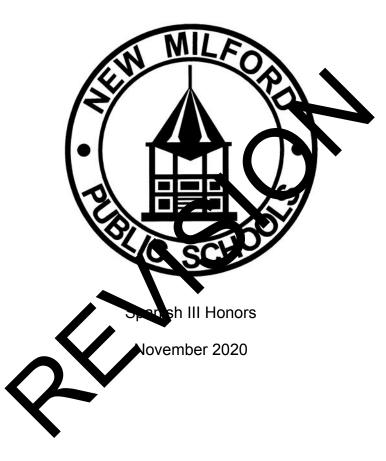
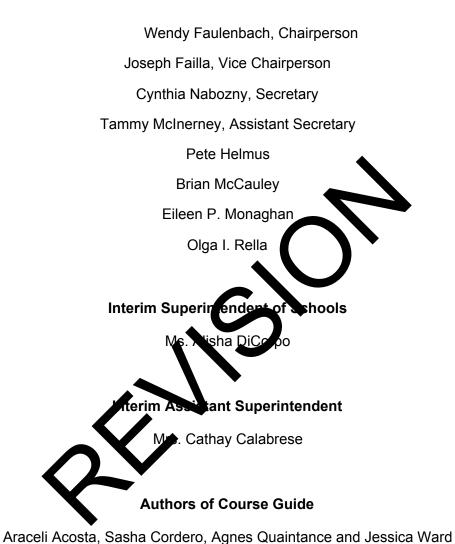
NEW MILFORD PUBLIC SCHOOLS New Milford, Connecticut

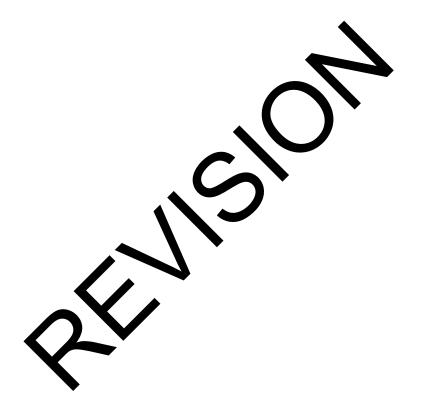




New Milford Board of Education

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.



Spanish 3 Honors Grades 9-12

The Spanish 3 Honors course is aligned with the National Standards in Foreign Language Education (NCSSFL), American Council on the Teaching of Foreign Languages (ACTFL), World-Readiness Standards for Learning Languages (The 5 Cs), Common Core State Standards (CCSS), and the AP Language and Culture Themes. Emphasis is placed on the three modes of communication: Interpretive (listening/viewing and reading), Interpersonal (listening/speaking and reading/writing) and Presentational (speaking and writing), and on the development of Intercultural Communicative Competence, which is based on the relationship between product, practice, and perspective. Classes are conducted mostly in Spanish (90% of time). Vocabulary development, language functions, related grammatical structures, and the exploration of culture are maintained through reading, writing, speaking, and listening tasks and activities throughout the course.

This course follows successful completion of Spanish II Honors and teaches recommendation. As Intermediate Low/Mid Proficiency Level students, they begin to create with language, access a variety of stort non-complex authentic texts, and focus on narrating in both present and past frames. The vertical alignment of this course train the AP Themes, allows learners to increase their proficiency level as established by the NCSSFL-ACTFL Proficiency. Bunchmarker, Additionally, it deepens students' language and cultural knowledge through authentic materials and real world applications, helping students to learn, practice, and apply their developing skills in spontaneous interactions and in non-rehearsed contracts.

Students who are considering the Advanced Placement Frogram will take AP Spanish Language and Culture following this course. While the basic goals and content of the course are sine at to those of Spanish 3 College Prep, the materials used and expectations are more demanding in all modes of communication areas. Students will analyze more texts, practice critical thinking, and learn specific skills required to be able to perform tasks that are part of AP program.

