



AERO:SBC Basic Unit Template

Subject/Course:	SLL 2-advanced
Grade Level:	7th grade
Topic/Concept:	Mi personaje histórico
Estimated Time Required:	3 weeks
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Desired Results:

1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)?

From the AERO World Language Standards (projectaero.com)

Communication 1.1. 7th grade

Exchange detailed information and compare, contrast, and express opinions and preferences about personal events, memorable experiences, school subjects, and feelings and emotions, with peers or members of the target cultures, both orally and in writing.

Communication 1.2. 7th grade

Use knowledge acquired in other settings and from other subject areas to comprehend spoken and written messages in the target languages.

Communication 1.3. 7th grade

Prepare video recorded messages to present information to peers and/or members of the target cultures on topics of personal interest

Connections 3.1

Students will use the foreign language to reinforce and further their knowledge of other disciplines.

2. What are the enduring understandings that this unit is built upon?

- People can change history.
- Art is a distinct form of communication.
- Different verb tenses can express different things.

3. What essential or unit questions will prompt curiosity and focus?

- What makes a historical character special?
- What can art tell us about a time period?
- How can past tenses in Spanish change the meaning of a verb?

4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

- Main characters of the Renaissance and their achievements/challenges
- Imperfect tense conjugation of all verbs
- Differences between the preterite and the imperfect tenses
- Vocabulary related to art/science/that time period
- Specific vocabulary related to giving biographical information, adjectives, cohesive words

Evidence of Learning:

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task (summative assessment):

Students will create a presentation (around 5 minutes) pretending to be a specific character with a visual (poster/powerpoint/prezi/video (with the help of the IT integrator, if necessary) to talk about themselves and their achievements and challenges. This will be a co-curricular unit with Social Studies when they study the Renaissance. Art and Science will also be involved as some students may do artists or scientists.

A good presentation should include:

- impersonation of the character (clothing, style, etc.)
- basic information:
 - *date/place of birth
 - *where he/she lived
 - *main achievements with a brief description of a chosen item
 - *challenges they faced during their lifetime
 - *friendships: who, why, commonalities, etc
 - *death
- correct use of the past tenses and vocabulary learned
- poster, powerpoint, or prezi with pictures and labels only that support the narrative
- video presentation with labels and background music that support the narrative

Students will also create a handout for the other students to complete as a way to keep them engaged. This will also be assessed and evaluated.

2. Provide the scoring guide/rubric for the culminating task (summative assessment).

Criteria	1 - Attempts the standard	2 - Approaches the standard	3 - Meets the standard	4 - Exceeds the standard
Content	Display contains some required parts and appropriate information	Display contains almost all required parts and appropriate information	Display contains all required parts and appropriate information	Display contains more than the required parts and appropriate information
Verb usage	Past tenses are often formed or used incorrectly.	Past tenses are not always used or formed correctly.	Past tenses are used correctly.	Past tenses are used and formed correctly.
General language usage	Student occasionally uses previously-learned language correctly and meaningfully.	Student often uses previously-learned language correctly and meaningfully.	Student uses most previously-learned language correctly and meaningfully.	Student uses previously-learned language correctly and compellingly.
Presentation skills	Display is not organized, attractive and informative. Some textual information is not legible, organized or informative.	Display is quite organized or attractive Textual information is legible, organized and informative.	Display is organized, attractive, informative. Textual information is legible, organized and informative.	Display is very organized, attractive, informative. Textual information is legible, organized and informative.
Pronunciation	Frequently interferes with communication	Occasionally interferes with communication	Little to no obstacle in communication	Enhances communication.
Fluency	Speech halting with long pauses	Frequent pauses, choppy speech.	Some hesitation, but manages to complete thoughts with reasonable fluidity	Speech is continuous with few pauses or stumbling
Engagement task (handout)	It does not engage students at all.	It does not engage students very much.	It somewhat engages students.	It fully engages students.

Instructional Plan:

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

Day 1

1. Distribute a text about my childhood. Students read it individually underlining all conjugated verbs they see.

Mi niñez

Cuando era pequeña, me gustaba hacer un montón de cosas al aire libre los fines de semana. Por ejemplo, cuando tenía 5 y 6 años, pasaba muchos fines de semana en casa de mis abuelos. Ellos vivían en un pequeño pueblo en la costa y cuando no hacía frío, íbamos a la playa por la mañana y por la tarde. Si no hacía buen tiempo, íbamos en el coche a conocer nuevos sitios o veíamos alguna película juntos.

Cuando ya era un poco mayor, no iba todos los fines de semana porque tenía que hacer deberes y también tenía partidos en los que debía jugar. A mis padres y a mí nos encantaba ir a casa de mis abuelos porque mi abuela cocinaba muy bien. Siempre hacía unos postres deliciosos. Si nosotros no podíamos ir dos fines de semana seguidos, entonces mis abuelos nos venían a visitar y dormían en mi casa.

