionary that includes the meaning of the word, at least two synonyms and two antonyms. Write a complete sentence using the new word.
- Students will present their dictionaries and will read a sentence using a word that grabbed their attention.
- Complete an activity from “ Cuaderno de práctica”, page 1. (Vocabulary in practice)
- Watch a Video: Breve biografía de Ruben Dario. <https://www.youtube.com/watch?v=kA4Tg24CJmM> (pause video for discussion/questions.)
- Meet the Writer, p. 7 (reading about discussion about the life and work of the author.
- Answer a questionnaire about the life and work of Ruben Dario.
- Before reading: complete A Great Expectation chart. (p.2)
- 1. Read Mis primeros versos by Ruben Dario, pp3-4. (Students will take turns to read passages. Students and teacher will analyze the text as we read. Students will answer guided analytical questions for reading comprehension. (¿Qué acontecimiento incitó al narrador a escribir y publicar los versos? ¿Por qué no quiere el narrador que se sepa que él escribió el poema?, ¿Cuál fue la reacción de las diferentes personas a los versos?, ¿Por qué finalmente publicó los versos el editor de La Calavera?

Conexiones con el texto

1. El narrador se siente feliz y orgulloso después de escribir sus versos, y enojado y desilusionado al escuchar la crítica de los demás. ¿Te ha ocurrido algo parecido alguna vez? ¿Qué otras emociones expresadas en este texto te recuerdan sentimientos que has tenido antes?

Más allá del texto

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

Title of Unit	Unit 2 : Habla con los animales	Grade Level	10-12
Curriculum Area	Spanish IV	Time Frame	About Second Quarter
Developed By	María Elena De La Jara		
Identify Desired Results (Stage 1)			
Content Standards			

Course Description: This course is an introductory literature course where students develop higher-order thinking skills and knowledge of literary chronology, techniques, and interpretation. This course includes Peninsular and Latin American Literature and may be taught by genres or by historical periods. The students will be expected to read literature in its original language and discuss it analytically. The students should be able to do a thorough reading of literary texts of all genres in Spanish and to analyze critically the form and content of literary works orally and in writing using appropriate literary terminology.

Also, the students should be able to convey their ideas and opinions in speaking and writing with a total control of basic grammar. Activities should include several exercises in punctuation, either as grammar instruction or as part of the writing process.

7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, [culturally authentic materials](#) found in [electronic information](#) and other sources related to targeted themes.

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- 7.1.IM.B.1 Use [digital tools](#) to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.C.1 Synthesize information related to the cultural [products](#), cultural [practices](#), and cultural [perspectives](#) associated with targeted culture(s) to create a [multimedia-rich presentation](#) on targeted themes to be shared [virtually](#) with a target language audience.
- 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate [culturally authentic materials](#).
- 7.1.IM.C.5 Compare cultural [perspectives](#) of the target culture(s) with those of one’s own culture as evidenced through their cultural [products](#) and cultural [practices](#).

Understandings	Essential Questions	
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- 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.
- The grammar in Spanish is different than grammar in English.
- When I take a risk and stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.
- Looking for cognates, loanwords, watching the speaker and looking at visuals can often help me to better understand.
- The background of the author influences the message that is delivered in both speech and writing.
- When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced.

- 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 cultural practices, products, and perspectives of Spanish-speaking countries differ, from United States?
- How does what I know about the target culture help me understand what I hear and read from native speakers and writers?
- How do I avoid miscommunication?
- How can I use culturally appropriate

- How do I integrate strategies to help me to understand the details of what I read and hear?
- How do you integrate new vocabulary and grammar patterns in dialogues, narratives, etc.?
- How do you generate your own piece of literature applying the autobiography concept given?
- What's the difference between facts and opinion?
- How can a writing that is not fictional use the same techniques of fiction?
- How can the use of both the preterit

Related Misconceptions

- The preterite and the imperfect are the same.
- There is only one way to express past tense in the Spanish language.
- Use the present tense for the near future.
- **Gender of Nouns.**
All masculine words end in O and all feminine words end in A.

- ... vocabulary and idiomatic expressions to sound more authentic?
- How do I decide what needs further editing and revision?
 - How does the use of self-correction enhance my presentation and help to clarify my message?
 - Why effective strategies for reading can help me to understand a piece of literature?

