

Stage 1 - Desired Results

	Transfer
<p>Established Goals</p> <p>What content standards and program- or mission-related goal(s) will this unit address?</p> <ul style="list-style-type: none"> • Students understand and interpret written language about going clothes and food shopping in the target language. • Students understand and interpret spoken language about going clothes and food shopping in the target language. • Students convey information, concepts, and ideas through writing about going clothes and food shopping in the target language. • Students convey information, concepts, and ideas through speaking about going clothes and food shopping in the 	<p>Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> • speak and write about going clothes or food shopping • be able to understand the written and spoken word when reading or listening to others (about going clothes and food shopping) • be able to understand and effectively use both saber and conocer correctly (both words mean 'to know') • be able to understand and effectively use both comparisons of inequality and superlatives • be able to understand and effectively use both demonstrative adjectives and pronouns <p>What kinds of long-term independent accomplishments are desired?</p> <p>The ability to effectively communicate in a second language.</p>

<p>target language</p> <p>What habits of the mind and cross disciplinary goal(s) - for example, 21st century skills, core competencies - will this unit address?</p> <ul style="list-style-type: none"> • Students will demonstrate an understanding of the Spanish both within our community and globally by examining the relationship among the practices, products, perspectives, and language. • Students will reinforce and broaden their knowledge of language and culture through the use of innovative digital media and technology. 	
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Meaning

<p>UNDERSTANDINGS</p> <p>Students will understand that....</p> <p>What specifically do you want students to understand?</p>	<p>ESSENTIAL QUESTIONS</p> <p>Students will keep considering...</p> <ul style="list-style-type: none"> • that the ability to speak, read, write, and understand a foreign language are important and useful skills to have.
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<ul style="list-style-type: none"> • They need to understand how to use and tell apart saber and conocer. • They need to understand how to use comparisons of inequality and superlatives correctly • They need to understand how to use demonstrative adjectives and pronouns. <p>What inferences should they make?</p> <ul style="list-style-type: none"> • Precision in a language influences others' perceptions of you • Understanding language and culture in our global community leads to a better appreciation of diversity 	<ul style="list-style-type: none"> • How to build language skills outside of the classroom. <p>What thought-provoking questions will foster inquiry, meaning-making, and transfer?</p> <ul style="list-style-type: none"> • How do language and culture influence each other? • What's the importance of knowing different regions and their traditions? • How will being able to express ourselves regarding shopping allows us to effectively communicate with others.
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Acquisition

<p>Students will know...</p> <ul style="list-style-type: none"> • the difference in connotation and usage of saber and conocer • how to create and understand comparisons of inequality and superlatives • how to use and understand demonstrative adjectives and pronouns • how to use the vocabulary effectively to speak, read, and understand about what is done while shopping for clothes and food 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> • Using the vocabulary and grammar to speak and write about clothes and/or food shopping • Understanding the written and spoken word about clothes and/or food shopping <p>What discrete skills and processes should students be able to use?</p> <ul style="list-style-type: none"> • conjugating and using saber and conocer • creating comparisons of inequality and superlatives
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<p>What facts and basic concepts should students know and be able to recall? subject/verb agreement noun/adj agreement previous vocabulary (due to some repetition of terms) lower numbers (that will be used and built upon)</p>	<ul style="list-style-type: none"> • using accurately demonstrative adjectives and pronouns
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Stage 2-Evidence

Code	Evaluative Criteria	
<p>Are all desired results being appropriately assessed?</p>	<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p> <ul style="list-style-type: none"> • Revealing and informative • Clear directions with meaningful application • Contains 	<p>PERFORMANCE TASK(S):</p> <p>Students will show that they really understand by evidence of...</p> <ul style="list-style-type: none"> • correctly conjugating conjugating and telling the difference between saber and conocer • correctly creating comparisons of inequality and superlatives • correctly using demonstrative adjectives and pronouns • being able to use numbers into the millions • <p>How will students demonstrate their understanding (meaning-making & transfer) through complex performance?</p> <p>Reading: Look at a store flier and use context clues to answer questions on a webquest.</p> <p>Read a penpal letter about shopping for food and answer questions regarding the</p>

	<p>correct grammar and mechanics</p> <ul style="list-style-type: none"> • Comprehension of material by students <p>Regardless of the format of the assessment, what qualities are most important?</p> <ul style="list-style-type: none"> • That students show growth from pretest to posttest • That students understand the importance of speaking another language • That students are becoming 21st century 	<p>piece.</p> <p>Writing: Students will given a budget and need to comparison shop for the week. Using two store websites students will be asked to find the costs of select items and then create sentences comparing the prices of the various items. (La Maleta Perdida, El Corte Inglés Website, ZARA in Español, Talk about rebajas, money exchange, moda)</p> <p>PenPal writing</p> <p>Listening</p> <p>Speaking (either solo or in groups)</p> <hr/> <p>OTHER EVIDENCE:</p> <p>Students will show they have achieved Stage 1 goals by...</p> <p>What other evidence will you collect to determine whether Stage 1 goals were achieved?</p> <p>Assessment cycle practice</p> <p>Ch.9 Menu of options</p>
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	learners through the use of the authentic materials	
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Stage 3 - Learning Plan

Code	What pre-assessments will you use to check student's prior knowledge, skill levels, and potential misconceptions?	Pre-Assessment
<p>What's the goal for (or type of) each learning event?</p>	<p style="text-align: center;">Learning Events</p> <p>Student success at transfer, meaning, and acquisition depends upon?</p> <ul style="list-style-type: none"> ● Are all three types of goals (acquisition, meaning, & transfer) addressed in the learning plan? ● Does the learning plan reflect principles and best practice? ● Is there tight alignment with Stages 1 & 2? ● Is the plan likely to be engaging & effective for all students? <p>Students will be given two separate pre assessments (prior two the first and second halves of the unit) to determine if there is prior knowledge of any of the vocabulary and grammar concepts.</p>	<p style="text-align: center;">Progress Monitoring</p> <ul style="list-style-type: none"> ● How will you monitor students' progress toward acquisition, meaning, and transfer during lesson events? ● What are the potential rough spots and student misunderstandings? ● How will students get the feedback they need? ● Feedback will be given via rubrics and corrections for all assessments and products in a timely manner to allow for comprehension and reflection. ● There will be daily monitoring of application ability within the unit and modifications will be made as

		<p>needed to the lessons and activities.</p> <ul style="list-style-type: none">● Multiple opportunities to practice and hone the ability to read, write, speak, and effectively listen in the language will be provided throughout the unit plan.
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