

CALIFORNIA STATE UNIVERSITY SAN MARCOS

THESIS SIGNATURE PAGE

THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE

MASTER OF ARTS

IN

EDUCATION

THESIS TITLE: Universally Designed For Learning Spanish Curriculum Project

AUTHOR: Irene Aguilar

DATE OF SUCCESSFUL DEFENSE: April 30, 2015

THE THESIS HAS BEEN ACCEPTED BY THE THESIS COMMITTEE IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
EDUCATION.

Anne René Elsbree
THESIS COMMITTEE CHAIR


SIGNATURE

4-30-15
DATE

Sean Nank
THESIS COMMITTEE MEMBER


SIGNATURE

4/30/15
DATE

Universally Designed for Learning

Spanish Curriculum

by

Irene Aguilar

A Curriculum Project

Submitted in Partial Fulfillment of the
Requirements for the Master of Arts Degree
in Education

California State University San Marcos

Spring, 2015

PROJECT ABSTRACT

Learning a new language is not always an easy task. Twenty-first century classrooms are faced with the challenge of meeting the needs of students with a wide range of learning needs and styles. This Spanish curriculum project stresses the importance of having an awareness of student learning needs while planning and preparing curriculum for student educational success of English Language Learners and students with special needs. This Spanish One Unit observes best practices from Understanding by Design, Universal Design for Learning, English Language Development, and Differentiation. The Spanish One Curriculum is designed around a one-month unit with detailed lessons for one week. The overview of the unit includes standards, objectives, enduring understandings, essential questions, student activities, assessments, language development supports, and differentiation strategies. Each lesson includes the Spanish content standard, English Language Development Standard, objective, assessment, language development supports, materials (graphic organizers, conversation prompts, task menu, quiz, and rubrics.) and instructional steps.

Keywords: backward planning, differentiation, English language learners, secondary, Spanish, special needs, understanding by design, universal design for learning

TABLE OF CONTENTS

	Page
.....	
ABSTRACT.....	2
Chapter I: Introduction.....	4
Definition of Terms	7
Chapter II: Literature Review	11
Understanding By Design.....	12
Universal Design for Learning	12
English Language Development.....	14
Differentiation.....	17
Chapter III: Methodology	22
Chapter IV: Spanish Curriculum Project	25
Chapter V: Recommendations	45
References.....	49

Chapter I: Definition of Problem

In a Spanish One class, there are different levels of language skills. There are students with some level of understanding of the language, there are other students who may know only a handful of words, and there are students who grasp the language with more ease than others. The purpose of this project is to create a unit that will address the learning needs of students who learn at different levels. This chapter is an introduction to a Spanish One curriculum project that meets the needs of English Language Learners and students with special needs. The project includes a month long unit for students in Southern California. The chapter includes a statement of the problem, guiding questions, purpose of the project, preview of the literature, preview of the curriculum design methodology and significance of the project.

Statement of Problem

With an increasing number of English Language Learners and students with special needs in our general education classrooms, effective teaching must be taken into consideration. Teachers who have student learning in mind should meet the individual needs of the students in each class. One approach will not fit all. A Spanish One class can be a very diverse class with students that have spoken Spanish as their first language, students that have taken Spanish in Middle or Elementary School, and students that may have never had any Spanish language instruction. It is difficult to engage and challenge this diverse group of students in one classroom with one set of curriculum.

Project Guiding Questions

The guiding questions for this curriculum project design include: How can a Spanish One Unit meet the needs of diverse learners? How can backward planning be used in designing a Spanish Unit? How can the Spanish Unit be universally designed for learning? How can the

content, process and product be differentiated to maximize student learning? How can English language development be built into the Spanish language unit?

Purpose of the Project

The purpose of this curriculum project is to design a Spanish One Unit based on best practices for teaching Spanish to diverse learners. The unit consists of 4 weeks of instruction with vocabulary development, graphic organizers, checklists/rubrics and task menus. Understanding By Design's backward planning is the first step of the curriculum design, with the focus on the enduring understandings, essential questions, and evidence of learning (Wiggins & McTighe, 2013). The learning activities incorporate Universal Design for Learning, so that multiple means of representation, action and expression and engagement (Rose & Gravel, 2010). Each week incorporates activities that represent multiple intelligence areas (Gardner, 1983). The project models in detail the daily lessons for a week with a variety of student activities, vocabulary support, graphic organizers, task menus and rubrics. This template can be used with different textbooks and curriculum.

Literature Review

The literature reviewed in this project includes Understanding By Design (Wiggins & McTighe, 2013), Universal Design for Learning (Rose & Gravel, 2010), English Language Development (Cummins, 1999) and Differentiation (Tomlinson, 2004). The Understanding by Design provides a focus on the evidence of student learning, enduring understandings and essential questions. Universal Design for Learning supports with multiple means of representation, action, expression and engagement. The English Language Development provides support for developing English and Spanish language (Cummins, 1999). Carol Ann Tomlinson (2004) provides a framework to make the content, process and product differentiated to accommodate student needs.

Methodology

The researcher will create a unit for a Spanish One level class. This unit will be created through backward planning and incorporation of best practices for English learners and students with special needs. First, the researcher will establish the learning goals of the unit and will plan out a week timeline that will serve as a guide for every week in the curriculum. Universal Design of Learning will be incorporated in the planning of the unit in order to help meet the needs of so many diverse levels of understanding. Differentiation will be a focus in each lesson planned.

Significance of the Curriculum Project

This project can improve education by providing universally designed supports for learning, by taking into consideration the readiness level of students, allowing students to have choice in their learning. Students may be more engaged if the curriculum is designed for their individual needs. A curriculum that is designed with students' needs in mind can lead to better results. Students who feel that curriculum is irrelevant or uninteresting can withdrawal from the curriculum and disengage from learning the material (Valenzuela, 2009). Creating a curriculum that focuses on students and their needs can improve learning results. This projects hopes to find ways that students' needs can be addressed in a class with a wide range of abilities and learning styles. Teachers will be able to use this project and modify it to meet the needs of their students or that of a different subject matter. This project is designed to help teachers think about education and redirect the mindset of a one-size-fits all curriculum. Finding ways to help students feel a part of their school's learning community can in turn promote the feeling of importance.

Chapter One Summary

Chapter one sets the foundation for why this curriculum is needed. This project hopes to create a curriculum that focuses on students and their needs to improve learning results. Chapter

two provides a literature review of the key educational research that will inform the design of this Spanish unit.

Definition of Terms

The following are the definitions I will use for the terms in this curriculum project.

Backward Planning

Backward planning is making the end, the beginning part of the process in creating a unit. Backward design answers three questions: What will the student know and be able to do, in general, by the end of the course, independent of the activities and texts used? What evidence is there of such abilities? Which texts, activities, and methods will best serve the desired results? (Wiggins & McTighe, 2013)

B.I.C.S.

Basic Interpersonal Communication Skills (BICS) are language skills used in social situations (Cummins, 1999).

C.A.L.P.S.

Cognitive Academic Language Proficiency Skills (CALPS) refers to the formal language learning needed for understanding specific academic content (Cummins, 1999).

Content

Content refers to the material or information that is covered in either a lesson or unit. Content can be differentiated based on a student's readiness level, interest or learning profile. Readiness differentiation can be done by modifying material to meet the student's proficiency level, providing the student with information they can comprehend but still acquires new information. Content can be differentiated by interest by allowing students to read an article on a

topic of their choice. Content can be differentiated based on learning profile by allowing students to either read an article watch a video, or go on a field trip to learn the content.

