

Micro-Level Backwards Design Example

The example below is intended to highlight an approach to embedding increased contextualization for prescribed language functions with an already highly communicative textbook. Any outside resources and knowledge are in bold.

30,000 Feet: Remembering the Contextual Lens and Final Assessment

<p><i>What is your contextual lens (in what situations will your students be empowered to use language?)?</i></p>	<p><i>What is your final assessment? Consider this as you write your learning target.</i></p>
<p><i>My students will demonstrate understanding of schedules and related vocabulary and grammar by creating their own calendars and making plans with a friend.</i></p>	<p><i>My students will develop a calendar that shows their weekly scheduled. Then, they will have to have a conversation with a classmate via synchronous chat (using Slack or other synchronous tool) and email me the transcript. In this conversation, they must agree upon a time to hang out and must make sure to demonstrate knowledge of the relevant vocabulary, grammar, and strategic/pragmatic knowledge (explained below).</i></p>

15,000 Feet: Goal Articulation: Contextualizing and Writing the Learning Target(s)

I can make plans to hang out with a friend.

Grammar	Vocabulary	Strategic/Pragmatic Knowledge
<p><i>Going to + infinitive verb (First person, second person familiar)</i></p>	<p><i>Common activities for students</i></p>	<p><i>Texting conventions</i></p>
<p><i>“To have to” (First person, second person familiar)</i></p>	<p><i>Words associated with telling time (in the morning, afternoon)</i></p>	
<p><i>Stating what time events happen</i></p>		



0 Feet: Lesson Plan: Students Experience the Learning Target

Step 1	Observe	<p><i>How will you show your students the learning target(s) in practice? How will they explore it?</i></p> <p>-Compare and contrast texting conversation in text book (Los horarios de Ana y David, Contraseña) with internet video (https://www.youtube.com/watch?v=-W9PZ_T0yf8, first 3:24) about texting among youth to highlight texting conventions.</p>
Step 2	Analyze	<p><i>What do you want your students to know or notice about the learning target(s)? How will you get them to do it?</i></p> <p>-In pairs, students compare and contrast traditional written language with SMS conventions with a Venn Diagram. Class discusses.</p> <p>-Students work in pairs to identify ‘to have to’ and ‘going to’ in text transcripts from both texting conversations. First and second person forms of the verb are emphasized, highlighted, and discussed. Emphasize variety of ways to use second person singular throughout the Spanish-speaking world and point out expectations for class. Supplement with e-textbook resources from Presentación del Tema, Objective 5: Use verbs ir a + infinitive to express what you are going to do and tener que + infinitive to express what you have to do.</p> <p>-In small groups, students use inductive reasoning to create rules for stating at what time events occur, paying specific attention to prepositions (a, por) in the texting conversation included in “Lor horarios de Ana y David” from Contraseña). Share rules with class. Class agrees on set of rules. Supplement with e-textbook resources from Presentación del Tema, Objective 4: Telling time in Spanish.</p>
Step 3	Practice	<p><i>What will your students do to practice the learning target?</i></p> <p>-Students use grammar exercises from book for Objectives 4 and 5. Focus on activities that emphasize when to say AT what time things happen and first/second person forms of verbs.</p> <p>-Students are given example schedules. They are tasked with making a plan to go to dinner together based on the schedules. The plan is created with synchronous text. Transcript emailed to teachers.</p>

Step 4	Evaluate and Reflect	<p><i>What will your students do to evaluate themselves and reflect? How will you know where they are in the learning process?</i></p> <p><i>-Students use Conversar 3-14 (Conversación guiada) to compare their conversations with different conversation paths. Answer questions: Did I demonstrate the ability to respond in a variety of ways? Did I show off everything I know at this point? What do I still need help with understanding? Was my language appropriately formal?</i></p> <p><i>-Students set SMART goal for conversation that they have in the final project.</i></p>
Step 5	Revisit (After Teaching)	<p><i>What is your plan for revisiting the learning target(s)?</i></p> <p><i>-Review transcripts and student reflections. Create scaffolded activities based on the reflections.</i></p>