- ... and imperfect tenses help paint a clearer and more accurate picture of the past?
- How should a country face the historical events with which citizens feel uncomfortable?

Knowledge
Students will know...

Skills
Students will be able to...

- Strategies for reading comprehension.
- Elements of literature such as personification, comparison.
- Short stories (Cuentos”)
- Literary Elements in short stories (cuentos) such as “argument”, “caracterización” and “ambiente”.
- Cultural Topics related to Hispanic countries.
- How to express feelings through writing.
- How to incorporate grammar into the writing process.
- How to compare and contrast two different pieces of literature and relate it with their experiences.
- Grammar topics such as conjugations in “The present tense”.
- The uses of the preterit and the imperfect
- Accentuation rules.
- Spelling rules to remember when to use letters “V” or “B”.
- How to identify literary elements such as the environment, characterization, conflict, suspense and the theme of a story.
- Relevant cultural aspects related to the countries of origin of the studied Hispanic authors such as Uruguay, Nicaragua, etc.
- Vocabulary in context of the words: **inquietud, se hundieron, vapor, dique, estorbar, granadas, cañonazos, redujeron, astillas, formidable, gruta, se ataron, reventar, afilar, aurora, embestir, deshilachado, límpido, latir, holgar, morder.**
-

- Identify elements of literature such as short stories.
- Identify elements of literature such as the personification and comparison.
- Identify some relevant aspects of Horacio Quiroga, related to his life and work.
- Identify some relevant aspects of Juan Ramón Jiménez, related to his life and work.
- Express feelings through a writing piece.
- Incorporate new vocabulary words in the writing process.
- Generate comments on the work “La guerra de los yacarés” by Horacio Quiroga through the process of speaking and writing about his work.
- Generate comments on the work “Platero y yo” by Juan Ramón Jimenez, through the process of speaking and writing about his work.
- Express by answering questions the understanding of different literature texts.
- Incorporate methods of comparison and contrast in the comparison of literary texts.
- Compare and contrast the literary pieces of both writers. (“La guerra de los Yacarés” y “Platero y yo”).
- Incorporate new vocabulary words related to the reading comprehensions.
- Incorporate synonyms and antonyms of related new vocabulary words.
- Integrate relevant cultural aspects related to Uruguay and Nicaragua..
- Integrate vocabulary in context to meaningful sentences from the readings.
- Internalize the rules of accentuation.
- Internalize the rules for using letters V or B.

Assessment Evidence (Stage 2)

Performance Task Description

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

- Teacher made quizzes
- Teacher made tests
- Dictations
 - Oral presentations
- Projects

Project #1 “Preparando mi portafolio”

I. Compilación de datos para un cuento.

Students think of interesting persons to write about. In addition to friends and family members, they should consider all of the people with whom they come into contact on a daily basis. You might suggest to students that they begin by making a web with the person’s name in the center linked with the qualities that make that person interesting.

II. Investigación “Lenguaje de los animales”

Much research has been done in the field of animal language and behavior. Students might share their ideas on how they think animals communicate with each other and with humans.

Project #2 “Geography Project”

- Have students use the internet to research the terrain and climate of Uruguay. What is the connection between these features and the important role livestock raising has had in the national economy?
- Ask students to find out how much of the population lives in rural areas and what percentage of the land is used for livestock raising. Ask them think of a way to graph or chart that information.
- Ask students to prepare a PowerPoint presentation to present their project to the class.
 - Essays

Project #3

- In Spanish, names of family pets are not usually the same as people’s names. Would students say that pets are less personified in Spanish cultures? Have students to conduct a survey among friends and family members, asking for as many names of family pets as these people remember. Then, rank the most popular names and discuss the most unusual names also. What name would students give to a pet with these characteristics: *pequeño, peludo, suave, juguetón, fuerte y seco por dentro?*

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?

Before the reading

- To prepare students for the reading “La guerra de los Yacarés”, explain that this tale is one in which animal characters speak and behave as humans.
- Tell to the students that these types of stories are popular in most cultures around the world.
- To help the students get the most out of this selection, you may want to introduce the concept of “the satire” at this point.
- Explain that a satire is any literary work that makes fun of the weaknesses and foibles of human nature or society.
- Then, organize the students in groups of two. Ask them to remember stories of animals they know, like some fables. Then ask them to describe personality traits of the animals that are protagonists. Ask them to write their ideas in a table like the ones shown below:

Personaje/animal	Rasgos de la personalidad
El lobo del cuento “ La caperucita roja”	Engañoso, astuto , malvado, feroz

After the reading

- The students answer the next questions: ¿Por qué deciden los Yacarés hacer un dique en el río? ¿Por qué le piden los Yacarés ayuda al Surubí? ¿Quién logra convencer al Surubí para que los ayude? ¿Por qué regresan los peces al río?

Critical Thinking : ¿Crees que con este cuento Quiroga quiere dar una lección sobre la vida? ¿Se relaciona esta lección con alguna experiencia tuya? Explica tu respuesta.

- Ask students to think about the characteristics of the animals and how the author personifies each animal. You might list the characteristics on the board (“El Viejo yacaré es astuto”, “El surubí es...”). Then, have students work in pairs to make a list of three other animals with each of the characteristics you have listed. Each pair should write one sentence using personification for each of the animals on their list

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

Title of Unit	Unit 3 : " Fábulas y leyendas"	Grade Level	10-12
Curriculum Area	Spanish IV	Time Frame	About Third Quarter
Developed By	María Elena De La Jara		
Identify Desired Results (Stage 1)			
Content Standards			

Course Description: This course is an introductory literature course where students develop higher-order thinking skills and knowledge of literary chronology, techniques, and interpretation. This course includes Peninsular and Latin American Literature and may be taught by genres or by historical periods. The students will be expected to read literature in its original language and discuss it analytically. The students should be able to do a thorough reading of literary texts of all genres in Spanish and to analyze critically the form and content of literary works orally and in writing using appropriate literary terminology.

Also, the students should be able to convey their ideas and opinions in speaking and writing with a total control of basic grammar. Activities should include several exercises in punctuation, either as grammar instruction or as part of the writing process.

7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, [culturally authentic materials](#) found in [electronic information](#) and other sources related to targeted themes.

- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.B.1 Use [digital tools](#) to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.C.1 Synthesize information related to the cultural [products](#), cultural [practices](#), and cultural [perspectives](#) associated with targeted culture(s) to create a [multimedia-rich presentation](#) on targeted themes to be shared [virtually](#) with a target language audience.
- 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate [culturally authentic materials](#).
- 7.1.IM.C.5 Compare cultural [perspectives](#) of the target culture(s) with those of one’s own culture as evidenced through their cultural [products](#) and cultural [practices](#).

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

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- 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.
- The grammar in Spanish is different than grammar in English.
- When I take a risk and stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.
- Looking for cognates, loanwords, watching the speaker and looking at visuals can often help me to better understand.
- The background of the author influences the message that is delivered in both speech and writing.
- When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced.

- 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 cultural practices, products, and perspectives of Spanish-speaking countries differ, from United States?
- How does what I know about the target culture help me understand what I hear and read from native speakers and writers?
- How do I avoid miscommunication?
- How can I use

- How do I integrate strategies to help me to understand the details of what I read and hear?
- How do you integrate new vocabulary and grammar patterns in dialogues, narratives, etc.?
- How do you generate your own piece of literature applying the autobiography concept given?
- What's the difference between facts and opinion?
- How can a writing that is not fictional use the same techniques of fiction?
- How do you use the subjunctive

Related Misconceptions		
<ul style="list-style-type: none"> • 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. • The subjunctive is the most difficult Spanish verb form. • 	<p>culturally appropriate vocabulary and idiomatic expressions to sound more authentic?</p> <ul style="list-style-type: none"> • How do I decide what needs further editing and revision? • How does the use of self-correction enhance my presentation and help to clarify my message? • Why effective strategies for reading can help me to understand a piece of literature? • How do you explain that making good choices can a language-learner help to 	<p>mood to express a condition which is doubtful or not factual in the Spanish language?</p> <ul style="list-style-type: none"> • Explain, why the prior knowledge it is important when making predictions? • How good story - tellers might use techniques to create a strong an emotional effect? • How would you explain that cause - effect relationships can also explain characters’
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