Differentiation

A differentiation refers to how a lesson is changed to meet an individual students needs. A differentiation can be focused on the content, process or product of the lesson. Differentiation refers to when a lesson is accommodated or modified to meet the needs of the student's readiness level, learning profile and/or interests. A differentiation is unique to one specific student.

English Language Learners

A student, who is considered an English Language Learner, is a student whose first/primary language is a language other than English. Students who are English Language Learners can range from a wide range of levels of proficiency. An English Language Learner, or ELL student, can range from a level of beginner to reaching proficiency. A student, who reaches a level of proficiency in English, is a reclassified fluency English proficient student.

Long-term English Learners

Long-term English learners refer to students who have participated in U.S. schooling for 6 years or more and are not progressing in their language development and have a 2.0 grade level or lower (Olsen, 2010).

Interests

Interests are topics that student find of interest. These topics gain students' focus or attention that helps encourage better learning of the material. Interest can also promote student engagement in the classroom.

Learning Profile

A student's learning profile is the optimum way that a student learns. A student may learn best through different modalities such as kinesthetic, auditory, visual, or tactile.

Process

Process is the term for what is going to be done in order to reach the product. It is the action that the student is engaged in to learn.

Product

The product refers to the expected end result of a lesson or unit plan.

Readiness

Student readiness refers to a student's ability to learn. A student's readiness can be influenced by many factors including mental, physical, and/or emotional needs. In addition, student interests can affect student readiness.

SDAIE

Specially designed academic instruction in English or SDAIE refers to the strategies that can be used to teach English.

SIOP

SIOP refers to the Sheltered Instruction Observation Protocol.

Spanish One

Spanish One is an entry level Spanish class for beginners in the language. This class is intended to provide students with the foundation of Spanish grammar and vocabulary. In addition, there are cultural aspects included in the curriculum.

Students with Special Needs

Students with special needs are students with different learning needs or students who may need special accommodations.

Task Menu

A task menu is a list of choices for student activities. A task menu allows for students to choose how they want to demonstrate their understanding of the material.

Understanding by Design (Ubd)

Grant Wiggins and Jay McTighe provided a process for designing Instruction called Understanding by Design, where educators think about the end product first and plan backwards.

Universal Design for Learning (UDL)

Universal Design for Learning is the design of instruction that is created to be accessible to all students. It provides multiple ways to process information.

Chapter II: Literature Review

The purpose of this literature review is to inform the curriculum design of a Spanish One Unit for high school students in Southern California. The curriculum is designed for Spanish speakers and English only students in a beginner level Spanish. This literature review summarizes the best practices for making a Spanish curriculum for diverse learners, learners of different learning styles. These best practices will serve as a tool to inform the curriculum unit of this project. This chapter includes background information on the diversity in today's classrooms, Understanding by Design, Universal Design for Learning, English Language Development and Differentiation.

Background

Today's classrooms are very diverse and continually changing. Students have a wide range of abilities and learning styles and with that, teachers should be prepared to meet the needs of those students in order to provide the most equitable instruction.

For California's school children, and increasingly those of the nation, teacher quality must be defined beyond the parameters of content knowledge to include teachers' ability to create optimal learning environments for students who may have been marginalized due to their primary language, race/ ethnicity, social class, culture, gender, and ability. (Wong, Murai, Berta-Avila, William-White, Baker, Arellano, & Echandia, Wong, 2007, p.10)

Teachers committed to the success of all students must truly believe in their students, in order to plant the seed to academic success and positive outcomes, especially, those who are not part of the mainstream. Recognizing that all students have the capability to learn if they are provided with the essential support needed to succeed can help teachers get into a positive mindset of teaching. Grant Wiggins and Jay McTighe (2013) suggest that effective teachers plan their curriculum backwards

with the focus on the enduring understandings, essential questions, and evidence of the students learning. Backward planning, also referred to as Understanding By Design, allows teachers to develop the supports for all learners in their classroom.

Understanding by Design

According to Wiggins and McTighe (2013), Understanding by Design, or Backward Design, keeps the end goal in mind. The authors describe a process educators can take by identifying from the beginning what the evidence of learning will they use to determine if the students meet the objectives of the unit. The evidence is determined with use of standards, enduring understandings and essential questions. The enduring understandings can help teachers focus on what they want their students to remember about the unit for years to come. The enduring understandings help students see the relevance in the learning. The essential questions provide parameters for what the students can articulate about their learning. Essential questions are open-ended, can have multiple right answers and can be arguable.

Universal Design for Learning

To meet the diverse needs of students in today's classrooms, it is essential to design curriculum and instruction that is universal and allows for maximum success. According to Rose, and Gravel (2010), Universal Design for Learning is framed to address the cognitive neuroscience that involves the brain to learn, and is also similar to what other researchers and theorists have laid out in regards to teaching and learning. There are three main principles that UDL follows, which are:

1. providing multiple means of representation;
2. providing multiple means of action and expression; and
3. providing multiple means of engagement (Rose & Gravel, 2010, p.3)

Multiple Means of Representation

Multiple means of representation includes ways that students can obtain information in different forms. Providing students with information that is more accessible can help students better understand information. According to Rose and Gravel (2010), ways to support different sensory modalities can be through visual, auditory, or tactile means. For example, an easy way to support a visual student can be by using pictures to represent information and help clarify what might be meant. This is especially beneficial with teaching language. Pictures can offer clarification for vocabulary. Levy (2005) emphasizes that people with learning disabilities can face problems with eyesight. In order to alleviate the stress to see material clearly, different formats for information should be provided. Providing a text that has a larger font for better readability can help students focus on the material better. Rose and Meyer (2002) suggest using digital text for more flexibility than the use of printed text. Moreover, an important role in using these supports is to help students gain skills that can help them be successful in understanding material, helping them understand how to focus on what information is important to access.

Multiple Means of Action and Expression

Multiple means of action and expression refers to allowing student option for how they will process information and how they will demonstrate their learning. Much of this can be addressed by providing students multiple ways to take in information and multiple ways to express their learning. Sheltered Instruction Observation Protocol, or SIOP, makes suggestions for adapting content in order to make the information more accessible. According to McLaughlin and Allen (2002), graphic organizers can help students understand key concepts that are difficult to understand. A student that may find processing new information challenging can benefit from Cornell Notes that help maintain organization and highlight important concepts. Students can

express their learning in various ways and assessments can come in different forms, for example, they can be individual or as a group, oral or written (Echevarria, Vogt, & Short 2010). There are multiple ways that students can show their understanding, for example, an informal way to assess students' understanding of verb conjugation can be through response boards. Students can write and check their answers which can be beneficial in checking for understanding as an informal assessment.

Multiple Means of Engagement

Multiple means of engagement includes a variety of ways to present information that can attract students' attention to the material. According to Rose & Gravel (2010), students can become interested in learning by increasing individual choice and autonomy. Choices should be relevant and hold value, which can also help reduce distractions. Another means for engagement is providing ways in which students can set personal goals and expectations. Students accountable for their own learning should be encouraged to reflect and continually check their progress towards their goals.

English Language Development

All students are considered to be developing Spanish language in a Spanish One class, but in Southern California, many of the students may be Spanish speakers, who are not literate in Spanish. Moreover, many of them may also be struggling with their English language development. Laura Olsen (2010) has brought attention to many of these English learners that are still struggling after years of education in U.S. schools. Olsen refers to these underserved students as Long-term English learners; students who have been in U.S. schools for 6 years or more and who are not proficiently literate in English and/ or are receiving a 2.0 or lower grade point average.

