**UbD Spanish – Family Life – Novice-Low – Astrid Felter** - Global Competence concepts (investigate the world, recognize perspectives, communicate ideas, take action [in this case, discuss what their future families will look like and possible mitigating factors])

Gaudelli framework: I think I am using a blend of neoliberal and cosmopolitan frameworks in developing this unit. However, I want to avoid an elite neoliberalism viewpoint and lean more toward cosmopolitanism.

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| **Stage 1 Desired Results** |  |  |
| **ESTABLISHED GOALS (Novice-Low) Colorado World Language Standards**  **Standard 1. Communication in Languages other than English**  Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (interpersonal)  Understand and interpret written and spoken language on a variety of topics (interpretive mode)  Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics (presentational mode)  **Standard 2. Knowledge and Understanding of Other Cultures**  Demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied  Demonstrate an understanding of the relationship between the products and perspectives of the cultures studied  **Standard 3. Connection with Other Disciplines and Information Acquisition**  Reinforce and further their knowledge of other disciplines through the foreign language  Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures  **Standard: 4. Comparisons to Develop Insight into the Nature of Language and Culture**  Demonstrate understanding of the nature of language through comparisons of the language studied and their own  [Demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own](http://www2.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=10&glid=0&pgcid=143) | ***Transfer*** |  |
|  | *Students will be able to independently use their learning to…*  Research, analyze, compare and discuss the importance of family in their culture and others; develop critical thinking skills with relevant questions; respect cultural diversity; research methods of communication to find out and understand authentic firsthand experiences of their peers in another country; find relevance in the experiences of others across the world; reflect on their cultural learnings and similarities. |  |
|  | ***Meaning*** |  |
|  | UNDERSTANDINGS  *Students will understand that families and their structure reflect a cultural fabric and traditions (and are ever-changing) in a culture. They will investigate and reflect with an open mind about similarities and differences in their own family structures and those of their classmates and ePals from other countries.* | ESSENTIAL QUESTIONS  How is my family and its structure important in my life? How is family life and its structure important in my community? How is family life and structure meaningful in the community of my epal (peer from a Spanish-speaking country)? |
|  | ***Acquisition*** |  |
|  | *Students will know…*  At the end of the unite learners can describe and compare families and their structures ion both their own cultures and community and in the culture and community of their Spanish-speaking epals. Learners can also express opinions about their families and activities. They can describe their family members and customs, identify family members, and make a family tree. Finally, learners can ask and answer questions about families, daily lives, and structure. | *Students will be skilled at…*   1. Communicating about very familiar topics families, relatives, characteristics (written or oral) using isolated words and high-frequency phrases (interpersonal mode) 2. 2. Comprehending isolated learned words and high-frequency phrases (written or oral) on very familiar topics (family) (interpretive mode) 3. 3. Present on very familiar topics (family) (written or oral) using isolated words and high-frequency phrases (presentational mode) 4. 4. Identify common practices (related to family) within the target cultures studied 5. 5. Identify common products (family customs) of the target cultures studied 6. 6. Identify information that can be gathered from target language resources connected to other content areas 7. 7. Use authentic resources to locate basic information 8. 8. Identify similarities and differences of the most basic vocabulary on family through comparisons of the student's own language and the language studied 9. 9. Identify and recognize the nature of culture through comparisons of the target culture(s) and the student's own culture 10. Students will become familiar with the concepts of respectful communication with international cultures, respect for potentially differing attitudes re cultural institutions, and reflection on the value of different cultural aspects (for example, the influence of religion on family structure), and international cooperation in discovering information about themselves and other cultures. |
| **Stage 2 - Evidence** |  |  |
| **Evaluative Criteria** | **Assessment Evidence** |  |