- Strategies for reading comprehension.
- Elements of literature such as personification, comparison.
- Elements of literature such as folk tales ,Legends, myths and fables (Mitos, leyendas, cuentos populares y fábulas)
- Literary Elements in short stories (cuentos) such as “argument”, “caracterización” and “ambiente”.
- Cultural Topics related to Hispanic countries.
- How to express feelings through writing.
- How to incorporate grammar into the writing process.
- How to compare and contrast two different pieces of literature and relate it with their experiences.
- Grammar topics such as “ El Modo”, “the Subjunctive Mood”
- The uses of the present subjunctive.
- Accentuation rules.
- Spelling rules to remember when to use letters “S”, “ C” or “Z”.
- How to identify literary elements such as the environment, characterization, conflict, suspense and the theme of a story.
- Relevant cultural aspects related to the countries of origin of the studied Hispanic authors.

- Identify elements of literature such as Folk Tales.
- Identify elements of literature such as Mitos, leyendas, cuentos populares y fábulas.
- Express feelings through a writing piece.
- Incorporate new vocabulary words in the writing process.
- Express by answering questions the understanding of different literature texts such as “ La posada de las tres cuerdas”, “La puerta del infierno”.
- Incorporate methods of comparison and contrast in the comparison of literary texts.
- Compare and contrast the literary pieces of both writers. (“La posada de las tres cuerdas” y “La puerta del infierno”).
- Incorporate new vocabulary words related to the reading comprehensions.
- Incorporate synonyms and antonyms of related new vocabulary words.
- Integrate relevant cultural aspects.
- Integrate vocabulary in context to meaningful sentences from the readings.
- Internalize the rules of accentuation.
- Internalize the rules for using letters S, C or Z.
- Integrate the present subjunctive in the writing process.

Assessment Evidence (Stage 2)

Performance Task Description

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

- Teacher made quizzes
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- Projects

Project #1 Culture

- Tell the students that Buenos Aires was the largest city in Latin America and second in population to New York City in this hemisphere. This city became known as “The Paris of South America”
- Have students research the architecture of Paris and New York City in the early 1900 and compare and contrast the two cities with Buenos Aires.
- Have students to create a PowerPoint presentation to present their research to the class.

Project #2 Literature

- Have students research about “Jorge Luis Borges”.
- Ask them to create a PowerPoint presentation with his life and literary works.
- Have students find a poem or short story by Borges.
- Ask them to read it and discuss it.
- Does his work have an Argentina backdrop or is it universal?

Project #3 (History Project

- Have students to research ancient finds in Latin America. You may want to suggest that students search for information about new discoveries in 1999 at the Pyramid of the Moon in Teotihuacán or the 1998 discovery of mummies in the “EL Misti volcano”
- Ask students to present their research to the class with background information about the find, what was learned from it, or the culture represented by the find.
- As an extension, students might draw illustrations or create three-dimensional models of one of the pyramids.

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?
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- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

- Explain that many of the folk tales, fairy tales and verses told to children are part of the oral traditions. Then ask students if they know any people who are good at telling stories.
- Ask students to take turns to read “La posada de las tres cuerdas” by María Shua.
- Exemplify several reading strategies, including questioning, drawing conclusions, making inferences, and speculating about the text. Then pause at the end of each section, allowing time to discuss students’ notes and individual basis.
- Explain that the word “Samurai” comes from the Japanese word for service.
- Explain that a “samisen” is a long necked three stringed instrument measuring about three feet and belonging to the lute family.
- Use as a literature element the “anticipación”. Ask students name examples of foreshadowing from their favorite movies. Then, discuss the use of nonverbal clues as a means of foreshadowing in these genres: for example, a musical motif that suggests a certain mood, the expression on a character’s face, etc.
- Encourage students to pause at several points during the story to make predictions about what may happen next.
- Suggest the following prediction checkpoints: 1. Junchiro enters into the forest; 2. Junchiro notices that the beautiful young woman has not spoken; 3. Junchiro draws his sword; 4. Junchiro notices the drops of blood on the floor.
- Point out that the title of the story names a place, rather than a character.
- After the reading, ask students to answer the next questions: 1. ¿Adónde van Junchiro y Koichi? 2. ¿Qué detalles de la posada pasa por alto Junchiro? 3. ¿Cómo le afecta a Junchiro la música que toca la joven? 4. ¿Cómo consigue liberarse Junchiro? 5. ¿Cuál es el clima o punto culminante de la historia?
- Have small groups compare and contrast this story with

