

Jay Curriculum: Unit Cover Page

Unit title: Writing

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:

- C (3-4) 1,2,3
- C (5-8) 1,3,4,5
- C (9-12) 1,2,3,4,7

Unit: Writing

Brief Summary of Unit/Topic

Summary:

There will be a focus on writing in Spanish for all four years. The aim is to guide the student towards written expression in Spanish, using the proper vocabulary, spelling, and grammar.

Stage #1: Identify Desired Results

Essential Question/s:

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

- The accent rules
- Basic spelling patterns (ex. Words that end in ion are often feminine)
- The keys to use to type accents on the computer
- How to use a dictionary

Students will know:

Enough vocabulary and grammar to put sentences together correctly.

Students will be able to:

Write a postcard

Write a letter

Write a description of self

Express ideas and opinion in Spanish

Write basic thoughts and ideas in good sentence form

(all with reasonably proper spelling, accents, and grammar)

Enduring Understanding/s:

An understanding of the way the language works and an appreciation of the fact that one cannot simply translate from English to Spanish using a dictionary. It is a much more complex process.

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: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
<u>Interviews</u> – students will interview each other regarding interests, activities, daily routines and write a composition about the life of the student with pictures and illustrations	C(5-8) 3 C(3-4)			
<u>Children’s Books</u> – students create and write children’s stories in Spanish and put them in a book form	C(5-8) 3			
Quizzes, Tests, Prompts:				
In every quiz there is a check on accents, spelling and grammar.				
In every test the student needs to write a letter to a friend of 100 or more words (depending on the level) on the topic covered in the chapter.	C(9-12) 2 C(5-8) 1			
Other Evidences:				
Students get daily written homework assignments	C(3-4) 2			
Students write on the board almost daily	C(3-4) 3			
They write summaries of stories and videos in Spanish	C(9-12) 7, 1 C(5-8) 5,4			
They answer questions on personal topics for homework in written Spanish	C(5-8) 5			
Student Self-Assessment:				
Students assess the writing which they put on the board. This takes place in almost every class.				

*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):

Writing frequent letters (especially during unit tests) – C(9-12) 2

Daily vocabulary and spelling quizzes

Daily written homework assignments (translations into Spanish or answering questions in Spanish) – C(3-4) 2; C(5-8) 1

Writing on the board for student assessment

Written summaries of stories and videos – C(5-8) 4, 5; C(9-12) 1, 7

Postcards – C(3-4) 2; C(5-8) 1

Poetry – C(5-8) 5

Compositions on a variety of topics and points of view – C(5-8) 5, 3; C(9-12) 3

Written answers to questions about personal topics, readings, or videos – C(5-8) 4; C(9-12) 1,3 4

Predications, opinions, descriptions in written homework assignments – C(3-4) 2; C(5-8) 4; C(9-12) 3,4,7

Creating and writing children's stories

Writing about each other (after interviews) – C(3-4) 1

REFERENCES: