



Spanish 3 - Unit 1 - Navegando el mundo (Navigating the world)

Unit #:	MPSCT-030221	Duration:	30.0 Day(s)	Date(s):	-
Team:	Kristin Mancini (Author)				
	Grades: 9, 10, 11, 12 Courses: Spanish 3 (Course # 413) Subjects: World Languages Approaches: Collaboration/Communication				
Unit Focus					
<p>Welcome to the Amazing Race - Daniel Hand Spanish edition! In this first unit of Spanish 3 students will become a part of the Amazing Race Latinoamerica. Students will be divided into pairs and explore and present who they really are as a team. In previous years of Spanish students have explored their own identity, their identity as a student, and their family, but now they will explore who they are as a member of a team. The teams will participate in challenges/activities related to Puerto Rico and Mexico, ultimately culminating in creating their own Amazing Race: Daniel Hand Spanish edition challenge. Similar to the Amazing Race program, teams will also create a videobio of their Amazing Race team showcasing who they are as a "team". Throughout the course of the challenges, students will also be exposed to grammar topics related to expressing themselves in the present tense that they can apply to their work. Let the games begin!</p> <p>21st century skills addressed in this unit: Collective Intelligence and Product Creation</p> <p>Unit Writing Team Members: Joshua Hibbard, Cheryl Wendt, Sasha Gauley and Jennifer Aguzzi</p>					

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER		
<p>World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions • C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics • C.1.3 Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers <p>C.2 CULTURES - Interact with cultural competence and understanding</p> <ul style="list-style-type: none"> • C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. • C.2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. <p>C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</p> <ul style="list-style-type: none"> • C.3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures <p>C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence</p> <ul style="list-style-type: none"> • C.4.2 Cultural Comparisons: Learners use the language 	<p>T1 (WL.TG.01) Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.</p> <p>T2 (WL.TG.04) Initiate communication on and respond effectively to a given topic based on interactions/exchanges.</p> <p>T3 (WL.TG.05) Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p>		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	<p>U1 (WL.U.04) The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.</p> <p>U2 (WL.U.02) Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)</p> <p>U3 (WL.U.03) Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)</p> <p>U4 Effective readers, listeners, and viewers access texts in order to build knowledge in cultural context.</p>	<p>Q1 Who am I as a member of a group?</p> <p>Q2 (WL.EQ.02) What am I trying to say and how do I say it?</p> <p>Q3 (WL.EQ.01) What does the source or text say?What does it mean?</p> <p>Q4 (WL.EQ.15) How do I use my target language to work with others to achieve a common goal?</p> <p>Q5 (WL.EQ.06) How do cultural products and practices reflect the beliefs and values of a people?</p>	
	ACQUISITION OF KNOWLEDGE AND SKILL		
	KNOWLEDGE	SKILLS	
<p>K1 Basic greetings and Introductions</p> <p>K2 Ser vs. Estar</p> <p>K3 Gustar and verbs like gustar</p> <p>K4 Present tense - Regular (ar, er, ir)</p> <p>K5 Present tense - irregular</p> <ul style="list-style-type: none"> • go (hacer, decir, tener, venir, salir, poner) • zco (traducir, conducir, conocer, producir, obedecer) • jo (elegir, escoger, corregir, recoger, proteger) 	<p>S1 Asking and responding to basic questions in order to get to know someone.</p> <p>S2 Working collaboratively to achieve a common objective.</p> <p>S3 Reading and interpreting texts at the intermediate level.</p> <p>S4 Using the present tense to communicate about identity and cultural practices.</p> <p>S5 Comparing and contrasting cultural practices with their own.</p> <p>S6 Expressing present and near future actions in context.</p>		

to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Student Growth and Development 21st Century Capacities Matrix

Collaboration/Communication

- Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.
- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.

- zo (convencer, vencer)
- singles: ver, caber, saber, dar
- saber v. conocer

K6

Present tense - stem changing verbs

- e-->ie
- e-->i
- o-->ue
- i-->y (-uir)

K7

The verb Ir, and ir + a + infinitive

K8

Various cultural elements related to Latin America, Puerto Rico, Mexico, and one of student choice.

K9

Vocabulary related to Puerto Rico, dominoes, and directions (see list in stage 3).