These students are in need of support, and Spanish instruction can play a role to support both their Spanish and English language development.

According to Cummins (1999) language literacy and vocabulary can continue to expand through schooling. Cognitive Academic Language Proficiency Skills, or CALPS, are academically necessary to be successful in education. In the case of many Spanish speakers, these students demonstrate the ability to communicate with Basic Interpersonal Communicative Skills, or BICS, the typical language to engage fluently in social situations. Some Spanish speakers have BICS and can communicate with greater ease than some of their English only speaking counterparts in Spanish. These Spanish speakers may be able to hold a conversation or know basic social interaction words in English. However, Spanish speakers may struggle with the academic aspect of the languages, the vocabulary specific to academic subjects and many times academic achievement.

Some of these students who speak Spanish may have learned Spanish as their first language. However, students who speak Spanish have different needs in a Spanish class; they need language development in Spanish and English. Teachers must be willing to address all students' needs to achieve literacy. Spanish curriculum needs to reinforce English as well as Spanish.

Teachers' preconceived ideas about students can affect the way students learn. In addition, teachers need to be educated and trained in the process of learning a language. Delpit (2006) encourages teachers to support students' languages by using the language they already know to support the learning of a new language in a safe, non-threatening environment that promotes the use of the new language. Understanding that English only speakers, English learners, and Spanish speakers are capable of learning and understanding the material is an imperative aspect in building

curriculum. Cummins (1999) also reiterates the importance of using students' knowledge in both languages to enrich and improve students' literacy, through the use of cognates and examples of powerful language use.

One of the largest groups of students in the San Diego County Schools are English Language Learners (ELLs). In brief, these students are part of a growing population that come from different walks of life. Each student has a unique background and level of English language (proficiency). In order to better educate English Language Learners, it is imperative that teachers know how to address their learning needs. Teachers with preparation to teach English Language Learners can better help address the needs of ELLs. Gandara (2005) mentions that teachers with professional development to teach ELLs, feel better prepared to them.

Teachers have an important role in helping ELLs reach academic achievement. Coleman and Goldenberg (2012) state how ELLs face the challenge of not only learning oral and written language skills but academic content all at the same time. This requires that teachers must be able to provide students with ways to bridge their knowledge from their primary language to their new language- for ELLs this is English. At the same time, in a Spanish class, English speakers who are learning Spanish must use their English knowledge to learn Spanish.

Furthermore, to properly deliver an equitable education to students, Daoud (2015) suggests that teachers must know their EL students, select appropriate language and content standards, and select the proper resources and materials. Teachers need to be prepared to create curriculum that is both rigorous (high expectations) and relevant to English learners. Watering down the curriculum is not the solution nor helps ELLs need. These students need help in understanding the material through additional support or differentiated instruction.

Moreover, teachers should create a curriculum that challenges students and also finds ways to make information or material authentic and relevant to each student. Teachers can create lessons relevant to each student by getting to know their students. Information on each student is getting to know the student's language level, interests, and cultural background. Getting to know students and understanding the education context can benefit teachers to help their students be successful. Helping students understand their readiness level, their interests, and their learning profile is a key component in helping students understand how they learn, and will ultimately help students excel. It is this combination that allows teachers to be change agents to empower their students to flourish.

Teachers must be skilled not only in structuring high quality learning opportunities for diverse students in their classrooms, but also in developing informed and sophisticated advocacy skills to challenge and resist processes and systems designed to limit students' educational opportunities. (Wong, Murai, Berta-Avila, William-White, Baker, Arellano, & Echandia, 2007, p. 10-11).

Wong, Murai, Berta-Avila, William-White, Baker, Arellano, and Echandia are stating that teachers must teach students to be self-advocates for their learning and success.

Differentiation

Considering how diverse and rapidly changing today's classrooms are, teachers cannot rely on a one-size-fits-all approach to instruction. In order to meet students' wide range of learning needs, teachers can use differentiated instructional approaches to help bridge different learning styles and abilities to understanding. *Differentiated instruction* is the process of "ensuring that what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for what that student's readiness level, interests, and preferred mode of learning" (Tomlinson, 2004, p. 188).

Teachers need to be willing to learn about their students as well as themselves. There is no one specific way to create effective differentiated classrooms. Teachers are encouraged to find teaching styles that work for both their teaching and their learners' needs (Tomlinson, 1999). In order to create a positive learning environment that impels learning, teachers need to continually modify and adjust their lessons to ensure that students understand the material, regardless of their learning styles and abilities. Fostering understanding is not always an easy task, however, teachers need to keep in mind how to address the challenge of responding to the wide range of student needs in relation to how best educate them (Tomlinson, 1999). Differentiation can be done in different ways per class, per student, or per subject.

Readiness

Student readiness can vary from student to student. Readiness is not limited to a student's level. A student's readiness can also apply to emotional readiness. Depending on a student's readiness a student can benefit from a more basic task than that of another student. The purpose of changing the task is to help the student gain confidence and encourage understanding of the material. For example, a struggling student that may not be inclined to do the work due to difficulty but may be motivated to do a modified task that encourages learning, which otherwise not have taken place.

Interest

Student interest is imperative not only in promoting buy-in but in promoting learning. A student's interest can make material easier to understand or more relevant. For example, a Spanish teacher can promote new vocabulary by encouraging students to use their creativity. A student who enjoys drawing can benefit from drawing images that help represent new information. Teachers can also differentiate instruction based on students' interests as a class. If a class enjoys

music, then the teacher can encourage students to create songs that demonstrate understanding of the material.

Learning Profile

A student's learning profile refers to learning preferences. Learning profile can be related to Gardner's 1983 Theory of Multiple Intelligences. Howard Gardner identified eight different areas of multiple intelligences: spatial, body-kinesthetic, musical, linguistic, logical-mathematical, interpersonal, intrapersonal and naturalistic. Teachers can use these learning preferences to create assignments that promote the use of a student's learning style. A student who is musical can benefit from an assignment where music is integrated.

Today, schools are inclusive and teachers have students with a wide variety of needs and abilities (Edyburn, 2007) and in order to be prepared to educate students with special needs in the regular education classroom, teachers need be knowledgeable about the responsibilities associated with these students (Laprairie, Johnson, Rice, Adams, & Higgins, 2010). Helping students to achieve academically no matter their readiness level, involves teacher understanding and willingness to help them do so (Smith, Robb, West, & Tyler 2010). In order to meet the needs of all students in inclusive settings, teachers should also collaborate with other faculty and school personnel to learn about their students.

Modifications and or/ accommodations are an imperative aspect in developing and implementing inclusive curriculum. According to Hoover and Patton (2005), creating curriculum should differentiate academic content relevant to the student in different ways such as background, culture, prior experiences. A way to help students gain the most out of their education is to bridge information from different content and continue to develop skills needed to understand content.

Furthermore, Hoover and Patton (2005) emphasize the importance of keeping high expectations no matter the students' differences.

