

Understanding By Design – Backwards Design Process
Understanding by Design by Grant Wiggins (2000-01-01)

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Stage 1 – Desired Results
Content Standard(s): Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 5.1: Students use the language both within and beyond the school setting.

Understanding(s)/goals Students will understand that: ❖ English and Spanish (in this case the object of study and work development) are global languages that are spoken in various areas of the world beyond the American continent, North America, Central America, and South America. ❖ People in other areas of the world often have different and diverse interests and entertainment than people in the United States. ❖ Authentic communication with dual language speakers can build greater bridges of understanding.	Essential Question(s): ❖ What vocabulary and grammatical structures do you need to know to communicate authentically and effectively about various areas and activities and entertainment? ❖ How do entertainment activities in Cleveland, Texas compare and contrast? ❖ How are the resources available on the Internet evaluated for accuracy and value? ❖ How does one persuade another of their point of view?
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Student objectives (outcomes): Students will be able to: ❖ Synthesize research into a final product whereby they are able to convince others of their points of view. ❖ Compare multicultural practices related to different leisure and entertainment activities in Cleveland, Texas where there is no culture of its own. ❖ Engage authentically and effectively in guided and authentic conversations about various activities and entertainment. ❖ Write authentically (appropriate level) and effectively about various activities and entertainment in a multicultural setting. ❖ Evaluate Internet research resources for accuracy and value.
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- ❖ Identify the elements of persuasive speech.
- ❖

Stage 2 – Assessment Evidence

Performance Task(s):

- ❖ Conversations about various activities (educational, sports, work and entertainment in Cleveland, Texas.
- ❖ Email response where students compare and contrast what Clevelanders do to be entertained by what they do in their respective cultures and while mixing and learning from other neighboring cultures.
- ❖ Travel blog posts on leisure and entertainment activities available at your own location.
- ❖ Persuasive video/web page highlighting what to see and do during a day of entertainment in your locality or surrounding areas.

Other Evidence:

- Ongoing formative assessment of learning activities
- ❖ Mini dialogs
 - ❖ Short, focused writing assignments
 - ❖ Listening comprehension activities
 - ❖ Pronunciation activities
 - ❖ Feedback on Station Activities

Stage 3 – Learning Plan

Learning Activities:

Where is this unit going? (W)

Hooking students (H)

Explore and equip (E)

Rethink and revise (R)

Exhibit and evaluate (EE)

Adapt to the needs, interests and styles of students (T)

- ❖ Organize for maximum engagement and effectiveness (O)
- ❖ Class discussions about what students enjoy doing during their free time (W, H)
- ❖ Class discussions of YouTube videos on activities to do in Cleveland based on student interests (W, H, T)
- ❖ Creation of videos by students introducing themselves and their friends through different social networks (H, EE, O)
- ❖ Introduction of new vocabulary through visual representation, repetition and questions (E, O)
- ❖ Introduction of new grammatical structures through interactive Nearpod lessons (E, O)
- ❖ Self-paced review of grammatical structures previously learned through station activities (T, R, O)
- ❖ Leveled questions (either/or, yes/no, open-ended) to apply new and revised vocabulary and grammar structures (EE, T, O)
- ❖ Small group instruction to review new and previously learned grammar and vocabulary concepts as needed (T)
- ❖ Workbook and textbook activities to review and practice vocabulary and grammar structures as needed (T)
- ❖ Full class, self-paced listening comprehension (EE) exercises
- ❖ Full class and pronunciation practice at your own pace (EE)
- ❖ Guided oral activities with peers in preparation for more expansive and authentic conversation (R, EE)
- ❖ Guided writing activities to clarify and practice misunderstood sentence structure concepts in preparation for email responses and activity blog posts (R, EE)
- ❖ Peer review and review of writing activities (R)
- ❖ Guided Reflections on Communication Assessment Performance (R)
- ❖ Discussions in pairs, small groups, and whole class comparing and contrasting leisure and entertainment activities in Cleveland, Texas, and its multiculturalism within the United States (H, E)
- ❖ Instruction and class discussion on evaluating the accuracy and value of Internet search results (E)
- ❖ Instruction on the proper way to cite sources using the MLA (E) format
- ❖ Discussion of a YouTube video on how to persuade an audience (E)
- ❖ Student-teacher conferences to discuss individualized student goals for continuous success and improvement. (T,R)