

Delaware Model Unit Gallery Template

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

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

Summary of Unit

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

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

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

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

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

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

Big Idea(s)

Student Life

Unit Enduring Understanding(s)

Classrooms and school life vary from place to place.

Language aside, students from other cultures often have similar interests and common school experiences, though differences exist due to culture.

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

Unit Essential Questions(s)

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

How are my school experiences different from those of students in other Spanish-speaking cultures?

How does my use of language impact what other people think about me?

Knowledge and Skills

Students will know...

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

Students will be able to...

Students will be able to identify classes and extra-curricular activities in the target language.

Students will be able to compare and contrast classes and extra-curricular activities in the United States and in the target language culture.

Students will be able to interview a student in the target language about his/her current classes and activities as well as future classes and activities.

Students will be able to write an article in the target language about classes and extra-curricular activities.

Students will be able to give reasons to convince a student to participate in a specific extra-curricular activity.

Students will be able to express feelings and emotions in Spanish.

Students will be able to form questions in Spanish to learn about activities other people enjoy doing.

Stage 2 – Assessment Evidence

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

Suggested Performance/Transfer Task(s) and Rubrics

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

Interpretive Task:

Have students read an article that is written in Spanish that describes the types of extracurricular activities students from a Spanish speaking country enjoy. Students are to write answers to the following questions. (To differentiate, allow students to respond in English, if needed.)

- How many activities does the student participate in?
- List the sports in which the student participates.
- List any clubs of which the student is a member.
- Are any of these activities affiliated with school? If so, which ones?
- What is one new extracurricular activity the student might try in the United States? List reasons why the student would try that activity.
- Compare and contrast the student's schedule with your schedule by completing a Venn diagram which shows how you are the same and different from the student in the article.

Interpretive Assessment Rubric - Based on ACTFL Rubrics¹

The teacher may decide to work with the students to model expectations around each of the criterion and ask students to revise this language to make it understandable to them.

	Exceeds Expectations	Meets Expectations	Approaches Expectations
Reading	Identifies almost all of the	Identifies most of the	Identifies only a few of the

¹ <http://sas-globalanguages.wikispaces.com/file/view/ACTFL+Rubrics.pdf>

Comprehension: Basic understanding	sports, clubs, and activities that are listed in the article and is mostly accurate in identifying which ones are affiliated with the school.	sports, clubs, and activities that are listed in the article and is able to identify many of the activities that are affiliated with the school.	sports, clubs, and activities that are listed in the article and is generally unable to identify which ones are affiliated with the school.
Reading Comprehension: Interpretation	Predicts a new activity in which the student might engage and provides a thorough list of reasons with references from the text.	Predicts a new activity in which the student might engage and provides an adequate list of reasons with few references from the text.	Predicts a new activity in which the student might engage and provides a limited list of reasons with little to no support from the text.
Reading Comprehension: Comparison	Comparison between the schedules is thorough.	Comparison between the schedules is adequate.	Comparison between the schedules is limited.

Interpersonal Task:

Give students a first marking period report card in Spanish and have students work in pairs to discuss what the report card suggests about that student's likes and dislikes, favorite classes, and challenges. As the students are discussing provide and interim report for the middle of the second marking period that provides additional and/or conflicting information to change the conversation.

Interpersonal Assessment Rubric - Based on ACTFL Rubrics²			
The teacher may decide to work with the students to model expectations around each of the criterion and ask students to revise this language to make it understandable to them.			
Category	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Language Function Language tasks the student is able to handle in a consistent, comfortable, sustained and spontaneous manner.	Creates with language, able to express own meaning in a basic way.	Mostly memorized language with some attempts to create.	Memorized language only, familiar language.
Text Type Quality and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph)	Simple sentences and some strings of sentences.	Simple sentences and memorized phrases.	Words, phrases, chunks of language, and lists.
Communication Strategies <i>Quality of engagement and interactivity:</i> amount of negotiation of meaning; how one participates in the conversation and advances it. <i>Clarification Strategies:</i> how the student handles a break down in comprehension; what one does when one partner doesn't understand the other.	Maintains simple conversation: asks and answers some basic questions (but still may be reactive). Clarifies by asking and answering questions.	Responds to basic direct questions. Asks a few formulaic questions (primarily reactive). Clarifies by occasionally selecting substitute words.	Responds to a limited number of formulaic questions (primarily reactive). Clarifies meaning by repeating words and/or using English.

