Module Planning Template   *Borja Ruiz de Arbulo*

COURSE OVERVIEW	
Course Name:	LS 211 Intermediate Spanish
Course Proficiency Target:	Intermediate Low
Performance Target:	Intermediate Mid

MODULE OVERVIEW	
Theme:	Relationships with Others
Global World Language Theme:	Identity & Belonging
Essential Question:	How do interactions outside our community shape our identity?
Performance Objective: *I can + language function in each of the three modes + context + proficiency level information*	I can ***identify, interact with,*** and ***present*** information about the impact of interactions with people outside of our community, using simple sentences and questions with some details.
Summative Assessment Frame:	Our Spanish class has been using Boomalang to connect with native speakers around the world. In one of your conversations with your partner, he/she told you that in his/her social science class, they are studying how people around the world view identity and belonging. You find that interesting, but you don't really know much about how people in your own community see the issue. So, you set out to do a little research. <u>*First*</u>, you want to learn more about the topic, so you watch a video that explains what identity and belonging really are about. <u>*Then*</u>, you schedule a conversation with your Boomalang partner to exchange ideas on what shapes your identities and what your communities are like. Between your initial research and your chat with your partner, you realize that some people tend to interact only with others in their same community. So, <u>*lastly*</u>, you decide to create a poster in which you outline the benefits of interacting with people outside your community.
Social Justice Standards:	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
Module Duration:	5 lessons, 50-minute each (around 4 hours).

CORE KNOWLEDGE & SKILLS

Language Function Skill Objectives (Performance Indicators)	Proficiency Benchmark *NCSSFL-ACTFL Can-Do Statements*
- I can **identify** some major events in a story about human interactions, in chronological order. - I can **exchange** simple ideas about how people experience other cultures and communities based on a previously watched film. - I can **make simple comparisons** of a variety of ways in which I and others interact with other communities. - I can **participate** in a straightforward conversation with a partner about how to start a conversation with someone new. - I can **give a presentation** recommending ways to successfully interact with someone from outside my community. - I can **understand** a straightforward description of interactions with others. - I can **interact** with others and share ideas about what shapes my community's identity.	*Interpretive:* I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. *Interpersonal:* I can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. *Presentational:* I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.

CORE VOCABULARY & FORMS
+ Degree of Control (emerging, partial, full)

EMERGING CONTROL
students are able to use these vocabulary/structures with limited accuracy

- Structures: Ser, estar, tener, haber
- Simple descriptions of groups: Familia, amig@s
- Simple questions: que, quien, donde and similar

PARTIAL CONTROL
students are able to use these vocabulary/structures with some degree of accuracy

- Structures: regular and irregular verbs in present, gustar and similar verbs
- Simple descriptions of community: comunidad, companer@s de piso/ equipo
- Simple questions: que, quien, donde and similar

FULL CONTROL
students are able to use these vocabulary/structures with almost complete accuracy

- Structures: comparisons, sentirse plus other reflexives
- Simple descriptions of community and identity: valores, modelo a seguir, identidad, tradición, creencia

LEVEL UP Vocabulary & Forms
*With **developing control**, students may push beyond the core of this unit by focusing on…*

- Structures: saber and conocer
- Descriptions of community and identity: estilo, costumbre, ocio, conducta

Cultural Comparisons	Intercultural Communication Benchmark
Product: Identity & Belonging **Practice:** Interacting with others **Perspective:** Interacting with people inside my community vs people outside my community, and its impact in views on identity and belonging	**Investigate:** In my own and other cultures, I can compare how attitudes toward interaction and connection with others affect our sense of identity and belonging. **Interact:** I can demonstrate culturally appropriate behaviors as I engage in conversations about identity and belonging.

| SEQUENCE of LEARNING			
Learning Outcomes	**Learning Tasks**	**Checks for Learning**	**Resources**
(I can + language function + context) *These are lesson-level learning outcomes that build sequentially toward the unit performance objective.*	*Interpretive:* *Interpersonal:* *Presentational:* *Space for notes on essential tasks to use in the lesson that lead students toward the learning outcome.*	*How will you check to ensure that students have achieved the learning outcome?*	
I can **identify** some major events in a story about human interactions, in chronological order.	***Interpretive:*** Students watch a movie about interacting with people from other communities	Students are able to differentiate different events in the movie, identifying the main plot and main characters.	Leona, movie on Kanopy
I can **participate** in a straightforward conversation with a partner about how to start a conversation with someone new.	***Interpersonal:*** Students watch a clip from the movie focusing on a conversation.	Students are able to interact in a conversation about ideas and suggestions on how to start a conversation with someone new.	Leona, clip from movie on Kanopy
I can **give a presentation** recommending ways to successfully interact with someone from outside my community.	***Presentational:*** Students describe possible ways of interacting with someone new.	Students are able to describe ways to interact with someone new using complete sentences and some level of detail using vocab from the movie.	Presentation Template (handout)
I can **understand** a straightforward description of interactions with others.	***Interpretive:*** Students read a brief excerpt describing ways to interact with other cultures.	Students are able to interpret a task analyzing various types of information from the text.	http://www.lecturalab.org/story/_1787 text about how we experience other cultures