Spanish Curriculum Design Best Practices for Diverse Learners

Here is a list of best practices based on this literature review:

Understanding By Design (Wiggins & McTighe, 2013)

1. Evidence of Student Learning
2. Enduring Understandings
3. Essential Questions to guide student learning

Universal Design for Learning (Rose & Gravel, 2010)

4. Means of Representation – content at different levels in a multiple intelligence modalities
5. Means of Action and Expression –providing multiple activities and choice for processing information and demonstrating learning
6. Means of Engagement - Providing information in multiple modalities and providing students choices

English Language Development (Cummins, 1999; Daoud, 2015)

1. Getting to know students' and their language proficiency, interests and learning profile.
2. Teach vocabulary using non-language based strategies, i.e. drawing, role playing...
(Cummins, 1999)
3. Teach grammar in context based on what you learn about students (Daoud, 2015)
4. Provide time to practice listening, speaking reading and writing (Cummins, 1999) and

English Language Development Standards retrieved from

<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>

Differentiation (Tomlinson, 1999, 2001)

1. Differentiate Content based on readiness, interest and learning profile – vocab, practice & task menus
2. Differentiate Process based on readiness, interest and learning profile – using task menus, songs
3. Differentiate Product based on readiness, interest and learning profile – using task menus and rubrics

Literature Review Chapter Summary

This literature review describes best practices for designing instruction for a language development with students that are second language learners and students with special needs. Wiggins and McTighe (2013) provided a process to backward planning a unit. Rose and Gravel (2010) provided a model for using multiple means of representation, action, expression and engagement. Cummins (1999) provides understanding about language acquisition to support vocabulary development. Annette Daoud (2015) emphasizes the need for teachers to get to know their students in order to design effective language development instructions. Tomlinson (1999, 2001) provides a way to differentiate for content, process or product, especially in terms of students learning preferences with the Task Menus. The key lessons from this literature review inform the curriculum and instruction design of one Spanish One Unit. Chapter Three will describe the Methodology for designing the unit.

Chapter Three: Methodology

This chapter reviews the methodology used to design a Universally Designed for Learning Spanish One Curriculum for a Southern California High School. The methodology covers the curriculum design, participants and setting, instruments, and procedures.

Design

The Spanish One Curriculum Design was based on the best practices for Universal Design for Learning with emphasis on English Language Development and options for differentiation based on student readiness (language proficiency) interests and learning profile. The curriculum is designed around a one-month unit with detailed lessons for one week. The overview of the unit includes enduring understandings, essential questions, standards, objectives, student activities, assessments, graphic organizers, and rubrics. Each lesson includes the Spanish content standard, English Language Development Standard, objective, assessment, language development, materials and instructional steps.

Participants and Setting

This curriculum was designed for a Spanish Level One class in a Southern California comprehensive high school. The demographics of the 2,200 students at this high school are 64% White, 21% Latino, 11% Biracial, 2% Asian, 1% Filipino, 1% African American and 1% Pacific Islander. Nine percent of the students received special education services, 51% are identified as Gifted and Talented Students, 4% of the students are identified as English Learners with 2% reclassified as English Proficient, and 27% of the student body qualifies for free/reduced price lunch. The median home price is close to \$400,000. The 2013 Academic Performance Index (API) score was 807 out of 1000. The school is the second high school in the city, and was built in the late 1980s. In addition, this school does not offer a Spanish for Spanish Speakers course so English Learners are mixed in the Spanish One courses with English Only students.

Instruments

The instrument for this unit includes the overview of the unit and the lesson plan template. The unit overview covers the enduring understandings, essential questions, standards, objectives, student activities, assessments, graphic organizers, and rubrics. The lesson plan template includes: Spanish content standard, English Language Development Standard, objective, assessment, language development, materials and instructional steps.

Procedures

The steps I followed to create this universal design for learning Spanish One Unit includes:

1. Review the best practices for Understanding By Design, Universal Design for Learning, English Language Development Practices and Differentiation Strategies.
2. Identify a Unit for creation, including standards, objectives, and assessments for the unit.
3. Design the assessments for the unit with supports for means of action, expression and engagement (Universal Design for Learning, Rose & Gravel, 2010).
4. Design the Content with different levels (Differentiation) and Means of Representation (Universal Design for Learning, Rose & Gravel, 2010)
5. Design the Student Activities to maximize engagement and choices (Differentiation and Universal Design for Learning, Rose & Gravel, 2010).
6. Design the Language Development Supports based on the student information and BICS and CALPS development: Vocabulary lists, billboard activity, conversation prompts, graphic organizer, menu tasks (Universal Design for Learning, Rose & Gravel, 2010)
7. Review to make sure all of the best practices from the literature review list are represented in the unit.

Summary of Chapter

Chapter Three outlines the methodology used for design the Spanish One Curriculum unit. The methodology included reviewing best practices for language development, including backward planning, multiple means of representation, action and engagement, vocabulary development and differentiation for content, process and product. Chapter Four contains the curriculum designed with a unit overview, a weekly calendar and lesson plans.

Chapter Four: Curriculum Unit Project

The Spanish One Curriculum Design was based on the best practices for Universal Design for Learning with emphasis on English Language Development and options for differentiation based on student readiness (language proficiency) interests and learning profile. The curriculum is designed around a one-month unit with detailed lessons for one week. The overview of the unit includes enduring understandings, essential questions, standards, objectives, student activities, assessments, graphic organizers, and rubrics. Each lesson includes the Spanish content standard, English Language Development Standard, objective, assessment, language development, materials and instructional steps.

Curriculum Overview for a 4-Week Unit

This unit overview includes the standards, objectives, enduring understanding, essential question, student activities and assessments, language (vocabulary) development, differentiation strategies for a four week unit in Spanish One.

Standards

Spanish Content Standard

1.1 Students address discrete elements of daily life, including:

f. Calendar, seasons, and weather

h. Vacations and travel, maps, destinations, and geography

Spanish Structures Standard

1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.

<http://www.cde.ca.gov/be/st/ss/documents/worldlanguage2009.pdf>

English Language Development Standards Grade 9-10

<http://www.cde.ca.gov/sp/el/er/documents/sbeeldstdg910c.pdf>

Part 1: Interacting in Meaningful Ways

A. Collaborative: Exchange information and ideas with others through oral collaborative discussions on a range of social and academic topics. Cover: ELD Standards: 9. 10. Presenting, 11. Writing, 12. Justifying/Arguing at the emerging, expanding and bridging levels depending on the students readiness level

Grammar

Part 2: Learning How Language Works

ELD Standards Cover: 6. Connecting ideas, 7. Condensing ideas

Objectives

1. Students will be able to *listen, speak, read and write* Spanish vocabulary words.
2. Students will be able to write Spanish grammatically correct using Cornell Notes during a teacher lecture.
3. Students will be able to use vocabulary and grammar correctly in a conversation.
4. Students will be able to demonstrate Spanish vocabulary and grammar correctly in one of 4 different tasks (Video, Brochure/Pamphlet, PowerPoint-Presentation, Song/Rap).
5. Students will be able to pass a Spanish Quiz on the week's vocabulary and grammar.

Enduring Understanding

Using Spanish vocabulary and grammar correctly helps in communication.

Essential Question

How can you use Spanish to communicate with others?

Student Activities & Assessments

1. **Billboard Vocabulary:** Students split up the vocabulary words and design 5 billboards that represent their 5 vocabulary words using drawings and minimum text. Students rotate through their

vocabulary with others to practice all of the vocabulary words. This vocabulary rotation can be done with Inside/Outside Circles, Bingo, or Share with 5 Classmates.

2. **Grammar Lecture:** Teacher provides a 10-minute lecture on grammar in English/Spanish. Students are required to take notes using Cornell Notes. Notes are turned in and assessed for correct grammar rules and examples. Students are provided a rubric for clarifying expectations.
3. **Partner Conversation:** Teacher will provide a topic of discussion where students will work with a partner and write out their answers to the topic. Students will share their answers as a class and check their work before turning in the assignment. The written product will be turned in and assessed for correct grammar and completeness.
4. **Task Menu:** A task menu is a list of choices for student activities. Students can choose from 4 different tasks to demonstrate their vocabulary/grammar mastery.
5. **Quiz:** Teacher will assess students at the end of a week to check for understanding of the material. Teacher will distribute the quiz, collect, and grade.