Pacing Guide

Approximate Time Frame	Unit
4-5 weeks	Unit 1: Family and Communities: Childhood and Adolescence
4-5 weeks	Unit 2: Personal and Public Identity: Fashion and Public Identity:
4-5 weeks	Unit 3: Science and Technology: Technologies of the Future
4-5 weeks	Unit 4: Contemporary Life: City and Country Life
4-5 weeks	Unit 5: Beauty and Aesthetics, Architecture
4-5 weeks	Unit 6: Global challenges. Environmental Issues

UbD Template 2.0 Unit 1: Family and Communities- Childhood and Adolescence Stage 1 Desired Results

	Stage 1 Desired Results	
ESTABLISHED GOALS	Tra	ansfer
 CCSS.ELA-CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. 1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 	that of others. interact, negotiate meaning and share their real UNDERSTANDINGS Students will understand that children and adolescence have rights as outlined by the UN Convention on the Rights of the Child. adolescents in Sponish-speaking countries and the UC of accessimilar challenges.	 to enrich and advance their own wellbeing and etions feelings and opinions. Eaning ESSENTIAL QUESTIONS Students will keep considering What makes a good childhood? What challenges do children and adolescence face growing up?
1.3 Presentational		
Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners,	Students will know how to talk about past events using the past preterite and imperfect tenses. vocabulary related to relationships, family, childhood and feelings.	Students will be skilled at sharing past events. discussing elements of what constitutes a "good childhood" and "childhood well-being."

readers, or viewers.

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

4.1 Language Comparisons:

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons:

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. expressions of opinion, advice and introducing another point of view.

the preterite and the imperfect tenses.

use of subjunctive to give advice, recommendations and suggestions.

relative clauses such as cuyo, cuya, cuyos, cuyas, cuanto, cuanta, cuantos y cuantas.

comparing and contrasting customs and traditions in the target culture and their own.

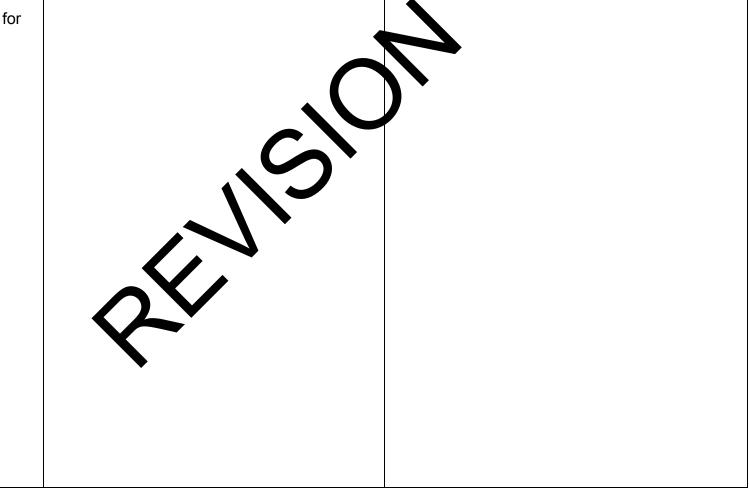
considering the cultural significance of target language childhood games and customs.

offering advice and making recommendations to improve the well-being of children in their communities.

