

# Jay Curriculum: Unit Cover Page

**Unit title:** Vocabulary

**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:**

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

**Unit:** Vocabulary

**Brief Summary of Unit/Topic**

**Summary:**

The study of vocabulary is basic to the acquisition of a language. Students need to understand the meaning of each new word as well as its spelling, pronunciation, and use in a sentence. Students need to master all newly acquired vocabulary and continuously work on the accumulation of new words.

**Stage #1: Identify Desired Results**

**Essential Question/s:**

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

"Extra" vocabulary words not focused on in the chapters.

**Students will know:**

A large number of Spanish words.

**Students will be able to:**

Pronounce, spell, understand, and use these vocabulary words.

**Enduring Understanding/s:**

How to pronounce Spanish words, recognize them, and a general understanding of how the words are used.

## 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 <a href="#">aligned scoring guide</a> .)
Students frequently have long-term projects in which a predetermined amount of vocabulary words from the chapter must be used. Ex. Presentations, dialogues	C(5-8) 1,2,3 C(9-12) 6			
Quizzes, Tests, Prompts:				
<u>Daily vocabulary quizzes</u> (students must know spelling & accents.)				
In listening activities and in tests students <u>respond to vocabulary words</u> on a tape by circling the correct corresponding picture on a standard paper	B(K-2) 2,3 C(K-2) 1			
In every chapter test students need to write a <u>letter</u> or <u>composition</u> using a certain amount of new vocabulary words correctly.	C(3-4) 1			
Other evidences:				
Students respond to pictures and say its word in Spanish	C(K-2) 1			
Students point to pictures on the board when the Spanish word is said.	C(K-2) 1			
Students take turns putting the words which are on display in sentences.				
Students create their own definitions for the words and the other students guess the word by writing it down.	C(3-4) 1 B(K-2) 5			
Student self-assessment:				
In paired activities with standard forms to read students ask each other questions using the vocabulary which is being studied. They assess each others' knowledge of the vocabulary with check marks after each response	B(K-2) 2, 3			

\*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):**

- Reproducing the letters of the alphabet
- Singing the alphabet - C(K-2) 1
- Simon Dice (Simon says) – B(K-2) 1
- Crossword puzzles – B(K-2) 3
- Write sentences using word gender – D(5-8) 1
- Practice word genders with pictures of males and females – D(5-8) 1
- Practice word genders and formal/informal in the everyday question como estas? (and response).  
Ex: Como estas ? for students; Como esta usted? For teacher – and responses in masculine and feminine depending on the gender of the student – D(3-4) 3; D(5-8) 1,2
- During “Modern Language Week” make posters using proverbs and idiomatic expressions – D(3-4) 2
- Discuss idiomatic expressions – D(3-4) 2
- Vocabulary words on display
- Constant discussions of a variety of vocabulary words and how they differ from country to country, and how they are similar – D(K-2) 1, 2; D(3-4) 1
- Flash cards – B(K-2) 2
- Scrabble in Spanish
- Matamoscas – striking the vocabulary word pictured on the board when the word is said in Spanish

### **REFERENCES:**