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Understanding By Design Unit Template

Title of Unit	Unit 4 : " Dentro del corazón"	Grade Level	10-12
Curriculum Area	Spanish IV	Time Frame	About Fourth Quarter
Developed By	María Elena De La Jara		
Identify Desired Results (Stage 1)			
Content Standards			

Course Description: This course is an introductory literature course where students develop higher-order thinking skills and knowledge of literary chronology, techniques, and interpretation. This course includes Peninsular and Latin American Literature and may be taught by genres or by historical periods. The students will be expected to read literature in its original language and discuss it analytically. The students should be able to do a thorough reading of literary texts of all genres in Spanish and to analyze critically the form and content of literary works orally and in writing using appropriate literary terminology.

Also, the students should be able to convey their ideas and opinions in speaking and writing with a total control of basic grammar. Activities should include several exercises in punctuation, either as grammar instruction or as part of the writing process.

7.1.IM.A.1 Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, [culturally authentic materials](#) found in [electronic information](#) and other sources related to targeted themes.

- 7.1.IM.A.5 Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.A.7 Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.B.1 Use [digital tools](#) to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
- 7.1.IM.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.B.5 Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.C.1 Synthesize information related to the cultural [products](#), cultural [practices](#), and cultural [perspectives](#) associated with targeted culture(s) to create a [multimedia-rich presentation](#) on targeted themes to be shared [virtually](#) with a target language audience.
- 7.1.IM.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
- 7.1.IM.C.4 Synthesize information found in age- and level-appropriate [culturally authentic materials](#).
- 7.1.IM.C.5 Compare cultural [perspectives](#) of the target culture(s) with those of one’s own culture as evidenced through their cultural [products](#) and cultural [practices](#).

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

Students will understand that...

- The writing 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.
- The grammar in Spanish is different than grammar in English.
- When I take a risk and stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.
- Looking for cognates, loanwords, watching the speaker and looking at visuals can often help me to better understand.
- The background of the author influences the message that is delivered in both speech and writing.
- When I reflect upon what I want to say in speech and writing and change it based on my reflections, the work product is improved and enhanced.

- 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 cultural practices, products, and perspectives of Spanish-speaking countries differ, from United States?
- How does what I know about the target culture help me understand what I hear and read from native speakers and writers?
- How do I avoid miscommunication?
- How can I use culturally appropriate

- 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 explain the difference between literature elements such as “drama” and “fable”?
- During the **Golden Age of drama** in Spain, the common theme on this work was the defense of personal and familiar honor, **How do you support this idea, thinking about the role that this theme play in**

Related Misconceptions

...
vocabulary and
idiomatic

...
today's society
and dramatic arts?

- 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).

idiomatic expressions to sound more authentic?

- How do I decide what needs further editing and revision?
- How does the use of self-correction enhance my presentation and help to clarify my message?
- Why effective strategies for reading can help me to understand a piece of literature?
- How do you explain that making good choices can a language-learner help to communicate clearly?

and grammatical arts:

- How do you differentiate “The Conditional” from the “Imperfect Subjunctive”?
- How do you integrate in the language acquisition the future tense to engage in a conversation about wishes for the future?
- What explanation do you have for the diversity of regional languages in Spain?
- How languages develop regional variations in Spain?
- How cultural, economic, educational, and other factors may