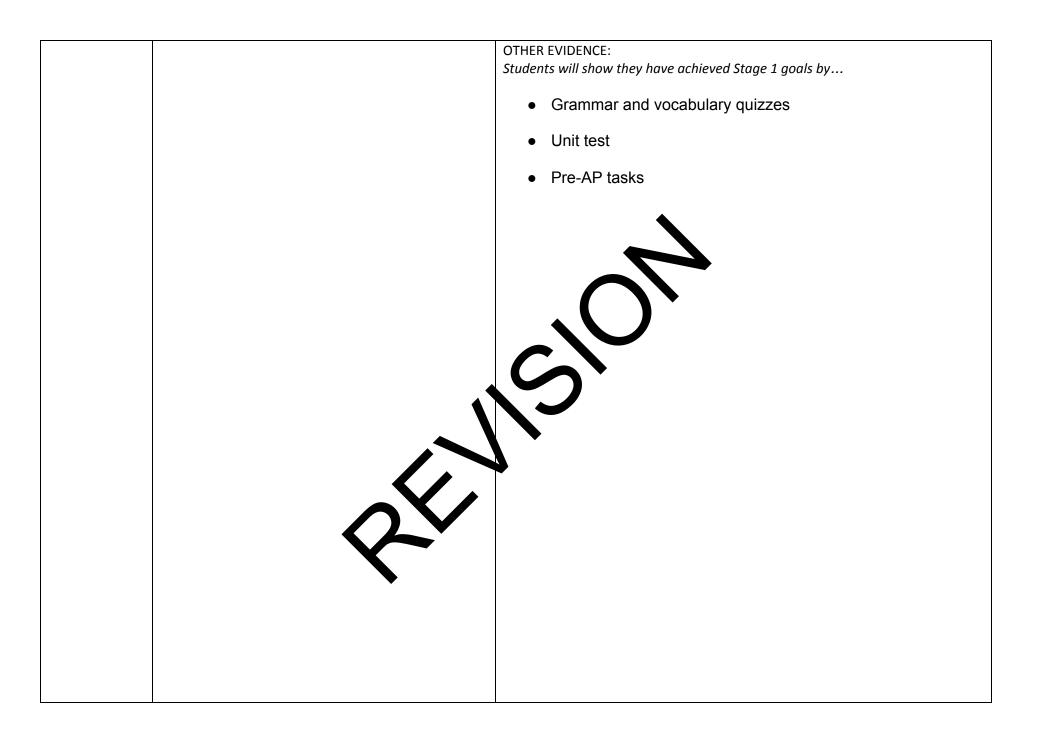
invertigating challenges students face in Chanis, speaking countries and the U.S..

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.



Stage	2 – Evidence
Evaluative Criteria	Assessment Evidence
ACTFL - Presentational Communication Performance and Proficiency Rubric (Intermediate Low/Mid) ACTFL - Interpersonal Proficiency Rubrics (Intermediate Low/Mid)	PERFORMANCE TASK(S): Goal: Students write an email offering advice on how to cope with challenges faced by teenagers. Role: School counselor
ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low/Mid)	 Audience: Students are high school Situation: The students are high school have asked you, the counselor, for eduice about a campaign they want to organize about a challenge access by many teenagers. Productor performance: An email in which you, the counselor, offer uidance and suggestions on what to include in the campaign. Standard for success: Provide specific to this performance task ACTFL - Interpersonal Communication Performance Rubric (Intermediate Low/Mid)
	Evaluative Criteria ACTFL - Presentational Communication Performance and Proficiency Rubric (Intermediate Low/Mid) ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low/Mid)