K10

Vocabulary related to Mexico and Huichol art (see list in stage 3)

STAGE 2: ASSESSMENT EVIDENCE

PERFORMANCE TASK(S)

Coding	Code	Evaluative Criteria	Description
T/U/Q/K/S U1 T1 U2 K2 S2 S3 T3 K3 S4 U4 K4 K5 K6 K7	PT1		<p>Name: PBA - The Amazing Race: El proximo episodio</p> <p>Assessment Evidence: La tarea (de clase): Ahora ustedes son los productores del próximo episodio de The Amazing Race Latinoamérica. Investiguen el país asignado y un evento cultural que los participantes pueden hacer. ¿En cuál país ocurre el evento? ¿Cómo van a llegar los participantes a la locación? ¿Qué es la historia del evento o la relación cultural? ¿Qué tienen que hacer los participantes?</p> <p>El propósito: Presenten su idea a la cadena televisiva de una manera formal. Expliquen su idea a los dueños y los dueños pueden considerar su idea por el próximo episodio de The Amazing Race Latinoamérica. (PowerPoint, pósteres, videos, etc).</p> <p>See PBA assignment sheet and rubric for all details.</p> <p>Resources</p> <ul style="list-style-type: none"> • RES14 - PBA - The Amazing Race: El proximo episodio - - Spanish3Unit1PBA.pdf (file) • RES24 - Rubric - The Amazing Race: el proximo episodio - - RUBRICFORPBAUNIT1ESP3.docx.pdf (file)

OTHER EVIDENCE

Coding	Code	Evaluative Criteria	Description
T/U/Q/K/S S1 K1 U2 K2 K3 K4 S6	OE1		<p>Name: Check-in grammar quiz 1 (graded)</p> <p>Assessment Evidence:</p> <ul style="list-style-type: none"> • Ser vs. Estar (adjetivos) • Gustar and verbs like gustar • Introductory phrases (Como te llamas? Cual es tu/su nombre? Soy de ____, Como eres? De donde eres? Que haces en el tiempo libre? • Presente regular - AR, ER, IR
T/U/Q/K/S K1 S1 T1 K2 U2	OE2		<p>Name: Assured Experience - Lab paired interview</p> <p>Assessment Evidence: Getting to know your partner- paired interview activity in the language lab</p>

S2 T2 U3 K3 S4 K4 S6			<ul style="list-style-type: none"> Prepare interview questions at home the night before, including possible follow-up questions
T/U/Q/K/S K1 T1 S2 K2 U2 T2 T3 K3 S4 K4 S6	OE3		<p>Name: Transfer task - Videobio introduction (graded)</p> <p>Assessment Evidence: In pairs students will make a 60-90 second video introduction showcasing who they are as a pair. See details in stage 3.</p>
T/U/Q/K/S U2 K5 S6 K7	OE4		<p>Name: Check-in grammar quiz 2 (graded)</p> <p>Assessment Evidence:</p> <ul style="list-style-type: none"> Presente - irregular <ul style="list-style-type: none"> go (hacer, decir, tener, venir, salir, poner) zco (traducir, conducir, conocer, producir, obedecer) jo (elegir, escoger, corregir, recoger, proteger) zo (convencer, vencer) singles: ver, caber, saber, dar saber v. conocer
T/U/Q/K/S K1 S1 U1 T2 K2 K3 U3 S3	OE5		<p>Name: Assured experience - Playing dominoes</p> <p>Assessment Evidence: Students will reflect on playing dominoes as a social past time and compare with similar experiences from their own culture.</p>

S4 K4 S5 S6 K9			
T/U/Q/K/S U1 T1 K2 U2 S2 K3 S3 T3 U4 K4 S4 K5 S6 K6 K10	OE6		<p>Name: Assured experience - Huichol yarn painting and description (graded)</p> <p>Assessment Evidence: In pairs students will create their own Huichol yarn paintings and write an explanation that describes what it represents to you and your team.</p>
T/U/Q/K/S U2 S6 K6	OE7		<p>Name: Check-in grammar quiz 3 (graded)</p> <p>Assessment Evidence: Presente - stem changing verbs</p> <ul style="list-style-type: none"> • e-->ie • e-->i • o-->ue • i-->y (-uir)