2. First individually and then in a go around, students make a list of the conjugated verbs on their notebooks as well as their infinitives. After looking at all of them, students are asked to come up with the rules to conjugate this new tense (if students get stuck, they can check their text book). I also ask them what tense this could be (not the name, but if it's present, past etc.). Some may be even able to translate into English (used to, was +ing). Once they all have their endings on their notebooks, we practice orally filling in the blanks from this short text from *Sueña 1*.

3. Then, we talk about this new tense, the imperfect, not only its conjugation but also starting to talk about its uses. If needed, students create sentences using the imperfect tense with their childhood information, habits, description, etc

Homework:

Students complete exercises (workbook) on the imperfect conjugation and underline words that have to do with time.

Day 2

1. Using the information from the day before, ask students sentences similar to:

-Cuando era pequeña, yo siempre _____
-Cuando tú eras pequeña, tú siempre _____
(a few more so that all students practice)

2. Together as a class we start reading a simplified version of “*Caperucita Roja*”. Emphasis on finding underlining verbs using two colors (one for preterite and one for imperfect). Using my hands, I will clap once when the verb is in preterite and will not when it is imperfect. We will read some parts together and everybody will do the hands gestures.

Caperucita era una niña que quería mucho a su abuelita. Un día su madre le dio una cesta llena de comida para que llevara la merienda a la abuelita, que vivía en una casa en el bosque y estaba enferma.

La madre le dijo que en el bosque no debía apartarse del camino. Caperucita, obediente, se fue a casa de la abuelita haciendo como le había dicho su madre.

Cuando ya estaba en el bosque, se encontró con el lobo, quien le preguntó hacia dónde iba. Caperucita le contestó que a casa de su abuelita, que estaba enferma, a llevarle una merienda; y le dijo todo lo que llevaba en la cesta.

Entonces el lobo retó a Caperucita a correr una carrera hacia la anciana. Le dijo que había dos caminos, uno largo y uno corto. Le afirmó a Caperucita que dejaría que ella tomara el corto y que él tomaría el largo, pero el muy astuto le enseñó los caminos al revés y Caperucita, sin saberlo, tomó el camino largo. El lobo, que obviamente llegó antes a la casa de la abuelita, se hizo pasar por Caperucita ya ante la puerta. La abuelita le dijo que pasara, que la puerta estaba abierta, el lobo entró, se comió a la abuela de un solo bocado, se puso la ropa para hacerse pasar por ella y se metió en la cama a esperar a Caperucita. Mientras, Caperucita, olvidando lo que le había dicho su madre, aún estaba en el bosque recogiendo flores por el camino largo.

Cuando llegó Caperucita a casa de la abuelita, llamó a la puerta y oyó que le decían que abriera la puerta y que entrara. Así lo hizo Caperucita y, ya dentro, empezó a hablar con quien creía que era la abuelita (que en realidad era el lobo) . Éste le dijo que se metiera con "ella" en la cama para darse calor, y así sería.

C - ¡Qué ojos más grandes tienes!

L - ¡Para verte mejor!

C - ¡Qué orejas más grandes tienes!

L - ¡Para oírte mejor!

C - ¡Y qué dientes más grandes tienes!

L - ¡Para comerte mejor!

Entonces el lobo comió a Caperucita Roja y se puso a dormir la siesta porque se sentía muy pesado.

3. After reading the text, students make two columns in their notebooks. Together we will come up with differences between these two tenses and start making a chart to be posted in the classroom. We also make a list of time-related words that will help us distinguish between the two tenses.

Homework:

Practice using resources posted on the class Moodle page.

Day 3

1. Warm up: do a quick summary on Caperucita Roja with input from all students focusing on action vs detail
2. In partners they read another folktale, "*Ricitos de oro y los tres osos*", and underline the verbs in the past using two colors and make two columns. Review the differences between these two tenses and complete/finish the chart posted in the classroom.

Había una vez tres osos que vivían en el bosque: Papá oso, mamá osa y el pequeño osito.

Un día Ricitos de Oro se perdió en el bosque y descubrió la casa donde vivían los tres osos.

Cuando los osos no estaban, Ricitos de Oro entró a la casa. Ricitos de Oro probó la sopa del plato grande.

-¡Ay! -gritó-. Esta sopa está muy caliente.

Ricitos de Oro probó la sopa del plato mediano.

-¡Brrr! Está sopa esta helada.

Ricitos de Oro probó la sopa del plato pequeño.

-¡Mmm! Esta sopa está deliciosa.

Y se la comió toda. Después de comer, Ricitos de Oro quiso dormir un poco. Se acostó en la cama grande y dijo:

-¡Está durísima!