Language (Vocabulary) Development Supports

1. Vocabulary List is distributed amongst the students based on student readiness level.
2. Vocabulary List is provided in the textbook, workbook, as well as, online for easy access.
3. Billboard Vocabulary: Students design a billboard to represent the vocabulary words using images and minimum text and practice with each other during class.
4. Cornell Notes - Cornell Notes Template & Sample Notes filled in w/ rubric Day 2
Cornell Notes http://lsc.cornell.edu/Sidebars/Study_Skills_Resources/cornellsystem.pdf
Cornell Notes Rubric <http://www.sandi.net/Page/46027>
5. Vocabulary Conversations: Students team up with 1-2 partners and practice using their Spanish vocabulary and grammar during class.
6. Task Menu: Students choose from 4 different tasks to demonstrate their vocabulary mastery.

Differentiation Strategies

1. Different Level Content: Vocabulary is assigned based on the students readiness level and need for challenge.
2. Task Menu: Students are able to choose the process they prepare to demonstrate their learning on the 3rd day of the week, Wednesday.
3. Product Differentiation: Rubrics are used for the Cornell Notes and the Task Menu to clarify expectations and to allow for differentiation in what is expected for students. For example students that need to be challenged would be expected to demonstrate at the Exceeding Level.

Weekly Calendar

This weekly calendar includes the standards, objectives, student activities and assessment.

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard	<i>Spanish Content Standard 1.1 Students address discrete elements of daily life, including: f. Calendar, seasons, and weather h. Vacations and travel, maps, destinations, and geography</i>	<i>Spanish Content Standard 1.1 Students address discrete elements of daily life, including: f. Calendar, seasons, and weather h. Vacations and travel, maps, destinations, and geography</i>	<i>Spanish Structures Standard 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.</i>	<i>Spanish Structures Standard 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.</i>	<i>Spanish Structures Standard 1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.</i>
Objective Students will be able to:	Listen, Speak, Read, & Write Vocabulary	Write Grammatically Correct	Listen, Speak, Read, & Write Vocabulary & Grammar	Use vocabulary and grammar in conversation	Read & Write Vocabulary & Grammar
Student Activity	Billboard Vocabulary	Grammar Lecture	Task Menu	Conversation	Quiz
Assessment	Informal Observation	Cornell Notes w/ Rubric	Vocabulary & Grammar Task w/ Rubric	Informal Observation	10 multiple choice questions

DAY 1 LESSON: Billboard Vocabulary Activity**Standards***Spanish Content Standard*

1.1 Students address discrete elements of daily life, including:

f. Calendar, seasons, and weather

h. Vacations and travel, maps, destinations, and geography

English Language Development Standard

Part 1: Interacting in Meaningful Ways

- A. Collaborative: Exchange information and ideas with others through oral collaborative discussions on a range of social and academic topics. Cover: ELD Standards: 9. 10. Presenting, 11. Writing, 12. Justifying/Arguing at the emerging, expanding and bridging levels depending on the students readiness level

Objective

Students will be able to talk about different sports and activities using Spanish vocabulary words correctly.

Assessment

Informal Observation of Billboard Activity – Criteria was define the vocabulary word correctly on the billboard and then through the billboard activity to listen, speak, read and write the vocabulary words correctly

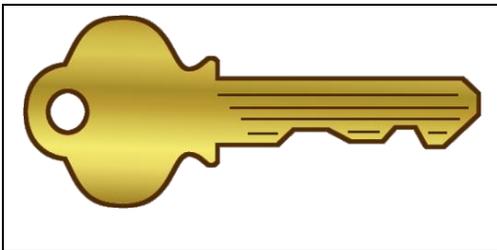
Language Development Supports

1. Vocabulary List

https://conjuguemos.com/print_vocabulary_list.php?id=1980&source=public

2. Billboard Vocabulary Activity

3. Billboard Example



La llave (feminine)=
the key

Materials: Textbook, projector, vocabulary list, paper and pens for billboard activity

LESSON 1 INSTRUCTIONAL STEPS

Introduce Vocabulary (10 minutes)

1. Teacher will go over the sport and extracurricular activity vocabulary (Blanco, 2011, p 152). Teacher will read the vocabulary aloud and students will repeat after teacher.
2. Teacher will ask students questions like: ¿A quién le gusta ir de vacaciones? ¿A quién le gusta acampar? ¿Quién va de compras durante las vacaciones?
3. Students will look at the words and raise their hands if they like or do that activity. Teacher will also point out spelling differences and similarities to English.

Calentamiento - Warm Up (10 minutes)

4. Teacher introduces calentamiento (warm-up) (Blanco, 2011 p. 153 #3). Teacher models what students are to do for the warm-up. Teacher asks students to read the first problem and to translate the meaning of the sentence by looking at the list of vocabulary to the side. Students write the sentence with the correct vocabulary word.
5. Teacher goes over the warm-up with students calling on students to check the answers. Teacher will project the sentences as the students read their responses.

Billboard Vocabulary (25 minutes)

6. Teacher will introduce homework. Students will be assigned 2-3 vocabulary words to create their “billboard card”. Students will write the word on one side with the translation and a picture representing the term on the other side. It is referred to as a billboard activity because like a billboard, the information needs to be comprehended quickly like when you drive past a billboard. The billboard needs to have strong images and minimum text for fast comprehension and to minimize the need for language to understand the vocabulary word.
7. Teacher will number students off, 1-2. Teacher will have students line up outside of the class in their row, facing each other. Students will share their 2-3 “billboard cards” with the person in front of them. After a minute or so teacher will call out “switch” to have students on row 2 move over to the next person and share their cards with new people.

Model:



El invierno (diciembre, enero,
febrero)=

Winter (December, January,
February)

DAY 2 LESSON: Grammar Lecture & Cornell Notes

Standards*Spanish Structures Standard*

1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.

English Language Development Standard

Part 1: Interacting in Meaningful Ways

B. Collaborative: Exchange information and ideas with others through oral collaborative discussions on a range of social and academic topics. Cover: ELD Standards: 9. 10. Presenting, 11. Writing, 12. Justifying/Arguing at the emerging, expanding and bridging levels depending on the students readiness level

Objective

Students will be able to talk about different emotions and conditions using Spanish vocabulary words correctly.

Assessment

Informal assessment- teacher will collect student's notes and will be assessed for correct grammar rules and examples. Students are provided a rubric for clarifying expectations.