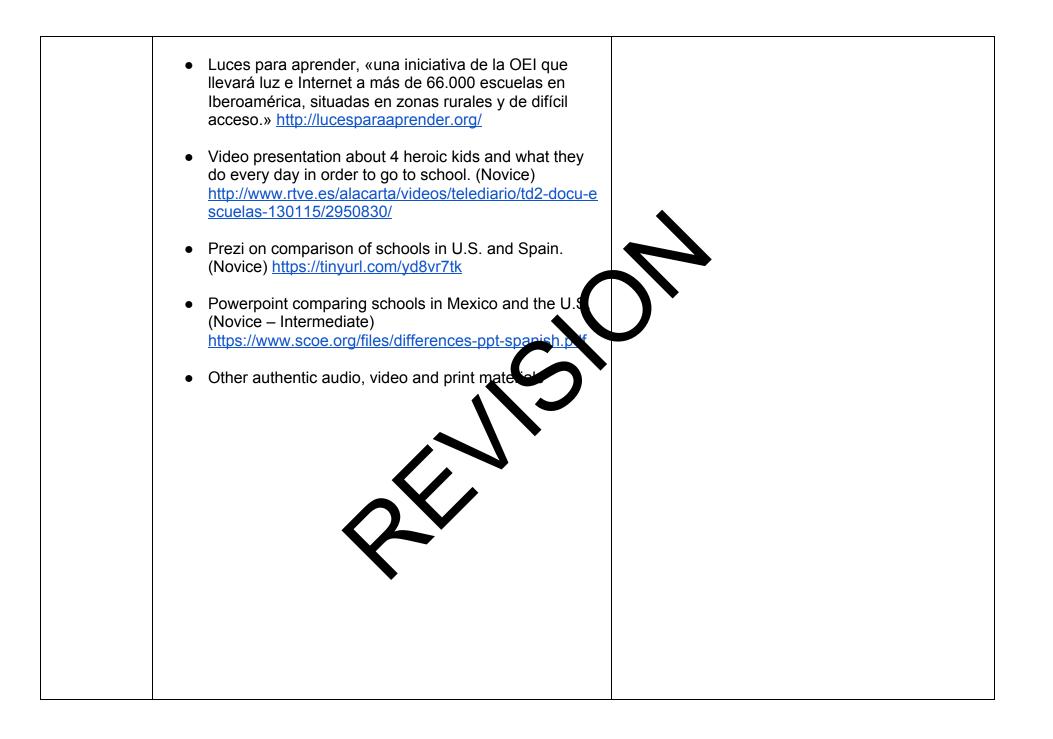


	Stage 3 – Learning Plan	
Code	de Pre-Assessment	
М, Т	Students will write down what they used to do in their childhood	and narrate a memorable event in their childhood.
	Summary of Key Learning Events and Instruction Student success at transfer meaning and acquisition depends on	Progress Monitoring Ompletion of the graphic organizers
Α	The teacher will prepare notes and lessons to introduce vocabulary on family, relationships, celebrations and activities. Eq, O	Teacher observation of notetaking and iscussions Teacher listening to students' conversations
Α	The teacher will prepare Pre-AP mini-lessons to intractice the components of Interpersonal Communication: Emril Reply and Conversation sections of the AP exam. These casons will include an overview of the AP rubrics and useful strategies for students to use with each task. Eq	Self-evaluation and peer-editing
Α	The teacher will take students to the anguage kb to complete Pre-AP tasks (AP exam task simulation) (Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Lor (Mid Performance and Proficiency level). W , Eq	
A, M, T	 Pre-AP Task: Interpersonal Writing: Email Reply Students will have 30 minutes to read an email in the target language and compose a response. Step 1: Students read the introduction and the email message that follows. Step 2: Students write a response to what they have just read. Answer all of the questions from the email prompt and ask some questions of their own. 	

	Step 3: Students proof-read their writing and make sure they
	included a greeting and a closing. W, Eq, Ev, R, T, O
A, M, T	 Pre-AP Task: Interpersonal Speaking: Conversation Students will have a guided conversation in the target language. Step 1: Students will have 90 seconds to read the introduction and the conversation outline. Step 2: After 90 seconds, students listen to the recorded prompts. Each time there is a pause students should record their response in less than 15 seconds. W, Eq, Ev, R, T, O *Previous Pre-AP tasks may be given throughout the unit per teacher discretions and students' needs.
Α	The teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W
Α	Students will write down what they used to do in their childhood and narrate a memorable event in their childhood. H
М, Т	The teacher will prepare a mini-lesson to review the perfect tense Eq , R
Α	Students peer review/self-correct use of perfect tense on their written narratives of their childhood.
М, Т	Students will engage in small group conversations to share and compare each other's expanences of childhood and identify common elements that constitute a "good" childhood. W
М, Т	The teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq
А, М	The teacher will post videos and podcasts on Google classroom (as they come up throughout the unit) so students

	may view/listen multiple times at school or at home. Eq
А, М	Students will view a short video clip about Spanish adolescents talking about their childhood experiences. H
А, М	Students will identify elements that made the childhood of Spanish adolescents "good". W
А, М	Students will identify popular childhood games and traditions in the target culture and explore the customs related to it. ${\bf W}$
А, М	Students will close read an appropriate level excerpt from the UN convention of the rights of the child. R , Eq
А, М	Students will write short notes to reflect on the reading of th UN Convention of the Rights of the child. Eq, R
М	Students will read an appropriate level article about the challenges faced by teenagers in Spanish-speaking countries. H, W, Eq
А, М	Students will complete a graphic organizer (Venn Diagram, T-Chart) to compare/contrast the issues techart face in the Spanish-speaking countries and the U.S. W, R
А, М	The teacher will teach a minit be on in the subjunctive phrases needed to give addice. V., Eq
A	Students will engage in a conversation based on conversation cards with a partner in which they will give each other advice on issues faced by teenagers in Spanish-speaking countries and the U.S T
М, Т	Students will evaluate each other's performance by completing a peer evaluation chart. R , Ev
М, Т	Students will work in small groups to research and consider how adolescents cope with challenges and will write a list. Eq ,