STAGE 3: LEARNING PLAN

PRE-ASSESSMENTS

Coding	Code	Description of Learning Activity	Extension / Modification
<p>T/U/Q/K/S Q1 Q2</p>	<p>LE1</p>	<p>Activity: Getting to know you activities in order to create groups of two (three, if necessary) for the Amazing Race activities (3 DAYS): Required: Hand out vocabulary list for the unit. Teacher will break these words up throughout the unit at their own discretion. suggested activities:</p> <ul style="list-style-type: none"> • Interview the teacher - create questions in groups to ask teacher • Best/worst song, movie, book, sport etc • Word splash - in groups students brainstorm words that they know relating to different topics (family/house, activities, foods, characteristics/describing people) <ul style="list-style-type: none"> • This will help generate vocabulary list to be used in the next couple of days. • 4 Corners Activity <ul style="list-style-type: none"> • Fashion style (can be changed each year): prep, hipster, jock, pajamas/dress-down/casual • Vacation: Tropical Island, Metropolitan area, Camping, Theme Park • Free time: Movies/Videogames, Reading, Sports, Shopping • Learning Style: visual, auditory, note-taker, dreamer • Which would you say?: Wait, what are we doing?; The teacher said to do ____, I have so many ideas!, Can we play a game today? • My favorite part of language class: reading, writing, speaking, grammar • In order to track student interests: <ul style="list-style-type: none"> • In each corner student signs their name to a large post-it that the teacher has previously titled and placed prior to the activity • Teacher will form groups based on the results of getting to know you activities. <p>Resources</p> <ul style="list-style-type: none"> • RES8 - Scavenger Hunt and Regular verbs - Optional activity; also would be appropriate for regular verb practice (LE3) - https://docs.google.com/a/madisonps.org/document/d/12HX7y3fRXcgUZ9jhauYWF0dZ7nKud-IM4eYr4_iRAtc/edit?usp=sharing (link) • RES16 - Vocabulary List - Unit 1 - REQUIRED RESOURCE - will be assessed at the completion of the unit - https://docs.google.com/a/madisonps.org/document/d/1OFE5XPN0BD3C-HF-PwyMoDW7n4M6aoTDr6IA-9-M-o/edit?usp=sharing (link) 	

<p>T/U/Q/K/S Q3 Q5</p>	<p>LE2</p>	<p>Activity: Students will read articles or blog posts from the Amazing Race website (1 DAY)</p> <ul style="list-style-type: none"> • Students will read an article about the series - Students must read a minimum of two articles from the resources below. Suggestion: one article at home and one in class. • Teachers can generate articles from the Amazing Race resources posted below. <p>Resources</p> <ul style="list-style-type: none"> • RES2 - The Amazing Race Latinoamerica website - - http://series.canalspace.tv/la/the-amazing-race/ (link) • RES19 - The Amazing Race Latinoamerica resource - - https://es.wikipedia.org/wiki/The_Amazing_Race_(Latinoam%C3%A9rica) (link) • RES28 - ¿Cómo Participar en The Amazing Race Latinoamérica? - - http://amazedracer.blogspot.com/p/como-participar-en-amazing-race.html (link) • RES36 - Más desafíos físicos y mentales vuelven con: The Amazing Race Latinoamérica 2013 - Online reading has been abridged. Comprehension questions have been added. - https://docs.google.com/a/madisonps.org/document/d/1zoeKAUMmsStHUbRkCuCzRHJ2x9AAVuBHfVcqrw6DE8/edit?usp=sharing (link) • RES40 - Reading Amazing Race Wikipedia w Comp - Wikipedia article has been abridged. Comprehension questions have been added. - https://docs.google.com/a/madisonps.org/document/d/1iFQGskrsMo4IxMsszR4qOIfFdeR7JNytibHWyhnlLaY/edit?usp=sharing (link) • RES43 - El Universo - Amazing Race - - http://www.eluniverso.com/vida-estilo/2014/10/04/nota/4061836/amazing-race-inicia-recorrido-pais (link) 	
<p>T/U/Q/K/S Q1 Q2 Q4</p>	<p>LE3</p>	<p>Activity: Grammatical topics to prep for students to create a videobio (1 DAY)</p> <ul style="list-style-type: none"> • Introductory phrases (Como te llamas? Cual es tu/su nombre? Soy de ____, Como eres? De donde eres? Que haces en el tiempo libre? • Presente regular - AR, ER, IR <p>Students will also complete homework assignments on present tense grammar. See teacher generated vocabulary list associated with verbs related to travel, adjectives, introductory phrases, and other topics to help students for this unit.</p> <p>Resources</p>	

		<ul style="list-style-type: none"> • RES6 - Lista de vocabulario - - https://drive.google.com/a/madisonps.org/file/d/0BzKn8HdK90EnSG8wZINuRURfVVU/view?usp=sharing (link) • RES17 - Practice of Present Indicative Regular verbs - connected to Amazing Race - optional resource - https://docs.google.com/a/madisonps.org/document/d/1wQfciMWP9KTiuN11pW4-OPosvPWJqZ0wYKwa0IJ80Ss/edit?usp=sharing (link) 	
<p>T/U/Q/K/S Q3 Q5</p>	<p>LE4</p>	<p>Activity: Students will view a segment of an episode of The Amazing Race Latinoamerica - Teacher may select any episode of The Amazing Race Latinoamerica. See some episode options below (1 DAY).</p> <ul style="list-style-type: none"> • Class discussion in Spanish after the episode segment - <ul style="list-style-type: none"> • What did you like about it? • What did you see in the episode? • What did you learn about what the participants do in the Amazing Race? • What did you learn about the country/culture? <p>Resources</p> <ul style="list-style-type: none"> • RES15 - Amazing Race Latinoamérica 2014 episodio 1 - - https://www.youtube.com/watch?v=MU-2aO55Jq4 (link) • RES18 - Amazing Race Latinoamérica 2014 episodio 2 - - https://www.youtube.com/watch?v=dr-n-bt8DgI (link) • RES26 - Amazing Race Latinoamerica - 2013 episodio 2 - - https://www.youtube.com/watch?v=1xQhi-fp1Ek (link) • RES33 - Amazing Race Latinoamerica - Curacao, Caribe - 2013 episodio 6 - - https://www.youtube.com/watch?v=azrAvUJMCBs (link) • RES38 - Cuestionario de aplicación - - https://drive.google.com/file/d/0B6-ppE-_mWm_NjU3V3dsdFZyeFE/view (link) 	
	<p>LE5</p>	<p>Activity: Grammatical topics to prep for students to create a videobio (3 DAYS)</p> <ul style="list-style-type: none"> • Ser vs. Estar (adjetivos) • Gustar and verbs like gustar <p>Students will also complete homework assignments on present tense grammar. See teacher generated vocabulary list associated with verbs related to travel, adjectives, introductory phrases, and other</p>	