Language Development Supports

1. Vocabulary List
https://conjuguemos.com/print_vocabulary_list.php?id=1980&source=public
2. Lecture will include visuals in the format of a PowerPoint, so that students will have more than the verbal Spanish information.
3. In addition, the teacher will stop every 2-5 minutes and check for understanding and allow students to process verbal and visual information.
4. Cornell Notes - Cornell Notes Template & Sample Notes filled in w/ rubric Day 2

Materials: Textbook, Projector, Estar PPT. Cornell Notes sheets, Model Notes, and Rubric

<p>Cornell Notes</p> <p>Lecture, reading/chapter/novel/article during class, power point, movies (if need to collect info.)</p> <p>Topic: <u>5.1 ESTAR with conditions and emotions</u></p>	<p style="text-align: right;">Nombre: <u>Olivia Pineda</u></p> <p style="text-align: right;">Clase: <u>Español 1</u> Período: <u>4</u></p> <p style="text-align: right;">Fecha: <u>el 24 de abril, 2015</u></p>
<p>Essential Question/ Pregunta esencial: How do I talk about my emotions? What are some conditions that use the verb ESTAR?</p>	
<p>Questions/Main Ideas:</p>	
<p>ESTAR-</p>	
<p>Can be used:</p>	
<p>Example:</p>	
<p>Summary/ Resumen:</p>	

<p><u>Cornell Notes</u></p> <p>Lecture, reading/chapter/novel/article during class, power point, movies (if need to collect info.)</p> <p>Topic: <u>5.1 ESTAR with conditions and emotions</u></p>	<p style="text-align: right;">Nombre: <u>Olivia Pineda</u></p> <p style="text-align: right;">Clase: <u>Español 1</u> Período: <u>4</u></p> <p style="text-align: right;">Fecha: <u>el 24 de abril, 2015</u></p>
	se
<p>Questions/Main Ideas:</p>	
<p>ESTAR-</p>	<p>Estoy, estás, está, estamos, x, están</p>
	<p>Previously learned used it to talk about how you feel and to say where people, places, and things are located.</p>
<p>Can be used:</p>	<p>With adjectives to describe the physical condition of places and things</p>
<p>Example:</p>	<p>La habitación está sucia. / The room is dirty.</p>
	<p>La puerta está cerrada./ The door is closed.</p>
<p>Estar de buen humor</p>	<p>To be in a good mood</p>
<p>Estar de mal humor</p>	<p>To be in a bad mood</p>
<p>Summary/ Resumen:</p> <p>Estar can be used for: emotion, state of health, temporary, and location. Estar used with adjectives can describe how people feel (mentally and physically)</p>	

CORNELL NOTES RUBRIC

Points	Cornell Notes Criteria
10	Notes are thorough, very detailed and include all essential parts of effective Cornell Notes (date, title, main information, questions/big ideas, summary). Notes show clear evidence that they have been reviewed (ex: highlighted)
8	Notes are thorough, detailed and include all essential parts of effective Cornell Notes (date, title, main information, questions/big ideas, summary). Notes show evidence that they have been reviewed (ex: highlighted)
6	Notes are somewhat detailed and include most essential parts of effective Cornell Notes (date, title, main information, questions/big ideas, summary). Notes show some evidence that they have been reviewed (ex: highlighted)
4	Notes need to be more detailed and need to include all essential parts of effective Cornell Notes (date, title, main information, questions/big ideas, summary). Notes must show evidence that they have been reviewed (ex: highlighted)

Cornel Rubric adapted from the following:

Cornell Notes http://lsc.cornell.edu/Sidebars/Study_Skills_Resources/cornellsystem.pdf

Cornell Notes Rubric <http://www.sandi.net/Page/46027>

LESSON 2 INSTRUCTIONAL STEPS

Calentamiento - Warm Up (15 minutes)

1. Teacher introduces calentamiento (warm-up) (Blanco, 2011, p. 153 #4). Teacher models what students are to do for the warm-up. Teacher models an example from the activity “acampar (to camp) is to campo (countryside) as pescar (to fish) is to _____. Teacher ask students to identify that the first word is a verb which is the match to a location, which would be mar (the sea).
2. Teacher goes over the warm-up with students calling on students to check the answers. Teacher will project the sentences as the students read their responses.

Cornell Notes (10 minutes)

4. Teacher will go through the notes as students fill in their Cornell Notes. Teacher will go in order of the notes so students can follow along writing in the information on their own paper.

Practice Activity (20 minutes)

5. Teacher assigns practice activities. (Blanco, 2011, p. 165 #2-3). Teacher models what they are expected to do. Teacher works with students on a problem from each activity.
6. Teacher goes around the class calling on students randomly for answers. Students check and correct their work as the answers are given.
7. Teacher collects work.

Reflection prompt (5 minutes)

8. Teacher displays writing prompt. Students write a couple of sentences answering: “¿Cómo estás ahora? ¿Por qué?” Students must use emotions and conditions with the verb estar.

Estar with Conditions and Emotions - To Be Verb PPT

<p>Estar with Conditions and Emotions</p> <ul style="list-style-type: none"> ▣ Estar can be used with how you feel and to say where people, places, and things are located. ▣ Estar can be used with adjectives to talk about certain emotional and physical conditions. <p>E - emotion S - state of health T - temporary AR - where you "ar" - location</p> <p style="text-align: right;">1</p>	<ul style="list-style-type: none"> ▣ Use estar with adjectives to describe the physical condition of places and things. <div style="text-align: center;">  </div> <p>“La habitación está limpia.” “The bedroom is clean.”</p> <p style="text-align: right;">2</p>
<ul style="list-style-type: none"> ▣ Use estar with adjectives to describe how people feel, both mentally and physically. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Estoy contenta.</p> </div> <div style="text-align: center;">  <p>¡Estoy preocupado!</p> </div> </div> <p style="text-align: right;">3</p>	<ul style="list-style-type: none"> ▣ Estar de buen humor (to be in a good mood) “Nosotros estamos de buen humor” ▣ Estar de mal humor (to be in a bad mood) “Yo estoy de mal humor porque tengo hambre” <p style="text-align: right;">4</p>

DAY 3 LESSON: Task Menu**Standards***Spanish Structures Standard*

1.0 Students use orthography, phonology, or ASL parameters to understand words, signs (ASL), and phrases in context.

*English Language Development Standard***Part 1: Interacting in Meaningful Ways**

C. Collaborative: Exchange information and ideas with others through oral collaborative discussions on a range of social and academic topics. Cover: ELD Standards: 9. 10. Presenting, 11. Writing, 12. Justifying/Arguing at the emerging, expanding and bridging levels depending on the students readiness level

Objective

Students will be able to talk about different sports and activities using Spanish vocabulary words correctly.

Assessment

Vocabulary & Grammar Task w/ Rubric

Language Development Supports**1. Vocabulary List**

https://conjuguemos.com/print_vocabulary_list.php?id=1980&source=public

2. Task Menu: Students choose from 4 different tasks to demonstrate their vocabulary mastery.

Materials: Textbook, Projector, Task Menu, Task Menu Rubric, Vocabulary List

LESSON 3 INSTRUCTIONAL STEPS

Calentamiento - Warm Up (15 minutes)

1. Teacher introduces calentamiento (warm-up) (Blanco, 2011, p. 155 #5). Teacher models what students are to do for the warm-up.
2. Teacher calls on students randomly for their responses. Students check their work and make necessary correction.

Practice Activity (20 minutes)

3. Teacher assigns practice activities. (Blanco, 2011, p. 155 #6). Teacher models what they are expected to do. Teacher works with students on a problem from each activity.
4. Teacher goes around the class calling on students randomly for answers. Students check and correct their work as the answers are given.
5. Teacher collects work.

Task Menu (10 minutes)

6. Students select an activity from the Task Menu to demonstrate their understanding of the vocabulary and grammar (5.1 Estar with conditions and emotions).
7. Teacher walks around to touch base on each student's progress.
8. Student must demonstrate progress by showing their brainstorming and what they have started.

