

# UbD Unit –

## Unit Cover Page

**Unit Title:** ¡Vaya a Costa Rica!      **Grade Level:** 2<sup>nd</sup> Year Spanish

**Subject/Topic:** Imperativos y la cultura de Costa Rica (Commands & Costa Rican Culture)

**Key Words:** commands, advertisements, history and current events of Costa Rica

**Standards/Indicators:** SPANISH

### **COMMUNICATION: Communicate in Languages Other Than English**

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics

### **CULTURES: Gain Knowledge and Understanding of Other Cultures**

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied

### **CONNECTIONS: Connect with Other Disciplines and Acquire Information**

Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures

### **COMPARISONS: Develop Insight into the Nature of Language and Culture**

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

(Retrieved from: <http://www.k12.wa.us/WorldLanguages/Standards/default.aspx> )

**Designed by:** Amy Rankin

**Time Frame:** Three weeks

**Brief Summary of Unit (including curricular context and unit goals):**

In this unit, students who have studied past and subjunctive verb tenses will now learn about how to conjugate commands. They will learn how to do this while learning about the culture, history, and current events of Costa Rica. Studying advertisements, the events and heroes of Costa Rica's emancipation, and the happenings in the country today of Costa Rica- with some comparisons to the USA- will give them the knowledge to create their own advertisements and learn how to approach and appeal to people from a different culture. Reading and translating *Un heroe*, a Costa Rican story, will continue to develop the students' vocabulary and fluency with the language.

Students will show their understanding and mastery of the subject matter with a paper about the cultural icon of heroes of Costa Rica and from their own lives. They will be tested at the end of the unit on their ability to use positive and negative commands, and correctly place pronouns.

Unit Design Status:	<input type="checkbox"/> Completed template pages – Stages 1, 2, and 3			
<input type="checkbox"/> Completed blueprint for each performance task	<input type="checkbox"/> Completed rubrics			
<input type="checkbox"/> Directions to students	<input type="checkbox"/> Materials and resources listed			
<input type="checkbox"/> Suggested accommodations	<input type="checkbox"/> Suggested Extensions			
Status: <input type="checkbox"/> Initial Draft (date: 11/19/2010)	Revised draft (date: )			
<input type="checkbox"/> Peer Reviewed	<input type="checkbox"/> Content reviewed	<input type="checkbox"/> Field Tested	<input type="checkbox"/> Validated	<input type="checkbox"/> Anchored

## Stage 1- Identify Desired Results

**Established Goals:**

**Standard: SPANISH**

**COMMUNICATION: Communicate in Languages Other Than English**

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions

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**CULTURES: Gain Knowledge and Understanding of Other Cultures**

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied

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**COMPARISONS: Develop Insight into the Nature of Language and Culture**

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**What essential questions will be considered?**

- When should you use commands?
- What makes a hero a hero?
- How do advertisements appeal to their customers?
- How does Costa Rica’s history and battle for independence impact their current events?

**What understandings are desired?**

- Students will understand that...*
- Advertising differs greatly according to the audience they are written for.
  - Using the command tense indicates a speaker/author’s mood.
  - Freedom is highly valued by individuals from all cultures.

**What key knowledge and skills will students acquire as a result of this unit?**

<i>Students will ...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"><li>• Know the rules for conjugating commands</li><li>• Know Spanish vocabulary about advertising, military and heroic traits</li><li>• Know the history of Costa Rica's fight for independence</li><li>• Know what makes an advertisement appealing to themselves and to others and how the level of appeal can differ</li></ul>	<ul style="list-style-type: none"><li>• Conjugate positive and negative commands and use them in their speech</li><li>• Place direct, indirect and reflexive pronouns</li><li>• Compare and contrast their own heroes with Costa Rican</li><li>• Analyze what sets heroes apart from others</li><li>• Create an appealing display for someone with a different cultural background</li></ul>

## Stage 2- Determine Acceptable Evidence

### What evidence will show that students understand?

#### *Performance Tasks:*

Los Dos Anuncios: Students will create two advertisements for the same product that will appeal to persons from the Northwest and from Costa Rica. Have a possible list of products if the students have difficulty selecting one.

Timeline: Students will write up a timeline of the events from *Un heroe* that also lists characters and uses the new vocabulary. Students will be allowed to draw and be creative with the timeline; those struggling with the quantity of new vocabulary will be encouraged to focus more on using pictures to show their understanding of the story's events.

Ensayo: Students will write a one page paper in Spanish comparing their own personal hero with those from Costa Rica's history, as read from the textbook, *Un heroe*, and other sources.