I can **exchange** simple ideas about how people experience other cultures and communities based on a previously watched film.	*Interpersonal:* Students talk about possible culture interactions with other cultures.	Students are able to exchange ideas on the information presented using targeted vocabulary.	http://www.lecturalab.org/story/_1787 text about how we experience other cultures
I can **make simple comparisons** of a variety of ways and places in which I and others interact with other communities.	*Presentational:* Students compare the information on the text with their own experiences and ideas.	Students are able to establish a comparison of preferences about ways and places in which they can interact with people from other communities.	Presentation Template (handout)

SUMMATIVE UNIT ASSESSMENT
Our Spanish class has been using Boomalang to connect with native speakers around the world. In one of your conversations with your partner, he/she told you that in his/her social science class, they are studying how people around the world view others outside their community, and whether they can learn anything from them or not. You find that interesting, but you don't really know much about how people in your own community see the issue. So, you set out to do a little research. <u>First</u>, you want to learn more about the topic, so you watch a video that explains what identity and belonging really are about. <u>Then</u>, you schedule a conversation with your Boomalang partner to exchange ideas on what shapes your identities and what your communities are like. Between your initial research and your chat with your partner, you realize that some people tend to interact only with others in their same community. So, <u>lastly</u>, you decide to create a poster in which you outline the benefits of interacting with people outside your community.

Interpretive	Interpersonal	Presentational
(Include the frame for the Interpretive assessment here)	*(Include the frame for the Interpersonal assessment here)*	*(Include the frame for the Presentational assessment here)*
Student Directions: You will watch a video explaining the different traits and experiences that form somebody's identity, and sense of belonging. You will then answer some interpretive questions that will require you to recognize key vocabulary, ideas, and make some inferences.	**Student Directions:** You will discuss identity and belonging in your community with your Boomalang conversation partner.	**Student Directions:** You will create a poster sharing the various possible impacts that interacting with others can have on someone's identity and sense of belonging.
Resources: https://www.youtube.com/watch?v=a6CE1Ikp_C0	**Resources:** www.boomalang.co	**Resources:** www.padlet.com
Teacher Notes: Check interpretive questions before having students move to the next section.	**Teacher Notes:** Check Boomalang conversations (duration and completion) before having students move on.	**Teacher Notes:** Check drafts before students post on padlet.

Interpretive Questions:

¿Qué es identidad?
youtube.com

1:06
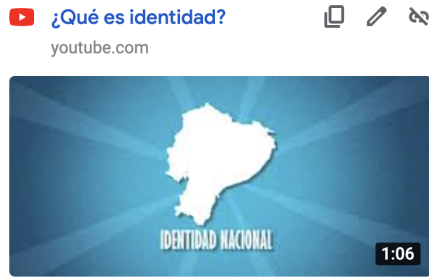
I. Key Word Recognition. Identifica una palabra <u>del video</u> que simbolice el significado central del video.

II. Main Idea(s). Usando tus propias palabras <u>en español</u>, ¿cuál piensas que es la idea principal del texto?

III. Supporting Details.
1. Identifica una idea secundaria del video.
2. Identifica otra idea secundaria del video.

IV. Organizational Features. ¿Cómo está organizado el video? Elige una opción:
   1. Orden cronologico
   2. Problema - solución
   3. Carta de opinion
   4. Biografia
   5. Informativo

V. Inferences. Explica con tus propias palabras lo que crees que significan las siguientes expresiones:
   1. Un colectivo:
   2. La identidad cultural:

VI. Author's Perspective. ¿Qué perspectiva ofrece la narradora del video?
   1. Comica
   2. Basada en hechos reales
   3. Experiencia personal
   4. Cientifica
   5. Neutral, informativa

VII. Comparing Cultural Perspectives. Este video está narrado por una persona peruana. ¿Cómo puede ser el mismo video narrado por una narradora estadounidense?