	W	
М, Т	Students will share their lists of suggestions to the whole class in the form of a gallery wall. Eq, T	
Α	The teacher will prepare notes and lessons on email writing conventions. W, Eq	
А, М	Students will write an email to a friend giving them advice about a topic raised by the conversation cards. T , R	
М, Т	Students will peer-edit and revise their emails. Ev, T	
т	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their grown and set new goals for themselves. W , R , Ev , T	
	Resources:	
	Día Mundial de los Mños 2019 MICEF	
	<u>Ser Adolescente UNICE</u>	
	Derechos del Niño y Principios Empresariales UNICEF	
	 <u>UNICEF Niños, niñas y adolescentes en América</u> <u>Latina y el Caribe.</u> 	
	Tiempo de Juego de Bogotá, Colombia <u>http://www.tiempodejuego.org/</u>	



UbD Template 2.0 Unit 2: Persor	nal and Public Identity: Fashion and Design	
	Stage 1 Desired Results	
ESTABLISHED GOALS	Tra	ansfer
CCSS.ELA-CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.	Students will be able to independently use their learning present information and ideas through written of people express self-identity.	g to communication to inform and explain how young
CCSS.ELA-CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ELA: SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	UNDERSTANDINGS Students will understand that fashion is used globally to expless self-identity. style of dress and shopping practices vary by country and cultures clothing reflects perional and cultural ideas about style.	SSENTIAL QUESTIONS Students will keep considering How does the quote by Oscar de la Renta "La moda consiste en vestir de acuerdo a lo que está de moda. El estilo es más sobre ser tú mismo." (Fashion consists of dressing according to what is in fashion. Style is about being yourself.) influence the target culture's attitudes towards dress and fashion? What are the similarities and differences in the fashion trends between the U.S. and Spanish-speaking countries? How do people perceive me based on my appearance? How do I perceive others based
1.1 Interpersonal		on their appearance?
	communication: Learners Acquisition	
interact and negotiate meaning in spoken, signed, or written	Students will know	Students will be skilled at
conversations to share	formal and informal commands to share	

information, reactions, feelings, and opinions.

1.2 Interpretive

Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other opinions and make suggestions.

vocabulary related to fashion and self-expression.

how to give and receive compliments according to Spanish-speaking cultures.

irregular adjectives.

comparative and superlative adjectives.

discussing how choice in clothing reflects personal and cultural ideas about style.

comparing and contrasting current fashion trends in the target culture and the U.S..

providing information on fashion and stating viewpoints using a series of sentences with some supporting details.

making generalizations about the fashion of the torget culture and describing the difference etween traditional costume and fashion trend. disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

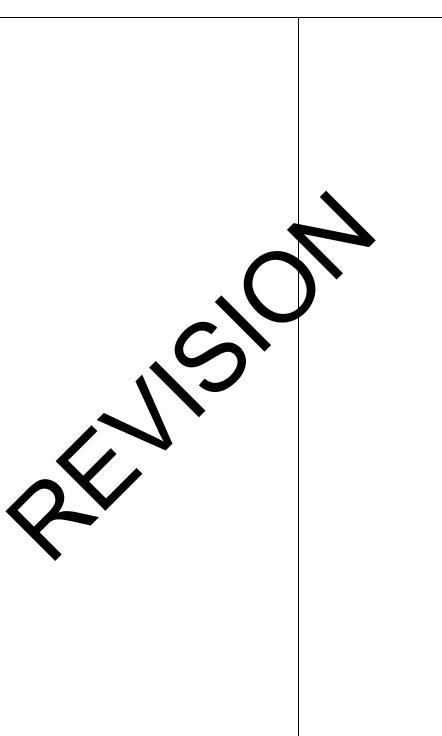
4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture throug

on the concept of culture through comparisons of the cultures studied and their own.