Entonces se acostó en la cama mediana y dijo:

-¡Está muy blanda!

Por último, se acostó en la cama pequeña. Era tan cómoda que se quedó dormida.

Los osos regresaron a su casa. Papá oso dijo:

-¡Alguien ha probado mi sopa!

-¡Alguien ha probado mi sopa también! -Mamá osa dijo.

-¡Alguien se ha comido toda mi sopa! -dijo el Osito.

Los tres osos, tristes y hambrientos, decidieron irse a la cama. Papá oso dijo:

-¡Alguien ha dormido en mi cama!-.

3. Ask questions on the story focusing on ACTION vs DETAIL

4. On a post it, students then have to write 3 important dates in their lives and what happened. Pair&share. (i.e Elegí 1990 porque conocí a mi mejor amigo) Then they need to add some

background information (i.e Elegí 1990 porque conocí a mi mejor amigo. *Estábamos en el pueblo de mi madre y era verano*). Glue all post its to a poster board. Hang in the classroom. At the end, we go back to the chart and review all uses.

Homework:

Watch this video and write a summary

<https://www.youtube.com/watch?v=rYyfQiTHs7w>

Day 4

1. Homework correction and answer questions.
2. Read post its and add more detail on another post it. Check for accuracy.
3. In partners they read a short story "El Ratoncito Pérez" (*Nos vemos A2, page 157*). Again, they underline verbs on both tenses. Discuss both tenses and do two exercises. Students complete an exercise, to summarize the text previously read and one that features the differences between these two verb tenses such as the one found in *Nos vemos A2, page 157*".

Review the differences again (visual= chart on the wall with differences and key words). We then discuss if their own culture does something similar when kids lose a tooth.

4. Individually, they are to complete the text on how Valentina, a little girl from Spain, learns that the Ratoncito Pérez (Spain's tooth fairy) does not exist (from *Nos vemos A1 A2, pág 159*). Whole class correction. With this exercise, students practice the differences between the two tenses.

Homework:

As a formative assessment, students, using their notes, vocabulary and this mentor text, try to write their own story about when they discovered something they thought it was true.

Day 5

1. Collect texts
2. Warm up: Students are shown pictures and they are to say what happened, then adding background information, description, feelings etc. Focus on ACTION vs DETAIL
3. Students choose a deceased (famous or, if needed, relative, character from a book) person they admire. They write down information (all sources in the target language) and write a few facts (key words) they learned about this person: date and place of birth, profession, when he/she lived, why he/she was famous, why they admire him/her, date and place of death). In random pairs, or by genre (i.e musicians, actors etc together), they are to tell each other the information. They should

make complete sentences. As a written assignment, they are to write about the other student's person. If time permits, we can say a few out loud.

Homework:

Ask their parents for important biographical information.

Day 6

1. Start by reviewing/completing a list of important biographical vocabulary (to be born, to move etc).
2. Read Pablo Picasso's biography (*Sueña 2*, page 114) and complete the blanks with the vocabulary and tense. Why are all preterite? Ask them to add details.
3. With their parents' information, they need to ask each other questions to complete a graphic organizer.

	Student's name	Student's name	Student's name	Student's name	Student's name
nacimiento					
Educación					
Lugares					
Familia					
Trabajos					

4. With the other student(s)'s information on the graphic organizer and their own parents', they need to write two short biographies. This will again be a formative assessment.

Homework:

- Finish writing the two biographies.

Day 7

1. Before turning the homework in, give some time for peer editing. Brief exchange of information, trying to see what was interesting, surprises etc. Collect biographies.
2. Present the summative assessment: My favorite Renaissance character. Together with the SS teacher, a list of possible characters will be created. Students are given this list of characters they can choose from.

3. Class discussion about art, needed vocabulary, what artist can bring to their times, and how a specific point in time can affect artists differently.
4. Students choose their character based on their interests.
5. Start research (books from the library will be brought down to the classroom and the SS and Arts teachers will know about this project. The Tech Integrator also knows in case students need tech help)

Homework:

Compile and bring all their notes from SS (they will have completed the Renaissance unit by then) and make a list of important vocabulary related to their character.

Day 8

Work on their research, choosing good sources online plus the books brought down from the library. Make sure each student has enough vocabulary for each project.

Homework: continue to work on their project

Day 9

Continue to work on project.

Homework: continue to work on their project, especially the visual and/or handout

Day 10

Work on their project with my help and/or the Tech integrator.

Homework: finish handouts

Day 11

Final touches and proofreading of the handouts.

Day 12&13

Presentations

Homework: complete and review handouts

Day 14

Collect handouts and as a final, closing activity, students will be grouped by genre (artists together, scientists etc.) and will create a fake chat as if they were the characters chatting on ifaketext.com