Spanish One Task Menu

<p>Video Can be taken with a digital camera or phone camera Turn in a written script or story board with project Explains important information Name must be included at the beginning or end of the video Provide link to Youtube or use DVD Can use computer to edit (e.g. Microsoft Movie Maker)</p>	<p>Brochure/Pamphlet At least 8.5"x11" Three fold format – front fold has the title and picture Must have both pictures and written text Information should be neatly organized Examples should be included Can be developed on the computer</p>
<p>Power Point Presentation At least 10 informational slides plus one title slide with student name Slides must have color and at least one graphic per page Animation and sound is optional, and should not distract from information being presented Presentation should be timed and flow with the oral presentation</p>	<p>Song/Rap Words must make sense Can be presented to an audience or taped Written words will be turned in before performance or with the taped song Should be at least 2 minutes in length</p>

Spanish One Task Menu Rubric

Score	Description
A Advanced	Excellent evidence of academic language used correctly. Grammar points well explained with vocabulary integrated from chapter. Detailed, consistently neat and professional.
B Proficient	Good, proficient evidence. Grammar points may vary in detail and quality, but not as a deterrent to demonstrate understanding. A professional and neat product.
C Basic	Adequate evidence. All, or mostly all, of the grammar points are listed and defined reasonably well. Some definitions and examples may be vague, unclear, or incomplete. Mostly legible writing (if applicable), but does not meet standard, professional guidelines.
D-F Below Expectation	Part or none of the above descriptions are evident. Incorrect or confused definitions that lack to make connections and understanding to the grammar point.

DAY 4 LESSON: Vocabulary Conversation - Partner Activity**Standards***Spanish Content Standard*

1.1 Students address discrete elements of daily life, including:

f. Calendar, seasons, and weather

h. Vacations and travel, maps, destinations, and geography

English Language Development Standard

Part 1: Interacting in Meaningful Ways

D. Collaborative: Exchange information and ideas with others through oral collaborative discussions on a range of social and academic topics. Cover: ELD Standards: 9. 10. Presenting, 11. Writing, 12. Justifying/Arguing at the emerging, expanding and bridging levels depending on the students readiness level

Objective

Students will be able to talk about different sports and activities using Spanish vocabulary words correctly.

Assessment

Informal Observation of Billboard Activity – Criteria was define the vocabulary word correctly on the billboard and then through the billboard activity to listen, speak, read and write the vocabulary words correctly

Language Development Supports

1. Vocabulary List

2. Vocabulary Conversations: Students team up with 1-2 partners and practice using their Spanish vocabulary and grammar during class.

Materials: Textbook, Projector, Vocabulary List, and Conversation Prompts

LESSON 4 INSTRUCTIONAL STEPS

Calentamiento - Warm Up (15 minutes)

1. Teacher introduces calentamiento-warm up (Blanco, 2011, p. 165, #1). Teacher models what students are to do for the warm-up. Teacher asks students to read the first problem and to fill in with the correct form of estar and then use the best adjective that would complete the sentence.
2. Teacher goes over the warm-up with students, calling on students to check the answers. Teacher will project the sentences as the students read their responses.

Partner Conversation (25 minutes)

3. Teacher provides Conversation Prompts on the board and requests students to read them aloud with the correct pronunciation.

Conversation Prompts:

1. ¿Qué deportes puedes hacer en invierno?
2. ¿Qué te gusta hacer en el verano?
3. ¿Qué te gusta hacer en tus vacaciones?
4. ¿Cómo te gusta viajar?
4. Teacher instructs students to partner up.
5. Students begin practicing their leisure activity conversation with the conversation prompts.
6. Teacher monitors student conversation and provides feedback for pronunciation and vocabulary.

Closure (5 minutes)

7. Teacher reminds students about the quiz on Friday and recommends that they review the vocabulary.

DAY 5 LESSON: Quiz**Standards***Spanish Content Standard*

1.1 Students address discrete elements of daily life, including:

f. Calendar, seasons, and weather

h. Vacations and travel, maps, destinations, and geography

English Language Development Standard

Part 1: Interacting in Meaningful Ways

E. Collaborative: Exchange information and ideas with others through oral collaborative discussions on a range of social and academic topics. Cover: ELD Standards: 9. 10. Presenting, 11. Writing, 12. Justifying/Arguing at the emerging, expanding and bridging levels depending on the students readiness level

Objective

Students will be able to talk about different sports and activities using Spanish vocabulary words correctly.

Assessment

Informal Observation of Billboard Activity – Criteria was define the vocabulary word correctly on the billboard and then through the billboard activity to listen, speak, read and write the vocabulary words correctly

Language Development Supports

1. Vocabulary List

https://conjuguemos.com/print_vocabulary_list.php?id=1980&source=public

Materials: Textbook, Projector Vocabulary List, and Quiz

LESSON 5 INSTRUCTIONAL STEPS**Introduce Vocabulary (5 minutes)**

1. Students have time to look over their vocabulary.
2. Teacher instructs students to put away notes.
3. Teacher distributes quiz.

Quiz**Nombre:** _____**Período:** _____**A) ¿Lógico o ilógico?** Indicate whether each statement is **lógico** or **ilógico**.

- | | | |
|--|---------------|----------------|
| 1. Una habitación doble tiene dos camas. | lógico | ilógico |
| 2. Hago un viaje al campo porque me gusta acampar. | lógico | ilógico |
| 3. Nosotros vamos en viajero al aeropuerto. | lógico | ilógico |
| 4. No me gusta el mar, voy a la playa a nadar. | lógico | ilógico |
| 5. Un huésped es una persona que monta a caballo. | lógico | ilógico |

B) Oraciones Choose the correct option from the words provided.

1. Hacemos las maletas porque vamos a _____ (tomar / hacer) un viaje.
2. Quiero recordar siempre estas vacaciones. Voy a _____ (llevar equipaje / sacar fotos).
3. El _____ (pasaporte / equipaje) es el documento que necesito para viajar a otro país.
4. Mi hermana viaja de Miami a Barcelona. Puede ir en avión o en _____ (taxi / barco).
5. Un pasaje de Nueva York a Chicago y otra vez (*again*) a Nueva York es un pasaje de _____ (de ida y vuelta / salida).

4. Collect Quiz.

5. Review quiz answers.

Chapter Five: Project Recommendations

Teachers are continually advised to reflect on their teaching in order to find ways to improve they teach. Doing this project has helped me learn more about how I approach what I will teach. Teaching Spanish to students who have a wide range of language skills entails that teachers find ways to meet their learning needs. In a Spanish class with students of different learning needs, teachers should find ways to provide equitable access of the material for English Language Learners and students with special needs, this curriculum *attempts to meet those needs*. This chapter includes: Lessons Learned, Educational Implications, Project Implementation Plans, Limitations of Project, Future Research/Project Suggestions, and Conclusion.

Lessons Learned

In creating this project, I have learned different ways in which teachers can help make material accessible for English Language Learners, students with special needs, and all students in general. In addition, I have discovered the importance to be open-minded for learning ways to reach their students. There is a wide range of tools and resources that offer ideas for teachers to continually revamp curriculum that allows student choice, one must put forth the effort to look for them. I have discovered new ideas to implement into my own teaching. Creating this curriculum has allowed me to see the importance of designing curricula for the students, keeping their needs in mind while planning. Coleman and Goldenberg (2012) state that effective teaching that helps ELLs can benefit all learners, this is a reminder that searching ways to better educate can lead to the learning of more students.

Based on what I have learned, teachers should to recognize the importance of modifying and adjusting curriculum to meet different learning needs of students. In order to provide an equitable education, especially for English Language Learners and students with special needs, teachers

need to be willing to be innovative and be willing to try new ideas. Teachers are responsible for planning and researching for ways to teach material. However, students must also be given the opportunity to take responsibility in their own learning. In creating or implementing a similar project, I recommend that teachers be enthusiastic about giving students choices. As a teacher, it is not always easy to break from the norm, sometimes it is easier to do what may be comfortable. It might also be challenging for students to take charge of their education. Students may need to learn decision-making, learning to choose a task or assignment.