		<p>topics to help students for this unit.</p> <p>Resources</p> <ul style="list-style-type: none"> • RES1 - Ser/Estar Notes - Optional Resource - https://drive.google.com/open?id=1Khj7gGoGOYBHQsgkRJU5DcDMVI65H8mv1YU4PP41S8Q (link) • RES25 - Ser v Estar - Practice - Optional resource - https://docs.google.com/a/madisonps.org/document/d/13kVXP3vHFHvsSij7Hmyjvh35Jds5fhnbad-fKSTJDwA/edit?usp=sharing (link) • RES27 - Ser v estar paragraph - Practice - Optional resource - connected to Amazing Race - https://docs.google.com/a/madisonps.org/document/d/1WnZqO1EGmC0ozlfcCC0-9rMiP_K4fJ_2BvpkcH1fZQQ/edit?usp=sharing (link) 	
T/U/Q/K/S Q1 Q4	LE6	<p>Activity: Preparing to make a videobio for the Amazing Race (1 DAY): Transfer task - Getting to know your partner- paired interview activity in the language lab</p> <ul style="list-style-type: none"> • Students complete their interview questions. • If time permits - students can be paired with other members of the class • Interview requirements: 10 student generated questions (20 per pair, questions may be similar to another) <p>Resources</p> <ul style="list-style-type: none"> • RES3 - Interview Preparation and Notes - Optional resource - https://docs.google.com/a/madisonps.org/document/d/1Mv5j2eiin8aSigPi1KD1-CXSBDtg_hD-uHnk8m5dW-0/edit?usp=sharing (link) 	
	LE7	<p>Activity: (1 DAY) Check in grammar quiz - approximately 20 minutes</p> <ul style="list-style-type: none"> • Ser vs. Estar (adjetivos) • Gustar and verbs like gustar • Introductory phrases (Como te llamas? Cual es tu/su nombre? Soy de ____, Como eres? De donde eres? Que haces en el tiempo libre?) • Presente regular - AR, ER, IR <p>After quiz - Interview the teacher. Students will generate questions in pairs and small groups in order to prepare for the upcoming transfer task. After teacher interview - students will begin preparing questions for the transfer task - paired interview.</p>	

		<p>Resources</p> <ul style="list-style-type: none"> RES12 - Quiz 1 - Quiz may be modified slightly by the teacher, but the content must remain the same - https://docs.google.com/a/madisonps.org/document/d/1A4TSQn6VzgHiIw9dAtt56f2Sjv6BNEaVRZBLhSJ6HS/edit?usp=sharing (link) 	
<p>T/U/Q/K/S Q1 Q3</p>	<p>LE8</p>	<p>Activity: Following the transfer task - (1 DAY) Back in the classroom, debrief from the interview - Suggestions:</p> <ul style="list-style-type: none"> Venn diagram of characteristics/interests of the partners (this will become a planning document for the video) <ul style="list-style-type: none"> Teacher checks in with each group, asking prompting questions and helping them find common ground/ a group identity <ul style="list-style-type: none"> What did you learn about your partner? What do you have in common? What about your differences will make you interesting? Show 1-2 models of Amazing Race Latino America Participantes videos Teacher may select any "Participantes" segment of Amazing Race Latinoamerica. See some options below. <p>Students can start the writing of the script for the video intro</p> <p>Resources</p> <ul style="list-style-type: none"> RES13 - The Amazing Race Participantes 2014 - video 1 - - https://www.youtube.com/watch?v=b6CNGtqFEng (link) RES21 - The Amazing Race Participantes 2014 - video 2 - - https://www.youtube.com/watch?v=9UK6hMDmtqY (link) RES32 - Venn Diagram resource - - https://docs.google.com/a/madisonps.org/document/d/1_5eFwzxfNesvXusBy4mdYXxhhJ_reQeXQxxjEHbqzc0/edit?usp=sharing (link) 	
	<p>LE9</p>	<p>Activity: Transfer task - Videobio introduction - make a 60-90</p> <ul style="list-style-type: none"> Script time in class, video recording outside of class OR bring props to be able to make a personalized video in class. Teacher approves scripts before students begin video recordings. Teachers will plan to have video recording devices available to students. Students can also use their own mobile 	

