***Deportes en Latino Améric*a**: **Curriculum Unit Plan III**

1. **Title and brief description:**

***Deportes en Latino América*-** Students have democratically elected (in both Spanish 3 classes) to begin a unit on sports. This is not surprising given the makeup of the class (mostly young men). With this being my first unit with Spanish 3, I will be using this unit to informally assess students background knowledge and Spanish proficiency, and to use this information to subsequently plan future units. The topic of sports also lends itself naturally to the review of action verbs, nouns, and some specialized vocabulary. A unit on sports is also a great for aural practice: We will often be playing sports clips, and dialogues to strengthen students listening comprehension and reinforce the vocabulary and verbs learned.

**Grammatical elements to be reviewed:** Basic conjugation rules, articles, pronouns, singular vs plural, and subject verb agreement.

**II. Big Idea/Essential Questions:**

*-Are there differences between the sports played in the US vs those of Latin America?*

*Why might such differences exist?*

*-Can sports be seen as a vestige of colonization?*

*-Can we learn something about a country through studying their favorite pastimes - in this case sports-? (Lucha libre - Hunting -Cricket)*

*-Is there a link between team sports and militarization?*

*“Sports is to war what pornography is to sex”*

*-In lucha libre there is the roles of: “Rudo vs Tecnico” - why is the “heel” vs the “face” such a common theme in theatrical sports?*

*-Do sports evolve differently over time in different countries? Rugby - Soccer - Football Gaelic football*

*-Why are difficult societal topics consistently addressed first through sports? - Hank Aaron, Michael Sam, Refugees and Soccer*

*Sports as a vehicle for difficult conversations and even societal change.*

*-Protest in sport- from Berlin to Ferguson.*

*-PED’s in sport - Immoral? unfair? or just another competitive advantage?*

**III. Learning Goals:**

*-Development of content understanding (key concepts and ideas)*

Specifically action verbs, nouns, sport names.

*-Enabling students to experience the power of their minds and their capacities as learners and doers (powerful learning)*

Examining history and policy critically, being confident and knowledgeable in our opinions on the matter. Going beyond a surface understanding of sport rules and nouns.

*-Development of intellectual and academic habits of mind, work, and discourse, including habits of independent or collaborative thinking and doing typical of readers, writers, speakers, creators, researchers and thinkers in the discipline (ways of knowing)*

*-Literacy development, including capabilities of proficient readers, listeners, writers, and speakers*

We will be going to the computer lab every week, to create more technological literacy for some students and to interact with authentic materials in Spanish.

*-Development of trust and the classroom as a learning community*

**IV. Personal, social, and cultural factors (yourself, your students, and learning)**

**What assumptions are you making about why your plan will connect to your Main South students? How are you taking into account any differences in your socioeconomic, cultural, or racial background, gender, personality, approach to learning, or view of the world?**

Main South is a very diverse school, many of the students in my class come from very recent immigrants, many of them are first generation. This topic will allow students to explore their heritage and share it as well as to think critically of the effect of history and colonization upon their countries of origin. It will also give them a broader perspective of what sports look like in different countries. Students in my class have also elected this topic and seem eager to engage in conversations related to sports, which will be a great way to transition into some deeper conversations.

**How are you activating your students’ personal, social, and cultural capabilities and capacities in this plan?**

My lessons will be mostly focused on building a foundation grammatically and vocabulary-wise to use throughout the rest of the year. We will however at times explore some controversial, and sensitive subjects. I will attempt to be mindful in my exploration, and make clear that we are a classroom that celebrates difference and respects opinions. I will also tailor the unit to student interests and countries of interest/origin as the unit goes on.

**V. Rationale: Your rationale should show clearly your careful consideration of a full range of factors in planning your unit to ensure equitable support and meaningful, authentic, and substantial learning for all students, taking into account:**

**Learning goals: Explain why your big idea/essential question and your learning goals are important for your discipline and meaningful for your students.**

I believe content and language can be mutually reinforcing. I am attempting to have the students look at sports through a different prism that pushes their thinking. I am hoping to strike a balance between direct content instruction and grammar review.

**Curriculum standards: Explain how the big idea/essential question connects to the Guiding Principles in the MA curriculum frameworks. Identify which learning standards are addressed and how.**

In foreign language we always address the 5 c’s” Community, Connections, Communication, Cultures and Comparisons. This topic: Sports. Naturally lends itself to a meaningful discussion of all 5.

**Students’ backgrounds and readiness: What strengths, capacities, and interests, in terms of their content understanding (prior knowledge), academic and literacy development, personal and cultural abilities, and development as a learning community, are you taking into account in planning this unit?**

In their initial voting on the unit students expressed their interest in learning more about sports. Most of the students have shown a strong understanding of different sport rules and athletes. I hope to use this familiarity and build on it, eventually building up to some robust discussion.

**Student needs: What particular needs of your students—academic, social, personal, language (ELLs)—have you taken into account in planning the unit? What will they need to be able to do in order to meet the learning goals?**

While sports was voted on by a majority of students, several students were very opposed to the topic and have shown little interest in it. I hope to engage them through a variety of games and activities, as well as making them think about sports in different ways.

**Research- and evidence-based best practice ideas: Explain how research and best practice ideas have informed your plan.**

**VI. Assessments:**

My assessments usually follow a pattern: after couple weeks of lessons - we will initially play a review game, and then have an exam the following day. Units usually contain two or three games/exams before the culminating assessment.

**How will students know what to expect and the criteria for good work?**

I always give a study guide, and clearly indicate during lessons what are details that should be given special notice. Projects are also clearly modeled and described in class and in the hand outs.

**Attach a draft of your culminating assignment and corresponding assessment criteria/rubric.**

My culminating assignment will be a multigenre project. Students will choose a topic that was discussed (from their notes) and have a choice in how they will represent their knowledge. Students will also be presenting on the national sport of a latin american country of their choice and discuss what can be inferred about the country from its popularity.

**How will students and parents learn about students’ overall academic progress from these assessments?**

Students will be interviewing family members on the different sports they are interested in - if they witness a momentous sporting event. If they can remember pre-racial integration in sports. This will give the students an opportunity to have a conversation at home about the topics we are discussing in class.

**Unit Calendar**

*Tentative Schedule (Spanish 3):*

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-Assessment of current needs

-Vocabulary review - Learning the basics - Sports names

-Action verb review- Remembering conjugation-

-Body parts and Noun review- Refreshing our vocabulary

-Aural practice- listening for vocabulary and clues

-Foosball- Rules translation and tournament

-Writing letters, about sports, to foreign “penpal”.

-Lucha libre: Mexico’s unofficial national sport

-Review game: Unit synthesis and making masks

-Final exam.

-Research and presentations on the national sport of different countries.

**Provide a calendar of key learning activities, learning strategies, and assessments for your anticipated timeframe for the unit.**

We will be starting this unit on March 3rd last all months long. I plan on sticking to the familiar schedule of teaching grammar through content and reviewing and testing after every couple weeks of instruction.

**Explain your sequence of activities—why does this particular order make sense in light of your learning goals and rationale for the unit?**

I plan on starting with the familiar we will talk a little about the different influences that immigration and colonization have on a given country's culture - from there we will transition to pastimes and sports. We will engage will the evolution of soccer and then transition to the different topics planned.

**VII. Family and Community Involvement:**

**Are there possible ways for you to actively involve parents in their child’s academic activities and performance, and communicate clearly with them?**

Students will interview an older family member about the popularity of sports over time. What sports were popular in their country of origin (If applicable) and ask if they remember a time when sports were not racially integrated