Educational Implications

This project can be used to help improve education. This project promotes student learning by emphasizing a curriculum that has students' needs in mind. Students who are given choices can learn more than the material, they can learn about their learning preferences which in turn can help them identify how to take learning into their own hands. By implementing this curriculum or a modified version of this project in any subject, teachers can search for ways to differentiate their instruction. If we are to have students as the focus of education, teachers should reflect and modify their curriculum to ensure that students receive an equitable education that addresses their learning needs.

Project Implementation Plans

I plan to use the curriculum in my own classroom, I hope to implement and modify as needed. My hope is to give more student-choice assignments in order to promote student learning. My goal is to help students take more control of their learning. Allowing a more personalized education can make the material more relevant for my students. This project should be evaluated by the effectiveness to increase student engagement.

Limitations of Project

The limitation to this project was lack of implementation of the curriculum. Although, I use a variation of this curriculum, I have not had the chance to use the entire unit. I have done a modified version of the vocabulary conversations in groups. The Billboard Vocabulary Activity and the Task Menu were implemented, as well. Both activities were well received by the students. It is important to note, that students were more engaged with these interactive tasks than other passive or independent tasks. The students were a little timid though when starting the task menu activity. I perceived this reluctance as to the newness of being able to choose their learning activity. I plan to save examples of students work to model in the future and to help clarify expectations.

Future Research or Project Suggestions

Providing students choice in the curriculum empowers them to choose something that is engaging. I suggest that educators not only add more student choice to their curriculum, but use action research to identify how it is making a difference in their students learning experiences. More research on Task Menus would help increase the understanding of this curriculum option and to model how it can be implemented in different subject areas and grade levels.

Conclusion

This curriculum project has provided a model for how curriculum and instruction can be designed with purposeful intention to consider the evidence of student learning (Wiggins & McTighe, 2013). The curriculum includes multiple means of representation, action/expression and engagement (Rose & Gravel, 2010) with use of the billboard drawing of the key vocabulary. The interactive lecture where students use Cornell Notes provides an opportunity for the students to practice their skills in processing auditory and visual information and have feedback for understanding every 2-5 minutes from the instructor (Rose & Gravel, 2010). The vocabulary

conversations provide options for students to share their personal interests and communicate as they develop language skills and relationships with peers (Cummins, 1999; Daoud, 2015). Task Menus provide options for the student to choose a learning process that reflects their learning preferences (Tomlinson 1999, 2001, 2004). Furthermore, this curriculum is just a start but it holds great promise for making the curriculum more student-centered and as a result students will increase their language development in Spanish and English.

References

- Blanco, J. A. (2011). *Descubre Lengua y Cultura del Mundo hispánico*. Boston, MA: Vista Higher Learning.
- Coleman, R., & Goldenberg, C. (2012). The common core challenge for ELLs. *Principal Leadership*, 12(5), 46-51. Retrieved from <http://ezproxy.csusm.edu/login?url=http://search.proquest.com/docview/1037909534?accountid=10363>
- Cummins, J. (1999). *BICS and CALP: Clarifying the distinction*. Retrieved from <http://ezproxy.csusm.edu/login?url=http://search.proquest.com/docview/62391789?accountid=10363>
- Daoud, A. M. (2015). *Middle and high school English learners and the common core standards: Equitable instruction in content area classrooms*. Boston, MA: Pearson.
- Delpit, L. (1993). *Other people's children: Cultural conflict in the classroom*. 2nd Edition. The New Press. New York.
- Echevarria, J., Vogt, M., & Short, D. (2010). *Making content comprehensible for secondary English Learners: The SIOP model*. Boston: MA: Pearson.
- Edyburn, D. (2007). Technology-enhanced reading performance: Defining a research agenda. *Reading Research Quarterly*, 42(1), 146-152. Retrieved from: <http://www.jstor.org/stable/4151709>
- Gandara, P., Maxwell-Jolly, J., & Driscoll, A. (2005). *Listening to teachers of English language learners: A survey of California teachers' challenges, experiences, and professional development needs*. Berkeley: CA: Policy Analysis for California Education, PACE. Retrieved from:

<http://ezproxy.csusm.edu/login?url=http://search.proquest.com/docview/61808892?accountid=10363>

Gardner, H. (1983, 1993). *Frames of Mind: The theory of multiple intelligences*. New York: Basic Books.

Hoover, J. J., & Patton, J. R. (2005). Differentiating curriculum and instruction for English-language learners with special needs. *Intervention in School and Clinic, 40*(4), 231-235.
doi:<http://dx.doi.org/10.1177/10534512050400040401>

Laprairie, K., Johnson, D. D., Rice, M., Adams, P., & Higgins, B. (2010). The top ten things new high school teachers need to know about servicing students with special needs. *American Secondary Education, 38*(2), 23-31. Retrieved from:
<http://ezproxy.csusm.edu/login?url=http://search.proquest.com/docview/742865044?accountid=10363>

Levy, G. (2005). Seeing for ourselves: Producing accessible information for people with learning difficulties and visual impairments. *British Journal of Learning Disabilities, 33*(2), 77-82.
Retrieved from
<http://ezproxy.csusm.edu/login?url=http://search.proquest.com/docview/62144744?accountid=10363>

McLaughlin, M., & Allen, M. B. (2002). *Guided comprehension: A teaching model for grades 3-8*. Newark, DE: International Reading Association.

Olsen, L. (2010). Changing Course for Long Term English Learners, *Leadership Magazine, 40* (2), December 2010, Association of California School Administrators.

Rose, D.H. & Gravel, J.W. (2010). Universal design for learning. In E. Baker, P. Peterson & B. McGaw (Eds.). *International Encyclopedia of Education* (3rd ed.).

- Oxford: Elsevier, National Center on Universal Design for Learning Website. Retrieved from http://www.udlcenter.org/sites/udlcenter.org/files/TechnologyandLearning_1.pdf
- Rose, D. & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for Learning*, CAST, *Universal Design for Learning*. Retrieved from <http://www.cast.org/teachingeverystudent/ideas/tes/>
- Smith, D. D., Robb, S. M., West, J., & Tyler, N. C. (2010). The changing education landscape: How special education leadership preparation can make a difference for teachers and their students with disabilities. *Teacher Education and Special Education*, 33(1), 25-43.
- Retrieved from:
<http://ezproxy.csusm.edu/login?url=http://search.proquest.com/docview/61802263?accountid=10363>
- Tomlinson, C. A. (1999). *The differentiated classroom. Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development. Retrieved from:
<http://ezproxy.csusm.edu/login?url=http://search.proquest.com/docview/62489816?accountid=10363>
- Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C.A. (2004). Sharing Responsibility for Differentiating Instruction, *Roeper Review*, 26(4), p. 188.
- Valenzuela, Angela (1999). *Subtractive Schooling: US Mexican Youth and the Politics of Caring*. Albany, NY: State University of New York Press.

Wiggins, G. & McTighe, J. (2013). *Understanding by Design*. Second Edition. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Wong, P. L., Murai, H., Berta-Avila, M., William-White, L., Baker, S., Arellano, A., & Echandia, A. (2007). The M/M center: Meeting the demand for multicultural, multilingual teacher preparation. *Teacher Education Quarterly*, 34(4), 9-25.