

# Unit ?: Title of Unit : ?

Content Area: **Mathematics**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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### Transfer

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Students will be able to independently use their learning to...

-What kinds of long term, independent accomplishments are desired?

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

### Meaning

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### Understandings

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Students will understand that...

-What specifically do you want students to understand?

-What inferences should they make/grasp/realize?

### Essential Questions

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Students will keep considering...

-What thought provoking questions will foster inquiry, meaning making and transfer?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

What facts and basic concepts should students know and be able to recall?

### **Students will be skilled at...**

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Students will be skilled at...

What discrete skills and processes should students be able to use?

## **Academic Vocabulary**

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### **Learning Goal**

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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**

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SWBAT:

1. Identify individuals.
  2. Name items used for serving.
  3. Recognize and describe typical foods in the United States and Spanish-speaking countries.
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### **Target 2-- Level 2 Comprehension**

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SWBAT:

1. Describe the relationship between number and gender.
  2. Diagram a placesetting.
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### **Target 3-- Analysis**

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SWBAT:

1. Classify food products.
  2. Identify Americans' misunderstandings of what constitutes "Spanish food."
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## **Target 4-- Knowledge Utilization**

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SWBAT:

1. Make decisions regarding dining etiquette.
  2. Research how typical foods are made.
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## **Summative Assessment**

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

## **Formative Assessment and Performance Opportunities**

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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**

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### **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 knowledge base.
4. Create experiences for deeper learning.

## **Unit Resources**

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### **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