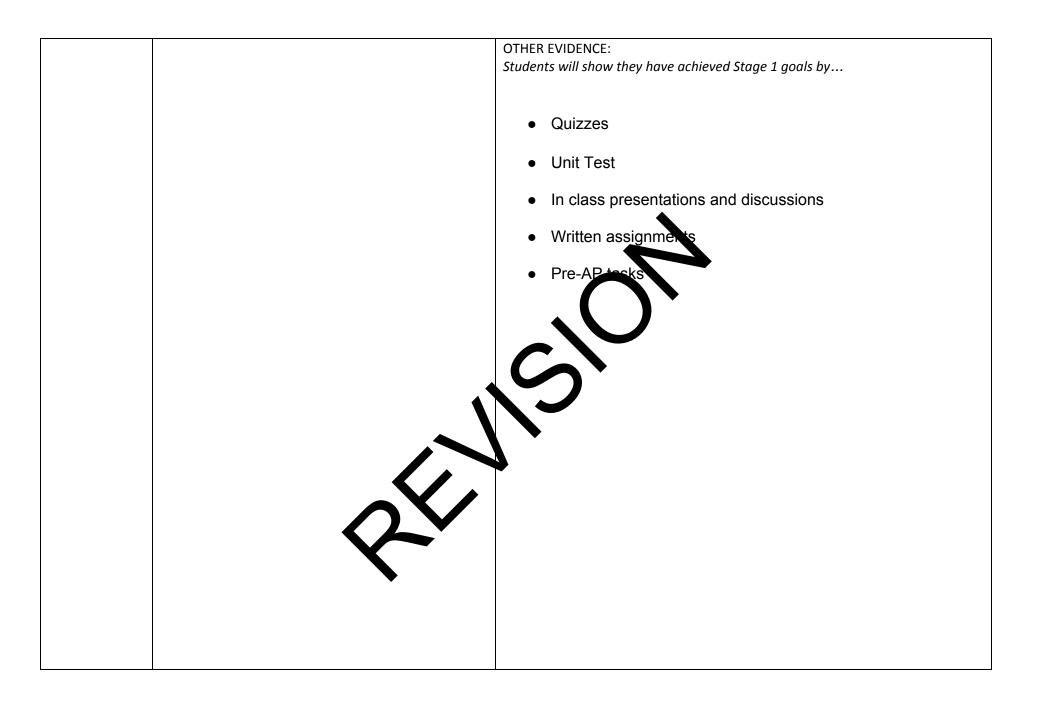
5.1 School and Global

Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.



		Stage 2 – Evidence
Code	Evaluative Criteria	Assessment Evidence
T, M, A	ACTFL - Presentational Communication Proficiency Rubrics (Intermediate Low/Mid)	PERFORMANCE TASK(S):
	ACTFL - Interpersonal Performance and Proficiency Rubrics (Intermediate Low/Mid) ACTFL - Interpretive Performance and Proficiency Rubrics	Goal : Students choose the hispanic fashion brand they think most represents them and research the brand's genre (mod, preppy, classic, etc.), history (background of the fashion house/important details), availability (when/where one could see what the brand has to offer), and critiques (what others are communicating about this particular brand, accurate the student's own personal reviews of the brand are) making a connection to the essential questions
	(Intermediate Low/Mid)	 students demonstrate to others what this brand represents to them. Role: Journalist Audience: Spanish School Students/Peers/Teacher Situation: Self reflection on the use of fashion and clothing to express self-identity.
		 Product or Performance: Students will write a magazine article. Standards for success: Rubric specific to this performance task ACTFL - Presentational Communication Performance Rubric (Intermediate Low/Mid)

