**Design Document by Brian Wilding**

(SOME MATERIALS AND CONCEPTS MAY BE MORE FULLY EXPLAINED IN THE INSTRUCTORS GUIDE or DEVELOPMENT DOCUMENT)

Goals and objectives:

Based off of Utah State Core:

**Math**

<http://www.uen.org/core/core.do?courseNum=5620>

Build a function that models a relationship between two quantities.  Focus on situations that exhibit a quadratic or exponential relationship.

 F.BF.1 Write a function that describes a relationship between two quantities.★

 Determine an explicit expression, a recursive process, or steps for calculation from a context.

**This part will be done through conversions of temperature, weights and distance measures**

-Done through models of Fahrenheit conversion to Celcius and back.

-Body temperature/weather conditions

-Height for self and the volcano Popocatepetl

-Enrichment: convert speeds in mph/kmh

**Science**

**Social Studies**

http://www.uen.org/core/core.do?courseNum=6220

Objective 3  Investigate the importance of the expansion of trade.

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1. Identify routes of early colonization

-Assess the importance of the Mediterranean and East Asian trade routes.

-Santiago de Compostela is the farthest point West of the Roman Empire

-Key to trade by water and land

-It was the oldest trade rout in the Roman Empire.

SPANISH

Learn about a historic place and pilgrimages

**Language Arts**

**Text Types and Purposes**

**Writing Standard 1**
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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**e.**Provide a concluding statement or section that follows from and supports the argument presented.

<http://www.uen.org/core/core.do?courseNum=4290>

-This will be done through revision of a sample essay for the CSD Athentic Language Assesment testing.

Based off of previous CSD ALA testing documents, Just over 60 percent of kids could write an essay and effectively end it with a concluding paragraph in the foreign language.

**Foreign Language:**

**Level 3: Standard 10**
Students use the language both within and beyond the school setting.

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**b.**
Use authentic sources to understand the relationships between the target culture and the United States. (e.g. Read articles from newspapers, magazines, and the Internet)

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<http://www.uen.org/core/core.do?courseNum=4700>

Prerequisites:

-Learners should have a good foundation of Spanish language through having passed CSD test in Levels 1 and 2.

-They will have also passed mastery tests showing that they understand basic grammar and verb competencies (at the time unit implementation, 92% had passed these tests with a 90% or better).

Testing will be done utilizing testing software provided by the publisher. It can be modified to accept questions from the other CORE areas. However, it will not be published due to copyright issues and test security within the district as per CSD policies.

The testing formats include: multiple choice questions, True/ False questions, short answer questions, and short essay(paragraph).

Feedback Mechanisms:

Feedback mechanisms will include:

Verbal feedback on observed work done during class time.

Written feedback given to students on what they have completed in written form through assignments, tests and quizzes.

Practice activities include:

Worksheets (condiciones sociales), evaluation sheets(1/2 sheet to fill out), surveys (pre and exit)

Students will receive their work returned back to them with comments when it is submitted in a written format.

**Examples will include:**

-C to F conversions(Science core)

-Examples of other trade routes locally and internationally (Social Studies core)

-What a concluding paragraph should include (Language Arts core)

-How to properly set up equations (Math core)

**Non-examples may include:**

The Kelvin temperature scale

A route to school is not necessarily a trade route

An improper or incomplete concluding paragraph

Errors made when setting up equations

**Introduction of the presented materials:**

Instruction presentation will include maps, charts, graphs, written text and graphic organizers presented in the textbook and by the instructor. These will be included in the Instructor Guide and lesson plans, and also in the Student Guide.

**Motivational Strategies:**

These are usually the “hook ” that get the interest of the students. Some teachers may use points or grades as the motivator. In some instances, extra credit may be given as an additional motivator for the completion of “enrichment activities”. Team and individual competitions and games may also be part of the activities planned to help kids to participate in the activities in the classroom, and on occasion, candy may also be awarded!

Instructional Materials for the instructor:

Text-Realdiades 3

Apps

Pencils/ paper

Handouts

Laptop

Overhead projector

Ppts

Google earth

Survey-entry and exit

Recipes-Pizza catalana

-conversion of measurements and degrees for cooking

Fables and legends-Popocatepetl and Iztaccihuatl

Santiago de Compostela

Maps

Prezi mind maps from web (see instructor guide and lesson plans for further detail)

Tables

Calculators

APPS for quick check or everyday out of school use.