		<p>devices.</p> <p>Resources</p> <ul style="list-style-type: none"> RES4 - Video de introducción - - https://docs.google.com/document/d/1kPyBeGZCeOxT5rLT6pRAME88mwKn8UbyWi63h2WQIkA/edit (link) 	
T/U/Q/K/S Q2	LE10	<p>Activity: Grammatical topic: Can be divided up at discretion of teacher (3 DAYS)</p> <ul style="list-style-type: none"> Presente - irregular <ul style="list-style-type: none"> go (hacer, decir, tener, venir, salir, poner) zco (traducir, conducir, conocer, producir, obedecer) jo (elegir, escoger, corregir, recoger, proteger) zo (convencer, vencer) singles: ver, caber, saber, dar saber v. conocer Ir/Ir + a + infinitive <p>Teachers can use the following resources and other teacher generated materials (including the Spanish 3 workbook). Students will also complete homework assignments on present tense grammar above.</p> <p>Resources</p> <ul style="list-style-type: none"> RES9 - Colby Spanish Language & Culture website - Barbara Nelson - - http://personal.colby.edu/~bknelson/SLC/index.php (link) RES23 - Spanish Learn It Online website - - http://www.spaleon.com/ (link) RES29 - Practice of Go verbs - Optional resource - https://docs.google.com/a/madisonps.org/document/d/1le5YwDRcp2obLB_pwaodTkMUxOgo9LDJpH1a7maL_L0s/edit?usp=sharing (link) RES35 - Writing - Puerto Rico and yo form of present tense - Optional resource - https://docs.google.com/a/madisonps.org/document/d/10tCAWs63KvyllSRVG6bozB1tliCmhq1Ny418r68Xuo8/edit?usp=sharing (link) 	
T/U/Q/K/S Q2 Q3	LE11	<p>Activity: Class watches all student generated Amazing Race Videobios in class (1 DAY)</p> <ul style="list-style-type: none"> Teacher creates a shared Google doc folder for each group. Each group saves their video to that file separately (Only the group has access to their own video). Students should take notes during videobios because they will have to comment on Finals site for homework. 	

		<ul style="list-style-type: none"> During the presentations students are required ask 2 follow-up questions. <p>Resources</p> <ul style="list-style-type: none"> RES5 - Notes Page - Optional resource, but students must take notes so that they can comment for homework. - https://docs.google.com/a/madisonps.org/document/d/1FAx6xw5nY9n4uUygbIvqxiXUoAbYCPriwFDpnhHw1RA/edit?usp=sharing (link) 	
	LE12	<p>Activity: Check-in grammar skill quiz - approximately 20 minute check-in Presente - irregular</p> <ul style="list-style-type: none"> go (hacer, decir, tener, venir, salir, poner) zco (traducir, conducir, conocer, producir, obedecer) jo (elegir, escoger, corregir, recoger, proteger) zo (convencer, vencer) singles: ver, caber, saber, dar saber v. conocer Ir/Ir + a + infinitive <p>Resources</p> <ul style="list-style-type: none"> RES10 - Quiz 2 - Quiz may be modified by the teacher, but should approximate this format. Must include the same content. - https://docs.google.com/a/madisonps.org/document/d/1wtv5YEA5C4wl1NgdFQ4mWQ02Mz2X1B8iOBxgZn8gaol/edit?usp=sharing (link) 	
T/U/Q/K/S Q2 Q3 Q5	LE13	<p>Activity: Amazing Race - Puerto Rico (2 DAYS) (Optional - students may explore the resources and generate lists of cultural facts about Puerto Rico) Required:</p> <ul style="list-style-type: none"> In class activity - How would you get to Puerto Rico from Madison? Students work in the pairs to decide how they will get to Puerto Rico. <ul style="list-style-type: none"> Use commands as vocabulary to help See "Vocabulario para jugar al domino" Dominoes - <ul style="list-style-type: none"> Read how to play dominoes and cultural history as a class (may read article for homework) 	

