

UbD Understanding by Design

2021 - 2022



Teacher: Yuli Marcela Paez Geney

Subject: Spanish

Grade: 8

Semester: I - Unit 1

Name of Unit: KNOWING MY ROOTS

Duration: 5 Weeks

Stage 1 - Desired Results

Goals Set

1. Analyze and relate different types of texts in morphosyntactic, semantic and superstructural terms.
2. Characterize the novel as a literary genre.
3. Characterize Colombian literature chronologically as a cultural representation.
4. Build expository, descriptive and argumentative texts from semantic planning structures, proper handling of connectors, stylistic rhetorical resources and grammatical categories with their functionality.
5. Take good notes, take positions, differentiate textual typologies in oral speeches, follow instructions and make coherent interventions, with adequate oral articulation, evidencing documentation, organization and corporal handling.

"Essential Insights" / "Big Ideas"

Students will understand that:

U1 There is a close relationship between historical events

Essential Questions

1-Can we say, according to the daily events in our nation, that in Colombia there were already literary

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and the topics discussed in different literary manifestations in general, since literature is the reflection of the human situation in different historical settings.

U2. Humans, unconsciously, use different forms of expression according to the influence we want to exert on our interlocutors.

U3. Pre-Columbian literature is made up of oral tradition.

- Literature is the reflection of the human situation.
- Communication is the most important "influencer".
- Communication is the most powerful tool.
- The influence and perception of heroes and villains depends on the historical and communicative context.

manifestations before the arrival of the Spanish?

2-Do pre-Columbian productions have value?

3-Does oral tradition last over time, or have the media overshadowed it?

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Knowledge / Vocabulary.

- Indigenous literature.
- Literature of conquest and discovery
- Grammatical categories.
- Cartoon

(What **skills** and **processes** will specific students develop?)

Students will be able to ...

Produce written texts of different types, evidencing the knowledge they have reached about the functioning of the language in communication situations and the use of production strategies textual.

Write opinion texts taking into account the syntactic, semantic and pragmatic rules.

Understand and interpret texts (informative, argumentative, literary), taking into account the functioning of the language in communication situations.

Comprehensively read informative, argumentative, and expository texts, as well as interviews, and give an account of their understanding through different

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	mechanisms studied in class. Recognize the evolution of literature in Colombia, from the Narrative of violence to Contemporary Literature. Recognize, in communicative situations, linguistic and cultural diversity and the basic norms of communication, strengthening attitudes of respect and tolerance. Explain the communication process and give an account of aspects and individuals that intervene in its dynamics
Stage 2 - Assessment Evidence	
Projects Performance ... They will make cartoons or comics that tell indigenous	Other Evidence. • Use of rubrics. • Self-evaluation and reflection tables.

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stories, of the conquest or of romanticism with short dialogues demonstrating the use and grammatical handling age appropriate.

- Peer work evaluation exercises.
- Exercise book not only for reading comprehension, spelling and calligraphy.
- Portfolio of jobs.

Stage 3 - Learning Plan

Learning Activities. * *Includes weekly learning objectives (think of the first G in Ganag). Focus only on what the students will be able to know, understand, and do.*

G = Objective of the lesson.

A = Activation of prior knowledge.

N = New knowledge / skills.

A = Application / evaluation.

G = Generalization / closure.