Olmsted Falls High School: Unit Design Framework

Subject: Spanish II **Unit: Chapter 9 (El verano y el invierno)**

PART I: Clarity of Learning Targets

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

1. describe summer and winter weather
2. talk about summer activities and sports
3. talk about winter sports
4. discuss past actions and events using the preterite tense
5. refer to people and things previously mentioned using direct and indirect pronouns
6. talk about resorts in the Hispanic world

What are the Big Ideas that go with this unit?

1. The preterit tense in Spanish is used to express a completed action that occurred at a definite time in the past.
2. There are many irregular preterite verb conjugations in Spanish.
3. Verbs that have a radical stem change in the present tense do not necessarily have a stem change in the preterit.
4. Verbs that end in –GAR, -CAR or –ZAR will have an irregular first person conjugation in the preterite tense.
5. Object pronouns can be used to refer to people or things that were previously mentioned.
6. Object pronouns can replace a person or thing and must agree in gender and quantity with the noun that they replace.
7. Object pronouns can be placed before the conjugated verb or can be attached to an infinitive.
8. There are many vacation destinations in the Hispanic world that offer a variety of winter and summer activities.

What are the Essential Questions that go with this unit?

1. How do you conjugate verbs in the preterite tense?
2. When is the preterite tense used?
3. What are the Spanish direct and indirect object pronouns?
4. How do you replace a direct or indirect object noun with a pronoun?
5. How do you describe different weather conditions in Spanish?
6. What are some vocabulary words to know when vacationing in a warm and cold climate?
7. Where can you go snow skiing in South America during the months of June, July and August? Why is this possible?

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 Strategeis of Assessement 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. 300-301 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 - Preterite Conjugations
4. Grammar Quiz – Object Pronouns
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 9 Buen Viaje video activity
6. Grammar practices (vocabulary, preterit conjugations and object pronouns)
7. Lecturas Culturales and comprehension questions on pages 292-295 of textbook
8. Buen Viaje workbook pages 99-115
9. Completion of vocabulary and grammar activities on pages 274-290 of textbook
10. Preterite Verb Song
11. Teacher created instructional materials