VIII. Personal Reaction to the Text. En tu opinión, ¿qué elementos forman tu identidad? Detalla tu respuesta

Rubrics:

Score (sum of rows below) (100 pts)	Exceeds expectations 40 pts	Meets expectations 33 pts	Almost meets expectations 26 pts	Does not meet expectations 0-25 pts (0 for no submission)
Task completion: __ /40	Very detailed text: Ideas are very well-connected making the flow very easy for the audience. Completed all parts very creatively.	Detailed text: Ideas are well-connected making the flow easy for the audience. All required parts are included.	Somewhat detailed text. Ideas could be better connected. Some required parts might be missing.	Little detail and/or missing required parts.
Use and range of vocabulary: __ / 40	A wide variety of words; many new words from the lesson; very detailed response.	A variety of appropriate words; many words from the lesson.	A basic range of vocabulary; some new words from the lesson.	Some gaps in vocabulary, with few to no new words; or much incorrect usage; or recourse to English.
Accuracy and range of grammatical structures: __ / 40	Highly accurate use of any targeted language structures. Few errors in other basic structures.	Mostly accurate use of any targeted language structures. Errors in other basic structures do not cause miscommunication.	Demonstrates awareness of any targeted language structures but makes many errors. Some errors cause miscommunication or confusion.	Targeted language structures not used or used incorrectly most of the time; or errors cause many problems in communication.
Risk taking and delivery: __ / 40	Comfortably takes big risks to go above and beyond his/her comfort zone.	Generally, stays within the comfort zone but might show some signs of risk taking, albeit minimal.	Stays within comfort zone and rarely takes any risks. Delivery might seem a little uncomfortable.	Weak delivery and no risk taking at all.
Activity with conversation partner: __ / 40	Very detailed conversation. Is able to elicit substantial language from peers. Responds to any comments/ questions appropriately	Is able to elicit some language from peers. Might not respond to some questions.	It's visible that not a lot of effort was put into it, but only elicits little information from partner.	Might miss several opportunities to elicit language from conversation partner.

Reflection

This final project shows a learning module for an Intermediate Spanish class, and it comprises five lessons in a span of two weeks. The main theme of the module and the essential question are taken from the current program at BU, but the rest is my vision of how this topic could be delivered to students in a more realistic way. That is, keeping in mind aspects such as previous amount of exposure to the target language, or number of hours of instruction allotted for this particular module. I have to say that it did take me a while to get used to this template for unit design. In spite of having written plenty of curricula in the past, I had not done it in such a conscientious and overarching way. For this, I feel a little ashamed. Knowing what I know now, something tells me that the programs I used to design, and my ideas in general, were not up to par with what my students deserved.

With this in mind, the following responses try to capture my thoughts on this project, what it has taught me, and its implications in my role as an educator. I hope I succeed at making it all clear without getting too verbose!

What am I most proud of?

In all honesty, I am proud to have been able to complete it. Not because it was a big assignment, but because I was afraid that I could not come up with something of quality. In fact, given my lack of experience with this type of unit design, I was afraid that my project would be mediocre, and you would wonder why on earth I am allowed in a classroom.

Therefore, I am proud of how much I have learned about social justice standards and how to embed them into a unit. I am proud of how comfortable I became at playing with can-do statements and adapting them to our needs. I am proud of my IPA and in particular the interpretive section. And I am proud of the confidence I have gained overall. I am so happy with

my experience in this project that I will share it with my fellow coordinators to see if they would be interested in adapting parts of it as we get ready for the new semester. Fingers crossed!

What was most challenging?

There were two aspects that I found (and still do) particularly challenging. One of them is the process of customizing proficiency benchmarks to actual student performance objectives. The ACFTL documents we used in class have been very handy, but I still need some growth in that department. Likewise, I am aware that I need more time envisioning the section of "Degree of Control". I could do it easily for a course that I just taught, but doing it for one that is still an abstract idea was quite difficult.

How did I grow in this process?

If we were to use the ACTFL proficiency levels as a parallelism, my growth would feel like going from Novice to Advanced. I started this process having a very simplistic understanding of what it takes to build a robust curriculum plan, and now I feel more certain about terminology, standards to keep in mind, and resources to consult. My growth has also been humbling. I realize that I still have a lot to learn.

What are my big take-aways from this assignment?

My biggest take-away would be the need to look at curriculum design from multiple perspectives. For example, it is not enough to have an essential question and an authentic material for a unit and consider the job done. This assignment has helped me understand the need to plan for *connection*. That is, what we do on day one needs to be meaningful for day two, and so on. Lesson plans are not loose, they need to be all interconnected in order to be a solid learning experience. From now on, I will remember to go back and forth between the big picture, and the small little fine print. Only then can a course leave a lasting impression.