### What other evidence needs to be collected in light of Stage 1 Desired Results?

#### **Other Evidence**

(e.g., tests, quizzes, prompts, work samples, observations)

- Homework- students will use new vocabulary in textbook exercises
- Bell work- students will participate in bell work about using commands at the beginning of class over the course of the unit and collecting it at the end should detail the students' progress
- Quiz- students will take a quiz halfway through the unit on the vocabulary and grammar point
- Test- students will take a test at the end of the unit on the vocabulary and grammar point
- Observations- students will participate in group discussion about advertising, the story *Un heroe*, and will have the chance to practice the new grammar and vocabulary

#### **Student Self-Assessment and Reflection:**

- After peer editing each other's hero papers, students will reflect on the peer editing process.
- Students will use the Step-by-step Write to Learn to edit their own hero papers in class and assess whether or not they have met the paper's requirements.
- Students will correct their own bell work and will be asked to note what they've had difficulty with and to work on that.
- Students will reflect and analyze what makes their personal heroes so heroic in their own eyes.
- Students will reflect on what appeals to them and how those things are related to their native culture and how they are related to all people.

**Stage 2- Determine Acceptable Evidence (continued)**

**Assessment Task Blueprint**

**What understandings or goals will be assessed through this task?**

<p><b>Understandings:</b></p> <ul style="list-style-type: none"> <li>• Knowledge the history of Costa Rica’s fight for independence</li> <li>• Compare and contrast their own heroes with Costa Rican war heroes</li> <li>• Analyze what sets heroes apart from other people</li> </ul>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast their own heroes with Costa Rican war heroes</li> <li>• Analyze what sets heroes apart from other people</li> </ul>
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<p><b>What criteria are implied in the standards and understandings regardless of the task specifics?</b></p> <ul style="list-style-type: none"> <li>• Students will communicate feelings and emotions, and exchange opinions about heroes</li> <li>• Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</li> </ul>	<p><b>What qualities must student work demonstrate to signify that standards were met?</b></p> <ul style="list-style-type: none"> <li>• Grammatically correct</li> <li>• Correct usage of new vocabulary</li> <li>• Thesis and evidence are logically sound</li> </ul>
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**Through what authentic performance task will students demonstrate understanding?**

<p><b>Task Overview:</b></p> <p>Now that we have read the history of Costa Rica’s emancipation, read <i>Un hero</i>- a story of the heroes from that struggle, students will reflect on their own heroes to determine what makes Costa Rican heroes the cultural icons that they are. Students will compare and/or contrast a personal hero with one of the Costa Rican heroes (Joaquin, el capitán, or Juan Santa Maria) and use evidence from <i>Un hero</i> and the historical accounts from the textbook of the traits that these people displayed. Students will be asked to use commands and the new vocabulary in this essay and will need to tell the story of why their personal hero is heroic to them.</p>
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**What student products and performances will provide evidence of desired understandings?**

<ul style="list-style-type: none"> <li>• An essay comparing Costa Rican heroes to the student’s own personal hero</li> </ul>
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**By what criteria will student products and performances be evaluated?**

<p>The product will be evaluated according to the students’ ability to correctly use the new vocabulary, to conjugate commands and write using conventional Spanish. The content will be evaluated according to the use of a Costa Rican hero and the students’ personal hero in the essay and whether or not a logical connection is made between the two.</p>
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### Stage 3- Plan Learning Experiences

## WHERE TO

What sequence of teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understandings? Use the following sheet to list the key teaching and learning activities in sequence. Code each entry with the appropriate initials of the WHERE TO elements.

1. Welcome the class to Costa Rica! Present short anecdotes and photos from my trip to Costa Rica, along with commands might have been said to me while I was there. **(W-where headed, H)**
2. Constructivist activity with positive regular commands. Follow up by using the students' construction of command endings to fill out the conjugation chart. Be sure to correct confusion between positive=good and positive=a command to do something. **(E, T)**
3. Introduce the new characteristics and military vocabulary; pass out a worksheet for the students to fill in definitions. While working on it in class, encourage students to guess and see how many they already know without looking them up in the dictionary. Hispanic ELL students can work on a reverse vocabulary list, with English words to be translated to Spanish. **(E, T)**
4. Begin class with bell work questions (What is this an advertisement for? Does this advertisement catch your attention or not? Why?). Pair the questions with funny or well-known pictures to hook students' attention. **(W-where from, H)**
5. Have the whole class discuss advertising: what are the different types of advertising, what sort of emotions do advertisements incite, how audience impacts how something is advertised. Have the students consider and comment on what makes advertisements effective for themselves personally. **(W-where from, E, T)**
6. Have the students read aloud *Un hero* by Ricardo Fernández Guardia, translating line-by-line. Have students take notes using Venn diagrams about the characters' qualities that are considered heroic or positive. **(E, T)**
7. While reading *Un hero*, students will take notes on the vocabulary that are unfamiliar. After the story, these will be shared and used to create a list of new vocabulary for the students to practice. **(E)**
8. Students will draw a story map that lays out a timeline and events of the story *Un hero*. They will be encouraged to write using the new vocabulary; students struggling with the influx of new words will be invited to focus more on pictures to show their understanding of the story's events. **(E-2, T)**
9. Students will create two advertisements for the same product- one that would be published here in the Northwest and the other in Costa Rica. Remind students to consider types of advertising, the qualities held in high regard in Costa Rica from *Un hero*, and that they should use at least two commands in the advertisement. **(E-2)**
10. Students' advertisements will be randomly and anonymously passed back out for peer editing. They will be encouraged to critique the advertisements based on how well they fit the assignment. The advertisements will be returned to their owners and they will be allowed to edit them. **(R-revise)**
11. Lecture on irregular "tu" commands. Be sure to emphasize that these irregulars must be memorized because they cannot be conjugated according to the command rules. **(E)**