² <https://sites.google.com/site/worldlanguageshudson/interpersonal-tasks/rubrics-for-interpersonal-tasks---novice-level>

Comprehensibility Who can understand this person's meaning? How sympathetic must the listener be? Does it need to be the teacher, or would a native speaker understand the speaker? How independent of the teaching situation is the conversation?	Generally understood by those accustomed to interacting with language learners.	Understood with occasional difficulty by those accustomed to interacting with language learners.	Understood primarily by those accustomed to interacting with language learners.
Language Control Accuracy, form, appropriate vocabulary, degree of fluency	Most accurate when producing simple sentences in present time. Accuracy decreases as language becomes more complex.	Most accurate with memorized language, including phrases. Accuracy decreases when creating, when trying to express own meaning.	Most accurate with memorized language only. Accuracy may decrease when attempting to communicate beyond the word level.

Presentational Task:

El Emperador / La Emperatriz del Mundo: You've just become the emperor (or empress) of the world and are given full control of the education of you and your friends. Think about the classes that you enjoy and those that you don't enjoy. Create an ideal 7th grade schedule for next year. Include those classes that you enjoy and those that you think are valuable. Include a new class that you create which other students will think is fun and important to their future. In Spanish, write an official decree (in a letter form) to your people (other 6th graders) explaining your choices – what you included in the schedule, what you left out, and what is new for next year.

Presentational Assessment Rubric - Based on ACTFL Rubrics³			
The teacher may decide to work with the students to model expectations around each of the criterion and ask students to revise this language to make it understandable to them.			
Category	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Language Function Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner	Creates with language, able to express own meaning in a basic way.	Mostly memorized language with some attempts to create.	Memorized language only, familiar language.
Text Type Quantity and organization of text discourse (continuum word-phrase-sentence-connected sentences-paragraph)	Simple sentences and some strings of sentences.	Simple sentences and memorized sentences.	Words, phrases, chunks of language, and lists.
Impact Depth of presentation and attention to audience Vocabulary	Provides continuity to a presentation. Makes choices of a phrase, image, or content to maintain the attention of the	Focuses on successful task completion. Uses gestures or visuals to maintain audience's attention and/or interest as appropriate	Presented in an unclear and/or unorganized manner. No effort to maintain audience attention. Vocabulary is limited

³ <https://sites.google.com/site/worldlanguageshudson/presentational-tasks/rubrics-for-presentational-tasks--novice>

	audience. Vocabulary is sufficient to provide information and limited explanation.	to purpose. Vocabulary conveys basic information.	and/or repetitive.
<u>Comprehensibility</u> Who can understand this person's message? How sympathetic must the listener/reader be? Does it need to be the teacher or could a native speaker understand the message? How independent of the teaching situation is the presentation?	Generally understood by those unaccustomed to the speaking/writing of language learners.	Understood with occasional straining by those accustomed to the speaking/writing of language learners.	Understood primarily by those very accustomed to the speaking/writing of language learners.
<u>Language Control</u> Accuracy, form, degree of fluency	Most accurate when producing simple sentences in present time. Accuracy decreases as language becomes more complex.	Mostly accurate with memorized language, including phrases. Accuracy decreases when creating, when trying to express own meaning.	Most accurate with memorized language only. Accuracy may decrease when attempting to communicate

Other Evidence

Informal Assessment:

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

Formal Assessment:

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

Student Self-Assessment and Reflection

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

Stage 3 – Learning Plan

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

Key learning events needed to achieve unit goals

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

Description of School Experiences:

