

## LCS Understanding by Design – Curriculum Planning Process Overview

Stage 1 – Desired Outcome	
<p><u>Established Goals</u></p> <p>Transfer Goals:</p> <ol style="list-style-type: none"> <li>1. Communicate</li> <li>2. Comprehend complex texts, ask questions</li> <li>3. Solve problems</li> <li>4. Self-direct and self-evaluate</li> <li>5. Lead/follow with empathy</li> </ol> <p>State Curriculum: Standard 1 (Novice) NL/NM/NH.CLL/COD/CMT.1.1-3</p> <p><b>Topic:</b> All About Me</p> <p><b>Big Ideas:</b></p> <ol style="list-style-type: none"> <li>1. Identity</li> <li>2. Preferences</li> <li>3. Culture</li> </ol>	
<p>Understandings:</p> <ol style="list-style-type: none"> <li>1. Understanding what makes up my own identity helps me to understand the identities of others.</li> <li>2. Understanding my own culture helps me to be tolerant of the culture of others.</li> </ol> <p><b>Misunderstandings:</b></p> <ol style="list-style-type: none"> <li>1. Everyone hold the same values as myself.</li> <li>2. My culture is better than everyone else's.</li> </ol>	<p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. What role does my culture play in the development of my identity?</li> <li>2. How can an understanding of the relationship between culture and identity promote cultural tolerance?</li> </ol>
<p><i>Students will know . . .</i></p> <ol style="list-style-type: none"> <li>1. “To have” expressions</li> <li>2. Going to (near future)</li> <li>3. Likes/dislikes</li> <li>4. Emotions</li> <li>5. Present tense of “to be”</li> <li>6. Numbers 100-1,000</li> <li>7. Adjectives</li> <li>8. Position of adjectives</li> <li>9. Culture: Música hispana</li> </ol>	<p><i>Students will be able to ...</i></p> <ol style="list-style-type: none"> <li>1. Apply memorized phrases</li> <li>2. Perform simple dialogues</li> <li>3. Draw conclusions</li> <li>4. Connect cultures</li> <li>5. Interpret/ask questions in target-language</li> <li>6. Express opinions</li> <li>7. Express sequence of present/future events</li> <li>8. Express likes/dislikes</li> <li>9. Evaluate the relationship between culture/identity</li> </ol>
Stage 2 – Assessment Evidence	

Performance Tasks:

1. About Me page on blog
  1. Students will add an “about the author” page on the blog they began in Unit 2.
  2. Assignment sheet located in Unit 3 folder.
  3. Students must also include a recorded oral review of the song that they chose from lyricstraining.com.
2. Emotions Board/to have board

Other Evidence:

1. Dialogues
2. Grammar/vocab quizzes
3. Grammar activities
4. Listening activities
5. Class discussions

### Stage 3 – Learning Plan

Learning Activities:

W: Students will identify the relationship between one’s culture and one’s identity.

H: Video of native speakers introducing themselves.

E: 1) Webquests/jigsaw activities, 2) class discussions about identity/culture

R: 1) Students answer essential question at beginning and end of unit, 2) 1 or 2 days of the unit, students have the opportunity to go back, re-do/reflect on the unit’s assignments

E: Peer evaluations of work, self-reflection of understandings and misunderstandings (checklist)

T: Tiered assignments, flexible learning groups

O: Unit Outline

Day 1:

1. Teacher shows students video of different native speakers introducing themselves. [40 min.]
  - Student complete comprehension sheet about video
  - Students/teacher discuss what makes up one’s identity.
2. Teacher inductively introduces unit’s vocabulary with “thinglink” photo [30 min.]
3. Students practice vocabulary on Quizlet. [20 min.]

Day 2:

1. Teacher reviews conjugation of “to have.” [15 min.]
2. Teacher introduces “to have” expressions. [20 min.]
3. Students complete activity using “to have” expressions. [20 min.]
4. Teacher introduces numbers 100-1,000 [30 min.]

Day 3:

1. Students complete webquest exploring music of the target culture [60 min.]
2. Students practice “to have” expressions with an online activity. [20 min.]

3. Students practice vocabulary. [10 min.]

Day 4:

1. Teacher introduces adjectives, gender/number [30 min.]
2. Students define a list of adjectives on a Google Doc in groups of 2-3. [20 min.]
2. Students search lyricstraining.com for a song from the target culture that they enjoy. [30 min.]
  - while listening, students use at least 10 adjectives to describe the song.
3. 3 students share their songs/adjectives with the class. [10 min.]

Day 5:

1. Students practice gender/number of adjectives with online activity. [30 min.]
2. Teacher introduces irregular adjectives. [30 min.]
3. Students practice irregular adjectives with online activity. [30 min.]

Day 6:

1. Vocabulary quiz part 1 [15 min.]
2. Students practice regular/irregular adjectives with online activity. [25 min.]
2. Teacher inductively introduces second half of vocabulary using "Thinglink" photo. [30 min.]
3. Students practice vocabulary online. [20 min.]

Day 7:

1. Teacher introduces placement of adjectives. [30 min.]
2. Students practice placement of adjectives with sentence/word strips, placing the adjective in the appropriate place in a sentence. [20 min.]
3. Describing activity [40 min.]
  - Students are given the option of either: 1) Picking a paragraph, then drawing the people describe in the paragraph, or 2) Picking one of the given photos and writing a paragraph describing those people.

Day 8:

1. Students practice placement of adjectives with online activity. [30 min.]
2. Students read article about identity (in target language) with guided reading activity [30 min.]
  - Students read article by following guided reading activity.
  - 1) underline cognates
  - 2) circle vocabulary
  - 3) square word to look up
  - 4) read questions
  - 5) read article, answer questions
3. In small groups, students discuss their answers to the reading. [10 min.]
4. Class discusses identity using examples from the article. [20 min.]

Day 9:

1. Adjectives quiz [15 min.]
2. Teacher introduces "to be" [20 min.]

3. Students practice conjugation of “to be” with online activity. [15 min.]

4. Students practice vocabulary. [20 min.]

Day 10:

1. Returning to the song chosen at the beginning of the unit, students write a review of the song/artist using “to be” and adjectives learned in the unit. The review will be placed on the blog as a part of the unit’s Performance Task. [40 min.]

2. Teacher introduces Performance Task 1: All About Me Page. [15 min.]

3. Students begin working on Performance Task 1: All About Me Page. [30 min.]

Day 11:

1. Listening activity [30 min.]

- Students listen to a description and choose/draw the person described.

2. Students work on Performance Task 1. [60 min.]

Day 12:

1. Vocabulary quiz part 2 [15 min.]

2. Students complete “All About Me” page on blog. [60 min.]

3. When finished, students revise/make up work from the unit. [15 min.]