12. Lecture on negative commands. Be sure to correct confusion between negative=bad and negative=a 'no' command. **(E)**
13. Pair the students up and have one student teach the other how to conjugate positive commands and the other how to conjugate negative commands. If you know one or more students are having trouble, be sure to pair them with someone who is more confident in their knowledge. **(W-where headed, R-reflect, T)**
14. The students will reread portions (time-allowing, all) of *Un heroe* and conjugate the verbs from the story into commands, especially from the fight sequences. Encourage students to think about which character the title- *Un heroe*- refers to. **(E, R-rethink)**
15. Students will answer a list of questions about the story *Un heroe* and then discuss in small groups whether or not Cususa or Juan Santa Maria was a hero. They will compare the story's characters with one of their own heroes. Comment that teachers, parents and famous figures are considered heroes if students have trouble thinking of their own hero. **(E, R-reflect)**
16. The students will write a one-page paper comparing their own personal heroes to a Costa Rican hero. Students will use verbs in the command tense and vocabulary about characteristics in the essay. **(E, E-2)**
17. In a note home via online newsletter, families will be notified about their students' unit on commands and will be encouraged to give their child a command they normally get at home. The student will be assigned to translate and conjugate the command and bring it to class the next day. **(E-2)**
18. At the beginning of class, students will do bell work that checks how well they remember the previous lectures, how to conjugate commands. **(W- where from)**
19. Have students do a constructivist activity about where pronouns are placed when using commands. Students will get a worksheet with several different commands and the students must write their own set of rules for them. Follow up the activity with a sharing of rules and adjusting them to fit the real rules. **(E, T)**
20. Have students manipulate note cards taped to the white board to practice conjugating negative and positive commands and how to place their direct and indirect object pronouns. Be sure to model this before calling up volunteers. **(H, T)**
21. As a game, students will come up in pairs to conjugate a command for their partner; if both incorrectly conjugate the commands, they must perform their own task. If both are correct, neither has to do the task. If one is correct, the other must perform the correctly conjugated command. **(H, T)**
22. At the end of class, have the students use the Clear/Unclear activity to reflect on what aspects of commands or other class work they understand and what they do not. **(R-reflect, E-2)**
23. Use the step-by-step process (the teacher goes through a check list and students edit their own papers) to edit the *Un heroe* essay. **(R-revise, E-2)**
24. Switch papers with other students and peer edit the *Un heroe* essay. Have students write a reflection on the peer editing process and consider whether or not the peer editing was useful. Allow students to revise their essays based on the feedback. **(R-revise&reflect, E-2)**