		<ul style="list-style-type: none"> • Use vocabulary list and comprehension questions to help students understand how to play dominoes • Class discussion - guiding questions <ul style="list-style-type: none"> • Dominoes - students will play dominoes in small groups. Teacher rotates to each group generating conversation. <ul style="list-style-type: none"> • Teacher reinforces the culture of Spanish conversation during the game <p>Resources</p> <ul style="list-style-type: none"> • RES7 - Cómo jugar al dominó - - http://ocio.uncomo.com/articulo/como-jugar-al-domino-1206.html (link) • RES20 - Vocabulario para jugar al domino - - https://docs.google.com/document/d/1jYfLwwAPRjtN_A9BnDvCl3Yk7lRgQimqwu9lPc8dd5o/edit (link) • RES30 - Puerto Rico - reading material 1 - - http://universidades-iberoamericanas.universia.net/puerto-rico/vivir/cultura.html (link) • RES34 - Puerto Rico - reading material 2 - - http://www.seepuertorico.com/es/experiences/culture/ (link) • RES41 - Puerto Rico - reading material 3 - - http://www.icp.gobierno.pr/ (link) • RES42 - Puerto Rico - reading material 4 - - http://www.scribd.com/doc/56500147/La-cultura-puertorriquena#scribd (link) • RES46 - Puerto Rico - reading material 5 - - http://www.prensaescrita.com/america/puertorico.php (link) • RES47 - Video - Como jugar al domino - - https://www.youtube.com/watch?v=GRyJdhRLhaA (link) 	
T/U/Q/K/S Q2	LE14	<p>Activity: Grammatical topic: Can be divided up at discretion of teacher (3 days)</p> <ul style="list-style-type: none"> • Presente - stem changing verbs <ul style="list-style-type: none"> • e-->ie • e-->i • o-->ue • i-->y (-uir) <p>Students will also complete homework assignments on present tense grammar above.</p>	
T/U/Q/K/S Q1 Q2 Q3 Q4 Q5	LE15	<p>Activity: Amazing Race - Mexico (2-3 DAYS)</p> <ul style="list-style-type: none"> • In class activity - How do we get from Puerto Rico to Mexico? Students work in the pairs to decide how they will get to Puerto Rico. <ul style="list-style-type: none"> • Use commands as vocabulary to help • See Viajar desde Puerto Rico a Mexico - Each pair shares out with their travel plan - present in small 	

		<p>groups or to the whole class.</p> <p>Huichol yarn paintings -</p> <ul style="list-style-type: none"> • Discussion point - What do these paintings represent? Important to discuss that paintings are representative of your experiences and beliefs. • Cultural reading, planning resource, and assignment sheet - see resources <ul style="list-style-type: none"> • Plan a design that is meaningful to your team (what values/beliefs/experiences do you share with your teammate?) • Students will make their own yarn painting and write an explanation that describes what it represents to you and your team. <p>Resources</p> <ul style="list-style-type: none"> • RES11 - How to make Huichol yarn painting video - - https://www.youtube.com/watch?v=AscvmA8-4aE (link) • RES22 - Huichol yarn painting resource - English - - http://www.waunakee.k12.wi.us/faculty/swagner/newsfile12760_1.pdf (link) • RES31 - Arte huichol - autonomía, estética y tradición - - http://culturacolectiva.com/arte-huichol-autonomia-estetica-y-tradicion/ (link) • RES37 - Actividad: Arte de los Huichol - - https://docs.google.com/document/d/17sB6cQPIHYyMgDwHPw5_LJHnFusdJZhtD2RzKTFz5eQ/edit (link) • RES39 - Mexico - reading material 1 - - http://www.prensaescrita.com/america/mexico.php (link) • RES44 - Mexico -reading material 2 - - http://www.visitmexico.com/es/cultura-general (link) • RES45 - Mexico - reading material 3 - - http://www.losmexicanos.unam.mx/ (link) • RES48 - Mexico - reading material 4 - - http://universidades-iberoamericanas.universia.net/mexico/vivir/cultura.html (link) • RES49 - Mexico - reading material 5 - - http://www.explorandomexico.com.mx/about-mexico/5/ (link) • RES50 - Lista de vocabulario - Huichol - - https://docs.google.com/document/d/1s6MZbiTfGnH4tiEVTAgHj-vUYPuT9drzju8P7uan88/edit (link) • RES51 - Viajar desde Puerto Rico a Mexico - - https://drive.google.com/a/madisonps.org/file/d/0BzKn8HdK90EnbjlnQnlvQzVKdmc/view?usp=sharing (link) 	
	LE16	<p>Activity: Grammar check-in quiz (30 min) Presente - stem changing verbs</p>	

		<ul style="list-style-type: none"> • e-->ie • e-->i • o-->ue • i-->y (-uir) 	
	LE17	<p>Activity: PBA - Student teams create their own Amazing Race (3 DAYS in class, 1-2 days to present) Prior to PBA - Teacher will assign a country to each group to make better use of class time and prevent repetition. We will have a list of a few possible ideas for each country in case groups need a starting point. If group finds their own idea, teacher must approve it.</p>	
	LE18	<p>Activity: Vocabulary assessment (20 min approximately)</p>	

