

Language: Spanish

Theme/Important Question: What makes a hero?

Unit length: 10-12 lessons

Level: III (Honors)

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GOALS/OBJECTIVES

1. Students will discuss and record their ideas of the qualities that a hero should have and make a list of examples of heroes
2. Students will compare and contrast the idea of heroism in Medieval Spain and contemporary United States while and after reading *El Cid*. [National Textbook ISBN:]
3. Students will create a story map while reading *El Cid*.
4. Students will write an essay on a personal or national hero.

Summary of Assessment Tasks

Communication →	Interpersonal Task	Interpretive Task	Presentational Task
Performance Assessment → (The performance assessment tasks are integrated throughout the instructional unit; they are not meant to be given together at the end of the unit.)	Discuss the qualities of a hero (political, national, personal, or fictional) and make a list of heroes that have these qualities	Read <i>El Cid</i> , answer big idea questions, and create a story map	Write an essay on a personal or national hero. This essay will include supporting evidence based on previously listed and discussed qualities.
What are the <u>Cultural</u> aspects?	Comparing and contrasting the views on heroism in modern U.S. and medieval Spain		
What are the <u>Connections</u> to other subjects?	Medieval history and current events		
What are the language and cultural <u>Comparisons</u> ?	Cultural and language views towards heroism in Iberian Peninsula and modern day U.S.		
What are the connections to <u>Communities</u> in and outside of the classroom?	Reflections on students' own lives with regard to heroes and their qualities.		

Assessment Task 1: Interpersonal [12 points]

Mode of Communication →	Interpersonal task
Performance Assessment →	<p>Students will work in groups of 4</p> <p><u>Pre-task:</u> give/teach vocabulary necessary for talking about heroes</p> <p><u>Task:</u> Students will brainstorm the qualities of a hero, in Spanish, and will talk about some current or past heroes (national, fictional, etc.) who have these qualities.</p> <p>After students have discussed, take time in class to discuss in a group the findings. Consider writing the information on the board or on a Power Point for later viewing. As a follow up activity, students record these ideas on their own paper. (see below)</p>

Text Used: El Cid Adapted in prose for intermediate students by Marcel C. Andrade
© McGraw-Hill Companies, Inc.
ISBN: 0-658-00558-8

Assessment Task 1: Plática ¿Cómo se Define a un/a Héroe/Heroína?

Aquí tienes varias palabras y frases que necesitarás para hablar de los héroes/las heroínas.

Habla con tu grupo de las cualidades heroicas.

Yo pienso/creo que	(no) debe tener	
valor/valentía	fortaleza física	honestidad
lealtad a...	modestia	inteligencia
	debe ser	
valiente	fuerte	inteligente
leal	honesto/a	atrevido/a

(No) estoy de acuerdo...

Tienes razón...

Es buena idea...

Cuando tu grupo ha terminado, toma un minuto para hacer una lista de lo que hablaron.

Ahora escribe el nombre de figuras históricas, ficticias, personales o actuales que tienen las cualidades mencionadas arriba. Haz una lista con sus cualidades heroicas.

Nombre	cualidades

Mientras hablan los grupos, yo caminaré por la clase verificando:

- Target Language Active Participation Listening Kind (T.A.L.K.) = 12 puntos
- Discutiremos lo que los grupos tienen después.

Teacher RUBRIC for Criteria for Assessment Task 1: Interpersonal [12 points]

Task: Students will discuss and brainstorm qualities of a hero and then make a list of heroes that meet these characteristics

[Teacher should walk around the room as groups talk in Spanish. The following TALK rubric assumes completion by all students. Students who do not meet the criteria receive a check or an X. Total rubric points can be easily modified by individual teachers to fit their needs.]

Names in Groups of 4	Target Language (3)	Active Participation (3)	Listening (3)	Kind ¹ (3)	Total (12)
1					
1					
1					
1					
2					
2					
2					
2					
3					
3					
3					
3					
4					
4					
4					
4					
5					
5					
5					

¹ Is student being considerate of others: accepting other opinions, allowing others to speak- sharing the conversation?

Assessment Task 2: Interpretive [30 points]

Mode of Communication →	Interpretive task
Performance Assessment →	Students will read <u>El Cid</u> chapter by chapter. After each chapter there are big idea/essay questions and students will reply to these on their own paper. Students will also fill out a Story Map while reading. Questions and Story map are scored for completion and accuracy (pass/fail).

See story map skeleton at end of unit.

Assessment Task 3: Presentational [15 points]

Mode of Communication →	Presentational task
Performance Assessment →	Students will choose an individual—personal, fictional, current or historical—whom they believe possesses the qualities of a hero. Students will write a 150-word, 3-paragraph essay on this individual in Spanish. The student will include an introductory paragraph, a body, and a conclusion to the essay. Students will try to convince the reader through examples why the individual they chose should be classified as a hero.

RUBRIC for Assessment Task 3: Presentational

Task: Students will compose an essay on an individual whom they think is a hero and include supporting evidence.

Non-negotiables

- In Spanish
- 150 word minimum, word processed and printed
- Title and three paragraphs (intro, body, conclusion)
- Double spaced, Margins at 1.25", Font: Times New Roman 14

Criteria	Approaching Expectations (3)	Meets Expectations (4)	Exceeds Expectations (5)
<p>Communication For the level of study, the written response is:</p>	generally comprehensible; appropriate; limited or repetitions in detail	comprehensible; appropriate; somewhat detailed description	comprehensible; appropriate; description varies in detail.
<p>Accuracy² The writing sample contains:</p>	predictable usage errors that are occasionally significant but do not interfere with overall comprehension	proficient and accurate language usage and may have occasional errors	highly proficient and accurate language usage and is virtually free of significant errors
<p>Organization The writing sample:</p>	is generally organized and logical but may lack flow	is logical and well ordered; generally flows smoothly; has some transitions	is logical and well ordered; flows smoothly throughout, and has varied transitions

² Spelling, punctuation, verb tenses, word order, sentence structure, level appropriate grammar

Task 2: Story Map for El Cid

