

Appendix I: Blank Unit Template

Language and Level / Grade	Spanish 1 Middle School 8 th	Approximate Length of Unit	10 Days
Performance Range	Novice Low – Novice Mid	Approximate Number of Minutes Weekly	180
Theme/Topic	Calendars and Weather		
Enduring Understanding	Calendars are vital for keeping track of the days and months of the year. They are good for planning vacations, celebrations, and other events. They also help us track and understand changes in seasons and weather patterns too.		
Essential Question	Why do we use calendars? What events are recognized on the calendar in? What differences do you think you will find when comparing our calendar with a calendar from a Spanish speaking country? What do you think the weather is like in Spanish speaking countries? When is the best time of year to visit Spanish speaking countries? What do you think would be fun to do if you were able to travel to a Spanish speaking country?		
Unit Goals			
What should learners know and be able to do by the end of the unit?	Learners will be able to: - REMEMBER how the Spanish calendar functions and list the days of the week and emphasizing that the week begins on LUNES. - COMPARE Spanish calendar events to the events on our school board calendar. - APPLY their knowledge of the Spanish calendar by making their own version of a Spanish calendar, write and speak important dates in their own life (ex. birthday, graduation day, etc.). - PRODUCE a calendar to organize the seasons and weather patterns in Spanish speaking countries. - EVALUATE the activities in Spanish speaking countries and determine the activities that will attract the most tourist during different times of the year. - CREATE an infographic to represent their overall understanding of this unit by designing their infographic with details of the Spanish country of their choice, a calendar of seasonal events, best travel dates, expected weather, and activities to do.		
Summative Performance Assessment Tasks			
<ul style="list-style-type: none">These tasks allow learners to demonstrate how well they have met the goals of the unit. <p>10 The tasks follow the format of the IPA, but are integrated throughout the unit.</p> <ul style="list-style-type: none">The template encourages multiple Interpretive tasks. <p>10 The Interpretive tasks inform the content of the</p>	Interpretive Mode		
	The learner will view Spanish calendars and watch as the teacher constructs the classroom calendar to reflect a Spanish calendar.	The learner will listen as the teacher presents vocabulary and common phrases in reference to the calendar.	The learner will view video clips about the days of the week, months, seasons of the year, and weather.
	Presentational Mode		Interpersonal Mode
	Polished: The learners will present their calendars and describe each area of importance (days, weeks, months, important dates). The learners will create a presentation of important events		The learners will use the think-pair-share method to discuss the calendar set up, practice vocabulary, and video clips. The learners will compare the Spanish calendar with the school board calendar by list the similarities and differences.

<i>Presentational and Interpersonal tasks.</i> 10 <i>The tasks incorporate 21st Century Learning.</i>	that are recognized in Spanish speaking countries.	The learners will design calendars to display months and days in the target language. The learners will work in groups to practice saying common phrases. The learners will work in groups to match pictures of weather to corresponding vocabulary. The learners will research Spanish speaking countries to find out seasonal information concerning weather, activities, and major calendar events.
	On Demand: The learners will speak and write the date of the day in the target language. The learners will speak and write the weather of the day in the target language. The learners will be able speak and write the days of the week and months of the year.	
- Standards		
Cultures (Sample Evidence) <i>Indicate the relationship between the product, practice, and perspective</i>	Relating Cultural Practices and Products to Perspectives	
	Product: Norfolk Public Schools School Board Calendar Practice: Format for writing the date Perspective: September 25, 2019 Product: Spanish Calendar Practice: Days of the week Perspective: Begins on Monday & days are not capitalized.	
Connections (Sample Evidence)	Making Connections to Other Disciplines	Acquiring Information and Diverse Viewpoints
	Math, Geography, Science	Importance of record keeping. Finding differences that connect people and different cultures. Learning new traditions.
Comparisons (Sample Evidence)	Language Comparisons	Cultural Comparisons
	Days of the week (Dias de la semana), Months of the year (Meses del año), Seasons(estaciones), Weather (el clima, el tiempo)	Beginning of the week, Major calendar events on Spanish Calendars, Seasonal activities in Spanish speaking countries
Communities (Sample Evidence)	School and Global Communities	Lifelong Learning
	Share information about exploring the countries where Spanish is the primary language.	Progress towards learning and using the target language. Keep an open mind that the world is much bigger than the city where one lives. Expanding vocabulary in Target language crosses cultures and opens communication with others in the community.
Connections to Other Standards	<div>World Readniess Standards R1, R7, W9, SL2, SL5 VA SOL Standards SL.6 The student will present rehearsed material in Spanish, including brief narratives, monologues, dialogues, poetry, and songs.</div>	

	<p>2. Communicate coherent ideas using appropriate visual and technological support.</p> <p>SI.7.4 The student will develop an awareness of common perspectives, practices, and products of Spanish-speaking cultures.</p> <p>4. Identify some products of Spanish-speaking cultures, for example, natural and manufactured items, creative and fine arts, forms of recreation, pastimes,</p> <p>SI.12 The student will use Spanish language skills and cultural knowledge beyond the classroom setting for recreational, educational, and occupational purposes.</p> <p>2. Use resources, such as individuals and organizations in the community or accessible through technology, to gain information about the Spanish-speaking world.</p>	
Toolbox		
Can Do Statements		
Interpretive	TLC understand when someone speaks using the vocabulary in reference to the calendar and weather. TLC understand instructions about listing the days of the week or months of the year in proper order. TLC understand small video slips talking about the weather of the day.	
Presentational	TLC present written and spoken information when asked to set up a calendar. TLC present information concerning the weather in Spanish speaking countries. TLC maintain a log to record dates and weather in Spanish speaking countries.	
Interpersonal	TLC ask and answer questions about the date and calendar events. TLC explain how calendar is set up in Spanish speaking countries. TLC give information about seasons and weather patterns in Spanish speaking countries.	
Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary
Compare calendars from Spanish speaking countries with the school board calendar.	Dias de la semana. Meses del año. El Clima	Lunes, Martes, Miercoles, Jueves, Viernes, Sabado, Domingo, Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre, Sol, Viento, Lluvia, Nieve, Calor, Frio, Buen/Mal Tiempo, Cumpleaños
Examine pictures of weather patterns and their descriptions.	Verbs Ser, Hacer and Estar	
Key Learning Activities/Formative Assessments		
This is a representative sample of activities/assessments across the 3 modes of communication.		
Learning Activity/Formative Assessment (Sample activities are listed from the beginning to the end of the unit).	How does this activity support the unit goals or performance tasks?	Mode of Communication

Watch video clips. Students will be assessed by answering a short survey after the video to check for comprehension.	Visually and orally explores the elements of the calendar like days, months, seasons, and weather	Interpretive
Think-Pair-Share to discuss and present the date and weather of the day. Students will be assessed informally and be given immediate feedback to help with pronunciation and sentence structure.	Checks for understanding and use of vocabulary.	Interpersonal and Presentational
Construction of the classroom calendar to include days of the week, months of the year in order. This will be a formal assessment for a grade.	Applies understanding of the unit and vocabulary.	Presentational
Create Infographic	Displays every aspect of Bloom's Taxonomy chart for total understanding of unit.	Interpersonal and Presentational
Resources		Technology Integration
Spanish Calendars, School Board Calendar, Video Clips (https://youtu.be/C2DNBnhMpvQ)-Days (https://youtu.be/CzuhT8qNQF8)-Months (https://youtu.be/D3E23_xCx0s)-Seasons (https://youtu.be/amh8Sovhn5g)-Weather		Computers, Tablets, Smart board, or Smart phone used for research and playing video clips