Knowledge Students will know...	Skills Students will be able to...
<ul style="list-style-type: none"> • Strategies for reading comprehension. • The relation between Causes and Effects. • Elements of literature such as the drama concept. • Elements of literature such as the basic elements of a drama (exposición, conflicto, climax and desenlace) • Cultural Topics related to Hispanic countries. • How to express feelings through writing. • How to incorporate grammar into the writing process. • How to compare and contrast two different pieces of literature and relate it with their experiences. • Grammar topics such as “ El imperfecto del subjuntivo”, “El futuro” • The uses of the present subjunctive. • Accentuation rules and “ palabras llanas”. • Spelling rules to remember when to use letter “k”. • How to identify literary elements such as the environment, characterization, conflict, suspense and the theme of a story. • Relevant cultural aspects related to the countries of origin of the studied Hispanic authors. 	<ul style="list-style-type: none"> • Identify elements of literature such as “drama”. • Identify elements of literature such as exposición,conflict, climax and desenlace. • Incorporate the concepts cause and effect as a reading strategy. • Express feelings through a writing piece. • Incorporate new vocabulary words in the writing process. • Express by answering questions the understanding of different literature texts such as “ Mañana de sol” by Serafín y Joaquín Alvarez Quintero, “De Paula” by Isabel Allende, “De versos sencillos” by José Martí, “Verde luz” by Antonio Cabán Vale. • Incorporate methods of comparison and contrast in the comparison of literary texts. • Compare and contrast the literary pieces of writers. • Incorporate new vocabulary words related to the reading comprehensions. • Incorporate synonyms and antonyms of related new vocabulary words. • Integrate relevant cultural aspects. • Integrate vocabulary in context to meaningful sentences from the readings. • Internalize the rules of accentuation. • Internalize the rules for using letter K. • Integrate “El imperfecto del subjuntivo” in the writing process. • Integrate “El futuro” in the writing process.
Assessment Evidence (Stage 2)	

Performance Task Description

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

- Teacher made quizzes
- Teacher made tests
- Dictations
 - Oral presentations
- Projects

Project #1 At the Theater

- Divide the class into groups and assign each group a task that would be involved in presenting “Mañana de sol” on stage. One group can design scenery, one can illustrate costumes, another can create a playbill, and another group can make advertising posters. Have the groups share their work with the class.
- Have students suggest famous actors to play the roles of Doña Laura, don Gonzalo, Petra and Juan. Students should justify their choices based on how the individual actors’ performances in plays or movies match with their own interpretation of the characters in “Mañana de sol”.
- Ask a volunteer to list all the choices on the board, then have the class vote on the best casting.
- As a follow- up ask each student to write an imaginary theater review of the actors’ performance.

Project #2 “Un mural”

- If an actual wall space cannot be available for a student -painted mural, consider some practical alternatives, such as providing large sheets of poster board that can temporarily affixed to the wall.
- Ask students to give their imagination free rein, and encourage them to meet in small groups to plan scenes and characters for their mural.
- In addition to this activity, ask the class research Mexican muralists and their work. You can suggest some of them such as Diego de Rivera, Orozco, Siqueiros.
- Ask the students share their research with the class.

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Learning Plan (Stage 3)

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- Before the reading “ Mañana de sol” by Serafín y Joaquín Álvarez Quintero, ask students to discuss their predictions about the selection after reading the title and the description of the setting.
- Ask them how do they imagine the characters and the park on an autumn morning?
- Ask students to take turns for reading “ Mañana de sol”.
- After the reading, ask students to answer the next questions: 1.¿Qué te hizo sentir el final de la obra? Explica tu respuesta. 2.¿Qué “ironía” hay en la forma en que se tartan el uno al otro al principio de la obra? 3. ¿Por qué quieren don Gonzalo y doña Laura mantener en secreto sus verdaderas identidades? 4. ¿Por qué utilizan los autores la técnica del aparte en esta obra? 5. ¿Cómo imaginas que será la relación futura de doña Laura y don Gonzalo?
- Introduce the concept of “Drama”. After students have read the introduction, create a chart on the board of the basic elements of a drama: **exposición, conflicto, climax, and desenlace.**
- Have the class brainstorm about titles of familiar movies. Ask students to select two movies and to identify each of the dramatic elements as you fill in the columns of the chart.
- Before to read “De Paula” ask students to visualize their favorite painting or any other kind of art. Then, ask the students to answer the following questions: What makes this particular piece so appealing? What emotions does it evoke?
- Ask the students to share their thoughts with the class.
- Ask students to take turns to read “ De Paula” by Isabell Allende.

After the reading, ask students to answer the next questions: 1. ¿Habías reaccionado tú de la misma manera al recibir de regalo las pinturas? Explica tu respuesta. 2. ¿Crees que la madre de Allende le regaló las pinturas para enseñarle a la niña una lección sobre la codicia? 3. ¿Qué rasgos de la pintura de Chagall, le llamaron la atención a Allende? 4. ¿Por qué le gustaba tanto la pintura a Allende? 5. ¿ Por qué le regaló la madre de Allende a su hija un cuaderno de notas?

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