**Stage 3- Plan Learning Experiences (continued)**

<b>LUNES</b>	<b>MARTES</b>	<b>MIERCOLES</b>	<b>JUEVES</b>	<b>VIERNES</b>
<p>1. Welcome the class to Costa Rica! Present short anecdotes, photos and commands from my trip to Costa Rica.</p> <p>2. Have the students do a constructivist activity in figuring out the rules for positive regular commands. Correct confusion between positive=good and positive=a command to do something.</p> <p>3. Introduce the new characteristics and military vocabulary and pass out a worksheet for the students to fill in definitions.</p>	<p>4. Begin class with bell work Costa Rican turtle advertisement and questions.</p> <p>5. Have the class discuss advertising: what are the different types of advertising, what sort of emotions do advertisements incite, how audience impacts how something is advertised, and what advertisements are most effective on themselves.</p> <p>6. Have the students read aloud <i>Un hero</i> by Ricardo Fernández Guardia, translating line-by-line. Have students take notes using Venn diagrams about the characters' positive qualities.</p>	<p>7. Continue and finish reading and translating <i>Un hero</i>.</p> <p>8. While reading <i>Un hero</i>, students will take notes on the vocabulary that are unfamiliar. After the story, these will be shared and used to create a list of new vocabulary for the students to practice.</p> <p>9. Students will draw a story map that lays out a timeline and events of the story <i>Un hero</i>. They will be encouraged to write using the new vocabulary and pictures.</p>	<p>10. In small groups and then large groups, the students will discuss the positive characteristics of Costa Rican heroes from <i>Un hero</i>.</p> <p>11. Students will create two advertisements for the same product- one that would be published here in the Northwest and the other in Costa Rica. Remind students to consider types of advertising, the qualities held in high regard in Costa Rica from <i>Un hero</i>, and that they should use at least two commands in the advertisement.</p>	<p>12. Students' advertisements will be randomly and anonymously passed back out for peer editing. They will be encouraged to critique the advertisements based on how well they fit the assignment. The advertisements will be returned to their owners and they will be allowed to edit them.</p> <p>13. Lecture on irregular "tu" commands. Be sure to emphasize that these irregulars must be memorized because they cannot be conjugated according to the command rules.</p>
<p>14. Lecture on negative commands. Be sure to correct confusion between negative=bad and negative=a 'no' command.</p> <p>15. Pair the students up and have one student teach the other how to conjugate positive commands and the other how to conjugate negative commands.</p>	<p>16. Lecture on the history of Costa Rica's fight for independence.</p> <p>17. The students will reread portions (time-allowing, all) of <i>Un hero</i> and conjugate the verbs from the story into commands, especially from the fight sequences. Encourage students to think about which character the title- <i>Un hero</i>- refers to.</p> <p>18. Students will answer a list of questions about the story <i>Un hero</i> and then discuss in small groups whether or not Cususa or Juan Santa Maria was a hero. They will compare the story's characters with one of their own heroes.</p>	<p>19. Vocabulary and textbook class work</p> <p>20. Quiz on negative and positive commands and the vocabulary.</p> <p>21. The students will write a one-page paper comparing their own personal heroes to a Costa Rican hero. Students will use verbs in the command tense and vocabulary about characteristics in the essay.</p>	<p>22. At the beginning of class, students will do bell work that checks how well they remember the previous lectures, how to conjugate commands.</p> <p>23. Have students do a constructivist activity about where pronouns are placed when using commands. Students will get a worksheet with several different commands and the students must write their own set of rules for them.</p> <p>24. Have students manipulate note cards taped to the white board to practice conjugating negative and positive commands and how to place their direct and indirect object pronouns.</p>	<p>25. As a game, students will come up in pairs to conjugate a command for their partner; if both incorrectly conjugate the commands, they must perform their own task. If both are correct, neither has to do the task. If one is correct, the other must perform the correctly conjugated command.</p> <p>26. Return quizzes and go over questions.</p> <p>27. At the end of class, have the students use the Clear/Unclear activity to reflect on what aspects of commands or other class work they understand and what they do not.</p>

<p>28. Use the step-by-step process (the teacher goes through a check list and students edit their own papers) to edit the <i>Un heroe</i> essay.</p>	<p>29. Switch papers with other students and peer edit the <i>Un heroe</i> essay. Have students write a reflection on the peer editing process and consider whether or not the peer editing was useful. Allow students to revise their essays based on the feedback.</p> <p>30. Vocabulary and textbook class work.</p>	<p>31. Students practice commands and vocabulary with each other using the units previous activities.</p> <p>32. Students will individually come up and ask questions to the teacher.</p>	<p>33. Students will individually come up and ask questions to the teacher.</p> <p>34. Exam review.</p>	<p>35. End of the unit exam. (Final <i>Un heroe</i> paper due)</p>
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WHERE TO key:

**W:** How will you help students to know...

WHERE they are headed and

WHY – e. g., major assignments, performance tasks, & standards to be addressed and criteria by which work will be judged?

How will you know...

WHERE they are coming from? What they bring with them in terms of knowledge, skills, beliefs, mental models....

**H:** How will you...

HOOK and HOLD students through engaging and thought-provoking experiences [issues, oddities, problems, challenges] that point toward big ideas, essential questions, and performance tasks?

**E:** What learning experiences will...

ENGAGE students in EXPLORING the big ideas and essential questions? What instruction is needed to EQUIP students for the final performance[s]?

**R:** How will you cause students to...

REFLECT & RETHINK to dig deeper into the core ideas? How will you guide students in

REVISING & REFINING their work based on feedback and self-assessment?

REHEARSING for their final performance?

**E<sup>2</sup>:** How will students...

EXHIBIT their understanding through final performances and products? How will you guide them in

self-EVALUATION to identify the strengths/weaknesses in their work and set future goals?

**T:** How will the work be...

TAILORED to individual needs, interests, brain dominances, modes of learning, styles, and intelligences?

**O:** How will the work be...

ORGANIZED for maximal engagement and effectiveness? [sequence, integration, horizontal & vertical articulation, continuity, etc]