Unit ?: Title of Unit:?

Content Area: Mathematics
Course(s): Generic Course
Time Period: Generic Time Period

Length: Weeks
Status: Published

Unit Overview

Transfer Students will be able to independently use their learning to... -What kinds of long term, independent accomplishments are desired? For more information, read the following article by Grant Wiggins. http://www.authenticeducation.org/ae bigideas/article.lasso?artid=60 Meaning **Understandings** Students will understand that... -What specifically do you want students to understand? -What inferences should they make/grasp/realize?

Essential Questions

Students will keep considering
-What thought provoking questions will foster inquiry, meaning making and transfer?
Application of Knowledge and Chill
Application of Knowledge and Skill
Students will know
Students will know
What facts and basic concepts should students know and be able to recall?
•
Students will be skilled at Students will be skilled at
What discrete skills and processes should students be able to use?
Academic Vocabulary
Learning Goal
Use Documents tab to attach proficiency scale.
Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

Target 1 Level 1 Retrieval
SWBAT:
1. Identify individuals.
2. Name items used for serving.
3. Recognize and describe typical foods in the United States and Spanish-speaking countries.
Target 2 Level 2 Comprehension
SWBAT:
1. Descibe the relationship beween number and gender.
2. Diagram a placesetting.
Target 3 Analysis
SWBAT:
1. Classify food products.
2. Identify Americans' misunderstandings of what constitutes "Spanish food."

Target 4-- Knowledge Utilization SWBAT: 1. Make decisions regarding dinig etiquette. 2. Research how typical foods are made.

Summative Assessment

- 1. Vocabulary and grammar quizzes.
- 2. Assessment of reading, writing, listening, speaking skills.
- 3. End od unit exams.
- 4. Mid or end of unit projects.
- 5. Student presentations.

Formative Assessment and Performance Opportunities

- 1. In-class reading, writing, speaking and listening activities.
- 2. Class participation.
- 3. Cooperative learning activities.
- 4. Digital assessments with accompanying assignments.

- 5. Webquests. 6. Review games. 7. Surveys. 8. Think/Pair/Share activities. 9. Teacher-directed Q and A. 10. Teacher observation. 11. Additional practice activities. **Differentiation / Enrichment Differentiation:** 1. Strategic seating for reduced distraction, enabling better lesson focus. 2. Small-group, teacher-monitored learning activities. 3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices. **Enrichment:** 1. Expand and extend concepts, ideas, relationships, and generalizations. 2. Students will be provided with additional resources on relative topics.
- 3. Provide students with supplemental resources to expand knowedge base.
- 4. Create experiences for deeper learning.

Unit Resources

REALIDADES:

Print and online interactive textbook

Online practice workbook

Writing, Audio and Visual workbook

Leveled Vocabulary and Grammar Workbook

Teacher Resource Book Temas 1-4/5-9

Additional related online websites