ADDITIONAL INFORMATION

RESOURCES

No.	Description	Files / Links
RES1	Ser/Estar Notes - Optional Resource	https://drive.google.com/open?id=1Khj7gGoGOYBHQsgkRJU5DcDMVI65H8mv1YU4PP41S8Q (link)
RES2	The Amazing Race Latinoamerica website -	http://series.canalspace.tv/la/the-amazing-race/ (link)
RES3	Interview Preparation and Notes - Optional resource	https://docs.google.com/a/madisonps.org/document/d/1Mv5j2eiin8aSigPi1KD1-CXSBDtg_hD-uHnk8m5dW-0/edit?usp=sharing (link)
RES4	Video de introducción -	https://docs.google.com/document/d/1kPyBeGZCeOxT5rLT6pRAME88mwKn8UbyWi63h2WQIkA/edit (link)
RES5	Notes Page - Optional resource, but students must take notes so that they can comment for homework.	https://docs.google.com/a/madisonps.org/document/d/1FAx6xw5nY9n4uUygbIvqxiXUoAbYCPrlwFDpnhHwIRA/edit?usp=sharing (link)
RES6	Lista de vocabulario -	https://drive.google.com/a/madisonps.org/file/d/0BzKn8HdK90EnSG8wZINuRURfVVU/view?usp=sharing (link)
RES7	Cómo jugar al dominó -	http://ocio.uncomo.com/articulo/como-jugar-al-dominio-1206.html (link)
RES8	Scavenger Hunt and Regular verbs - Optional activity; also would be appropriate for regular verb practice (LE3)	https://docs.google.com/a/madisonps.org/document/d/12HX7y3fRXcgUZ9jhauYWFODz7nKud-IM4eYr4_iRAtc/edit?usp=sharing (link)
RES9	Colby Spanish Language & Culture website - Barbara Nelson -	http://personal.colby.edu/~bknelson/SLC/index.php (link)
RES10	Quiz 2 - Quiz may be modified by the teacher, but should approximate this format. Must include the same content.	https://docs.google.com/a/madisonps.org/document/d/1wtv5YE_A5C4w1NngdFQ4mWQ02Mz2X1B8iOBxgZn8gaol/edit?usp=sharing (link)
RES11	How to make Huichol yarn painting video -	https://www.youtube.com/watch?v=AscvmA8-4aE (link)
RES12	Quiz 1 - Quiz may be modified slightly by the teacher, but the content must remain the same	https://docs.google.com/a/madisonps.org/document/d/1A4TSQ

		n6VzgHiIw9dAtt56f2Sjv6BNEaVRZBLhSJ6HSs/edit?usp=sharing (link)
RES13	The Amazing Race Participantes 2014 - video 1 -	https://www.youtube.com/watch?v=b6CNGtqFEEng (link)
RES14	PBA - The Amazing Race: El proximo episodio -	Spanish3Unit1PBA.pdf (file)
RES15	Amazing Race Latinoamérica 2014 episodio 1 -	https://www.youtube.com/watch?v=MU-2aO55Jq4 (link)
RES16	Vocabulary List - Unit 1 - REQUIRED RESOURCE - will be assessed at the completion of the unit	https://docs.google.com/a/madisonps.org/document/d/1OFE5XPN0BD3C-HF-PwyMoDW7n4M6aoTDr6IA-9-M-o/edit?usp=sharing (link)
RES17	Practice of Present Indicative Regular verbs - connected to Amazing Race - optional resource	https://docs.google.com/a/madisonps.org/document/d/1wQfciMWP9KTiuN11pW4-OPosvPWJqZ0wYKwa0IJ80Ss/edit?usp=sharing (link)
RES18	Amazing Race Latinoamérica 2014 episodio 2 -	https://www.youtube.com/watch?v=dr-n-bt8DgI (link)
RES19	The Amazing Race Latinoamerica resource -	https://es.wikipedia.org/wiki/The_Amazing_Race_(Latinoam%C3%A9rica) (link)
RES20	Vocabulario para jugar al domino -	https://docs.google.com/document/d/1jYfLwwAPRjtN_A9BnDvCl3Yk7lRgQimqwu9lPc8dd5o/edit (link)
RES21	The Amazing Race Participantes 2014 - video 2 -	https://www.youtube.com/watch?v=9UK6hMDmtqY (link)
RES22	Huichol yarn painting resource - English -	http://www.waunakee.k12.wi.us/faculty/swagner/newsfile12760_1.pdf (link)
RES23	Spanish Learn It Online website -	http://www.spaleon.com/ (link)
RES24	Rubric - The Amazing Race: el proximo episodio -	RUBRICFORPBAUNIT1ESP3.docx.pdf (file)
RES25	Ser v Estar - Practice - Optional resource	https://docs.google.com/a/madisonps.org/document/d/13kVXP3vHFHvsSij7Hmyjvh35Jds5fhnbad-fKSTJDwA/edit?usp=sharing (link)
RES26	Amazing Race Latinoamerica - 2013 episodio 2 -	https://www.youtube.com/watch?v=1xQhi-fp1Ek (link)
RES27	Ser v estar paragraph - Practice - Optional resource - connected to Amazing Race	https://docs.google.com/a/madisonps.org/document/d/1WnZqO

