

Olmsted Falls High School: Unit Design Framework

Subject: Spanish I

Unit: Chapter 6 (La familia y su casa)

PART I: Clarity of Learning Targets

What are the grade level indicators that go with this unit? Are the indicators in student friendly language?

1. Talk about your family
2. Describe your home
3. Tell your age and find out someone else's age
4. Tell what you have to do
5. Tell what you are going to do
6. Tell what belongs to you and others
7. Talk about families and family celebrations in Spanish-speaking countries

What are the Big Ideas that go with this unit?

1. Spanish possessive adjectives have a gender and quantity.
2. Apostrophes are never used in Spanish.
3. There are many idiomatic expressions in Spanish that use the verb *tener* (to have).
4. Ordinal numbers have a gender and quantity and do not go past ten.
5. An infinitive can be used in conjunction with other conjugated verbs to form verbal phrases in Spanish.
6. The concept of family and family celebrations are very important in the Hispanic world.

What are the Essential Questions that go with this unit?

1. How do you express possession in Spanish?
2. What are some idiomatic expressions in Spanish that use the verb *tener*?
3. What basic words are used in Spanish to talk about your family and house?
4. How does that Hispanic family and family celebrations differ from the American family and American family celebrations?

What strategies will we use in order to make learning targets clearer for all students, before, during and after instruction? How will you communicate the learning indicators to the students?

1. Posted learning targets
2. Daily discussion
3. Guided notes
4. Learning Targets checklist

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PART II: Feedback and Assessments (Formative and Summative)

How will we provide students with feedback throughout the unit?

What formative assessments will we use? (Non-graded assignments that check for understanding and provide feedback to the students) Incorporate the 7 Strategies of Assessment for Learning here.

1. Guided notes
2. Learning Target checklist
3. Pre and Post Tests
4. Whiteboards
5. Flashcards
6. Corrections in a different color writing utensil
7. Class discussion of concepts and understanding of content
8. One-on-one discussions with students
9. Mind Jogger Quiz Show (provided with textbook series)

How will students be involved with keeping track of their own learning progress (note- this is different from tracking points for a grade)?

1. Progress Book
2. Self-Assessment Rubric with unit's learning targets listed
3. Grade own homework, practices, pre-tests
4. Pre and Post Tests
5. Completion of Assessment Activities on pgs. 196-197 of textbook

What Summative Assessments will we use? (graded, evaluative assessments)

1. Vocabulary Quiz #1 (Palabras 1)
2. Vocabulary Quiz #2 (Palabras 2)
3. Grammar Quiz - possession
4. Grammar Quiz – verbal phrases
5. Unit Test
6. Listening Assessment
7. Dialogue Presentation

How Can I Close the Gap?

What will we do AFTER the students have completed the formative assessment to differentiate instruction?

1. If the class is successful, move on
2. If the majority of the class is unsuccessful, re-teach the concepts in a different way and re-assess
3. If few students are unsuccessful, meet with those students to clarify and intervene

What interventions will we provide for students who do not do well on the formative assessment?

1. Involve the parents
2. Pair weaker students with stronger students during group activities
3. Work with weaker students individually when group activities are assigned
4. Offer tutoring sessions 12th period in the library
5. With assistance from the guidance department, set up peer tutoring sessions with more advanced students during study halls

What will we do for the students who are on track?

1. Encourage students to do the online activities provided by the publisher
2. Provide additional activities to challenge the students

What will we do for the students who excel? What extension activities will we provide?

1. Utilize the extension activities and additional readings provided in the textbook
2. Encourage students to do the online activities provided by the publisher
3. Provide additional activities to challenge the students

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PART III: Instruction and Student Activities

What instructional and student activities will we use for this unit? These activities should directly align with the indicators and assessments.

1. Class notes
2. Audio activities
3. Flashcards
4. Whiteboard translations
5. Chapter 6 Buen Viaje video activity
6. Grammar practices
7. Lecturas Culturales and comprehension questions on pages 188-191 of textbook
8. Quinceañera power-point Presentation and video
9. Quinceañera video activities
10. Buen Viaje workbook pages 57-69
11. Completion of vocabulary and grammar activities on pages 172-186 of textbook