

# Jay Curriculum: Unit Cover Page

**Unit title:** Listening

**Grade Level:** 9-12

**Content Area(s):** MCL

**Date Created:**

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## **Year 1 Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

## **Year 2 Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

## **Year 3 Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

## **Year 4**

- Full Implementation
- Benchmarks Established

### **Standard(s)/Performance Indicators:**

A (K-2) 3  
A (3-4) 4, 5  
B (K-2) 1,2,4  
B (3-4) 1,4,6,7  
B (5-8) 2,7,8  
B (9-12) 1,5  
C (K-2) 1  
D (K-2) 1  
D (3-4) 3  
D (9-12) 2

**Unit:** Listening

**Brief Summary of Unit/Topic**

**Summary:**

There will be an emphasis on listening skills through four years of Modern Language study. It begins with a focus on the recognition of the sounds of the Spanish language and continues to an understanding of the meaning of the words and phrases.

**Stage #1: Identify Desired Results**

**Essential Question/s:**

**General understanding/s (What is worth being familiar with?)**

Recognition of songs.

Recognition of where a person comes from by how he/she speaks. (ex. Castilian Spanish versus Western Hemisphere).

**Students will know:**

Enough vocabulary to be able to understand some spoken Spanish/French.

**Students will be able to:**

Respond to basic commands and expressions in Spanish/French.

Identify the language when it is spoken and understand basic questions.

**Enduring Understanding/s:**

Students will be able to recognize the Spanish/French language when it is spoken-with some understanding.

## Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: <b>ELA: C- 1,2,3</b> <b>Science: B- 3,5,7</b> <b>SS His: H- 2</b>	<u>Modalities</u> <b>K</b> =Kinesthetic <b>O</b> =oral <b>V</b> =visual <b>W</b> =written	Are <u>examples</u> available to students ? <b>Y, N, or N/A</b>	Component of Local Assessment System?  <b>Y or N</b> (See <u>aligned scoring guide</u> .)
Performing dialogues in which the student needs to listen to and respond to his/her partner.				
Asking and answering a series of questions in Spanish demonstrating comprehension of the questions, and proper pronunciation of the words.				
Quizzes, Tests, Prompts:				
Listening to a tape which accompanies the book and responding to questions.				
Responding daily to questions and commands.				
Other Evidence:				
Weekly tape exercises – listening and responding in a workbook				
Frequent viewing of video tapes and responding to the Spanish in a workbook				
Viewing of a soap opera and reviewing with workbooks and discussions				
Student Self-Assessment:				
Students work in pairs regularly, asking each other questions and assessing their partner's response.				

\*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

### **Stage #3: Plan learning experiences & instruction**

**What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):**

Responding to a series of instructions - A(3-4) 4, 5; B(K-2) 1, 2; B(3-4) 1, 4

Pointing out vocabulary words (pictured) on the chalkboard when hearing its name - B(K-2) 2

Playing Simon dice (Simon says) to point out body parts or respond to a series of instructions – B(K-2) 1, 2; B(3-4) 1, 4, 6

Repeating sounds they hear – B(K-2) 1; B(3-4) 7

Paraphrase stories they hear – B(5-8) 7

Respond to a series of questions – A(K-2) 3; A(3-4) 5; B(K-2) 4

Respond in their workbook to instruction, stories, conversations, phrases on tape – B(K-2) 1, 2, 4; B(3-4) 1, 4, 7; B(5-8) 7

Respond in their workbook to situations and conversations in a video – B(K-2) 4; B(5-8) 7, 8; B(9-12) 1, 5

Respond to directional commands by pointing to and acting out directions – B(K-2) 1, 2; B(3-4) 1, 6

### **REFERENCES:**