		1EGmC0ozlfkCC0-9rMiP_K4fJ_2BvpkcH1fZQQ/edit?usp=sharing (link)
RES28	¿Cómo Participar en The Amazing Race Latinoamérica? -	http://amazedracer.blogspot.com/p/como-participar-en-amazing-race.html (link)
RES29	Practice of Go verbs - Optional resource	https://docs.google.com/a/madisonps.org/document/d/1le5YwDRcp2obLB_pwaodTkMUxOgo9LDJpH1a7maLL0s/edit?usp=sharing (link)
RES30	Puerto Rico - reading material 1 -	http://universidades-iberoamericanas.universia.net/puerto-rico/vivir/cultura.html (link)
RES31	Arte huichol - autonomía, estética y tradición -	http://culturacolectiva.com/arte-huichol-autonomia-estetica-y-tradicion/ (link)
RES32	Venn Diagram resource -	https://docs.google.com/a/madisonps.org/document/d/1_5eFwzxfNesvXusBy4mdYXxhhJ_reQeXQxxjEHbqzc0/edit?usp=sharing (link)
RES33	Amazing Race Latinoamerica - Curacao, Caribe - 2013 episodio 6 -	https://www.youtube.com/watch?v=azrAvUJMCBs (link)
RES34	Puerto Rico - reading material 2 -	http://www.sepuertorico.com/es/experiences/culture/ (link)
RES35	Writing - Puerto Rico and yo form of present tense - Optional resource	https://docs.google.com/a/madisonps.org/document/d/10tCAW_s63KvyIISRVG6bozB1tliCmhq1Ny418r68Xuo8/edit?usp=sharing (link)
RES36	Más desafíos físicos y mentales vuelven con: The Amazing Race Latinoamérica 2013 - Online reading has been abridged. Comprehension questions have been added.	https://docs.google.com/a/madisonps.org/document/d/1zoeKAUMmsStHUbRkCuCzRHJ2x9AAVuBHfVcqerw6DE8/edit?usp=sharing (link)
RES37	Actividad: Arte de los Huichol -	https://docs.google.com/document/d/17sB6cQPIHYMgDwHPw5_IJHnFusdJZhtD2RzKTFz5eQ/edit (link)
RES38	Cuestionario de aplicación -	https://drive.google.com/file/d/0B6-ppE-mWm_NjU3V3dsdFZyeFE/view (link)
RES39	Mexico - reading material 1 -	http://www.prensaescrita.com/america/mexico.php (link)

RES40	Reading Amazing Race Wikipedia w Comp - Wikipedia article has been abridged. Comprehension questions have been added.	https://docs.google.com/a/madisonps.org/document/d/1iFQGskrsMo4IxMsszR4qOIFdeR7JNytibHWyhnkLaY/edit?usp=sharing (link)
RES41	Puerto Rico - reading material 3 -	http://www.icp.gobierno.pr/ (link)
RES42	Puerto Rico - reading material 4 -	http://www.scribd.com/doc/56500147/La-cultura-puertorriquena#scribd (link)
RES43	El Universo - Amazing Race -	http://www.eluniverso.com/vida-estilo/2014/10/04/nota/4061836/amazing-race-inicia-recorrido-pais (link)
RES44	Mexico -reading material 2 -	http://www.visitmexico.com/es/cultura-general (link)
RES45	Mexico - reading material 3 -	http://www.losmexicanos.unam.mx/ (link)
RES46	Puerto Rico - reading material 5 -	http://www.prensaescrita.com/america/puertorico.php (link)
RES47	Video - Como jugar al domino -	https://www.youtube.com/watch?v=GRyJdhRLhaA (link)
RES48	Mexico - reading material 4 -	http://universidades-iberoamericanas.universia.net/mexico/vivir/cultura.html (link)
RES49	Mexico - reading material 5 -	http://www.explorandomexico.com.mx/about-mexico/5/ (link)
RES50	Lista de vocabulario - Huichol -	https://docs.google.com/document/d/1s6MZbiTfGnH4tiEVTAgIHj-vUYPuT9drzju8P7uan88/edit (link)
RES51	Viajar desde Puerto Rico a Mexico -	https://drive.google.com/a/madisonps.org/file/d/0BzKn8HdK90EnbjlnQnlvQzVKdmc/view?usp=sharing (link)
COMMENTS / NOTES		