| Interpretive -  Interpersonal -  Presentational - | TRANSFER TASK(S):  Interpretive - Students will read about traditional family structures in the target culture (and language) and about/in their own culture/language, listen to interviews with native Spanish speakers and be able to respond to comprehension questions in written and verbal form.  Interpersonal - Students will be able to use the target language to ask and answer questions about family characteristics (using verbs tener and ser, for example to discuss names, personalities, relationships, ages, origins, etc) in written and verbal form with other classmates AND their ePals in Italy/Spain/Argentina.  Presentational - Students will present in a variety of spoken and written formats in the target language about their learning and reflections (family tree, etc). |  |
| Investigate the world -  Recognize perspectives -  Communicate ideas -  Take action - | OTHER EVIDENCE:  Students not only read about family structures in the target culture but actively seek out authentic information from and participate in respectful discussion with their ePals in Italy, Spain, and Argentina re families, family traditions, thoughts of what their own and their ePals’ families will look like in the future. They will use email correspondence/surveys and interpret/discuss results, digital media (including audio recordings and video) to present about their own families and what they understand of the ir ePals’ families, appropriate target language grammar and vocabulary, and show evidence of reflection on and appreciation for family life diversity throughout cultures. |  |
| **Stage 3 – Learning Plan** |  |  |
| *Summary of Key Learning Events and Instruction*  1. We start with describing basic family characteristics: origins, relationships, ages, etc. and introduce the target vocabulary for questions and answers in Spanish, including uses of the verbs tener and ser. A sample practice dialogue in the target language (TL) is shown for students to practice pronunciation and conversation; they will be assessed later on their ability to solicit and give information on this topic.  [\*We also discuss the use of the 7 norms of collaboration from the adaptive schools book for this unit. Here is an excellent link for guide and practice from the Ohio Appalachian Educators Insttue and other quoted sources.](http://www.turnexchange.net/mase/meeting_notes/the-seven-norms-of-collaborative.attachment/attachment/The%20Seven%20Norms%20of%20Collaborative%20Work.pdf)  We will also discuss the four general global competencies referenced in the above section to set the stage for our remaining work. | 2. Students will use photos and text to create and then present their family trees (3 generations)to the class in a variety of format options in the TL. They are encouraged to spend time connecting with their families to research and accomplish this (permission to use family artifacts is necessary from family members). Family trees will include describing relationships and ages (verbs tener and ser) and origins. (Should a significant personal issue arise we will modify this assignment for that student(s). | 3. We will watch/listen/discuss videos from various sources (iTunes U, COERLL, etc.) of native speakers discussing aspects of their family lives. We will do the same with short level appropriate readings and look at the role of families in our cultures and various structural influences over time; continued practice with conversation. A discussion of and consensus on how we define culture is embedded in this part of the plan. |
| 4. Students will work together in small groups and then a shared document to create a survey in the TL to get a bigger picture of family origins, characteristics, and relationships in their class(es). They will discuss the results they find and look at mathematical expressions/statistics in their discussion. | 5. Students will ask their ePals in Italy, Spain, and Argentina about presenting the survey to them and, again, use the TL to discuss their individual families with their ePals. This can also use video and photos (if with permission) in the TL. | 6. Students will analyze and present the results of their international survey to their ePals and to the class. Again,the use of statistics will come into play (and any common statistical errors in thinking, if relevant). |
| 7. Students and ePals will discuss the varying cultural influences on family life and structure, those they see that will affect them in the future, and make informed statements about what their future families might be like and how they feel about family traditions, etc. (this starts branching out into the next unit of customs,traditions, and celebrations). This discussion is in the TL depending on the class level - Spanish 3 needs to be completely in Spanish. With respect to the ePals’ learning English, we will see where we want the language demarcation to be in collaboration with the ePals teachers. | 8. Final summative assessment on the grammar, vocabulary, and basic dialogue formation (although much will already have been done in the previous steps). We will reflect on what we thought when we started the unit and what we know now. Timed writing exercises using photos and discussion prompts are included. | 9. Unit assessment - students and teachers will assess what worked best and what needs finetuning in this unit and then move forward to the next one. |