- Show the video <http://www.youtube.com/watch?v=Ao1NadV0Y8o&feature=plcp>. Have students jot down in Spanish three school subjects that the kids in the video mention. Share out.
- Think-Pair-Share: What school subjects are related to jobs that people have in the real world. If they don't know, ask them to think about when they will need to know how to read, write, use numbers, etc. in the future.
- Using several authentic schedules, identify the school subjects first by cognates. Then, using dictionaries, have students identify the remaining vocabulary. Have students sort classes by subject matter (Algebra and Trig with math; Spanish and History with Letters, etc).
- Using a find someone who... model, fill in 9 boxes with statements like: tiene ingles los lunes. Have students circulate the room asking "tiene ingles los lunes" and filling in the boxes with students' names. Include as many different names in the boxes as possible.
- Have students listen to an authentic dialogue with native speakers discussing their school schedules. Have students answer questions based on the recording.
- Put students into groups of 2-3 students. Give students flashcards with names of classes. Have students create several sentences in Spanish to describe the classes without using the name of the class. Each group must read the sentences to the class and the class must guess the correct answer.
- Present the set of classroom objects and tools. Have students do a vocab sort to sort the objects by which class they'd associate them: I.e. a calculator with algebra, a dictionary with English or Spanish, a map with history.
- Have students create their own "backpack" with school supplies. Have students mix their cards in groups of four. Have students play "go fish" with their backpacks: ¿Tiene dos cuadernos? No, ándale pez.

Forming Questions:

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

Telling where things are:

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

Describing how you're feeling:

- Present the vocabulary set on how to describe feelings about a class, subject, teacher, or situation. Give students a list of qualifiers, such as: It is difficult, easy, fun. Have students practice describing the classes they like and don't like.
- Give students the writing prompt: What would your ideal classroom be like? What would you have in it? What wouldn't you have in it? Write at least 6 sentences. Then, draw a picture of your ideal classroom.

Counting to 1,000:

- Have students count from 1-100. Review numbers by giving students flash cards with a number on it to read. Have students ask their partner their phone number, address, and age. Next present the numbers 100, 200, 300, 400, and 500. Have students practice reading numbers out loud.
- Give students math worksheets with simple arithmetic for which students must solve and write the solution in Spanish. Give students flash cards in the shape of a locker with numbers written out in Spanish to be sorted in chronological order.
- Present the numbers 600-1,000. Give students a card with two numbers on it between 600 and 1,000. The second number on the card should be the first number on another student's card. Play "I have....Who has...." to go around the room and have students articulate the numbers in Spanish.
- Review the numbers 100-1000. Have students share phone numbers, locker numbers, addresses, birthdates and years, important dates. Have students guess at the counting of certain school supplies: ¿Hay cuantos libros de español? Hay mil doscientos dos libros. Other activities for reinforcement: play bingo, play a number sorting game where students have ones place, hundreds place and thousands place. Call out numbers and have students arrange themselves in the front of the room with the cards in the correct order.

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

- Authentic culture stimulus: Use the "Say Something" strategy (Student partners work together to decide how far to read silently before stopping to "say something" that can be a summary, a question, or a connection. At that point, both students should say something. The process is repeated until the end of the text. Then, the whole class will meet to discuss the text.) Students read a culturally authentic article from a magazine about activities. Students highlight the sports/leisure activities they recognize and circle the cognates. Students and teacher compile a class vocabulary list from their results. Teacher adds other desired vocabulary.

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

Resources and Teaching Tips

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

Differentiation

- Instead of showing students flashcards you designed, you, the teacher, could break the kids into small groups or even have them work individually to create their own flashcards.
- Instead of having the students type their interview and write it in the form of a newspaper article, they could present their interviews in front of the class. Another suggestion is to have the students incorporate technology by typing their articles, using Microsoft Publisher or another similar program, to produce realistic-looking newspaper columns.
- This strategy is broken into three types of categories, depending on the level of the students (low, mid, high). Low: students create a collage of pictures of different sports and leisure activities, labeling the activities in the target language. Mid: students provide pictures of sports and leisure activities and write a sentence about each one in the target language. High: students provide pictures of sports and leisure activities and write a paragraph about those activities in the target language.

Design Principles for Unit Development

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

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

Technology Integration

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

8th Grade Technology Literacy –

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

Content Connections

Content Standards integrated within instructional strategies

Students draw on skills from mathematics.

Students use skills from the Arts to create their pamphlets.