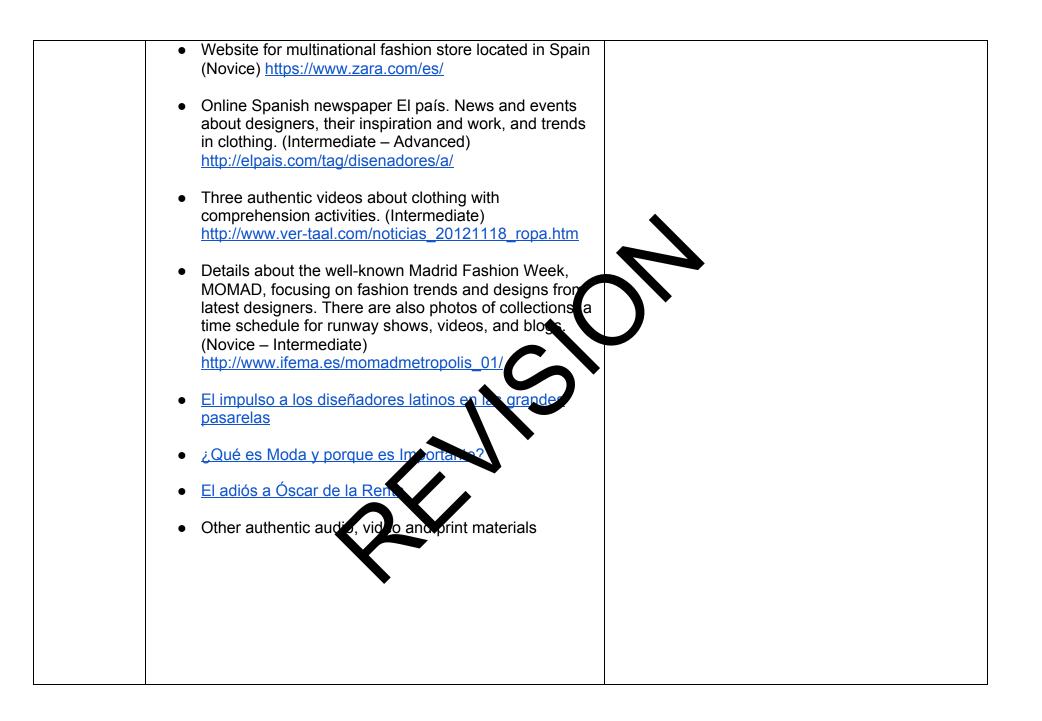


Stage 3 -	Learning Plan	
Code	Pre-Assessment	
М, Т	Students will write a journal entry responding to the prompts: Do you like to shop? Where do you typically shop and why? Ho do you use for fashion advice?	w important do you think fashion is? What resources
	Summary of Key Learning Events and Instruction Student success at transfer meaning and acquisition depends on	Progress Monitoring
Α	The teacher will prepare notes and lectures on the topics fashion and design. W , O , Eq	Oass discussions Participation in small group discussions
Α	The teacher will prepare notes and mini-lessons on vocabulary and useful "chunks" related to fashion trends, style, clothing and accessories to introduce throughout the	Peer to peer discussions/conversationsTeacher on one-to-one discussions
Α	unit. Eq The teacher will prepare notes and mini-lessing on grammatical forms/structures to introduce and review	Completion of worksheets and internet research
Α	throughout the unit. Eq The teacher prepares Pre-AP minihessons to introduce the components of the Interpretive Companication: Print Texts	 Completion of graphic organizers Responses to questions to video and audio sources
	section of the AP exam. There is solve with include an overview of the AP rubric and us full strategies for students to use. Eq	 Monitoring of note-taking
A, M, T	The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). (<i>Note: the teacher</i> <i>will provide opportunities for students to perform the Pre-AP</i> <i>tasks -untimed and timed- throughout the unit. All Pre-AP</i> <i>tasks are at the Intermediate Low/Mid Performance and</i> <i>Proficiency level</i>). W, Eq	
	Pre-AP Task: Interpretive Communication: Print Texts	

	Students will read a text in the target language and answer questions about it.	
	Step 1: Read the introduction and skim the questions.	
	Step 2: Read the text and answer the questions about the text. W , Eq , Ev , R , T , O	
_		
Α	The teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W	
М, Т	Students take the pre-assessment. Eq	
А, М	The teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation	
	guide) as well as strategies for during and after	
	listening/viewing video/audio sources. Eq	
Α	The teacher will post videos and podcasts on Google	
	classroom (as they come up throughout the unit) so students	
	may view/listen multiple times at school or at home	
Μ	The teacher shows video clips related to famous fashion	
	designers of Latin America and Spain (ie.; Palema Picasso,	
	Oscar de la Renta, Carolina Herrera, etc.)	
А, М	Using thought provoking questions as a guide, students share	
	reactions and opinions to the manning of the clip and how	
	people judge others by their clothing. Hy Eq, Ev	
Α	The teacher draws attention to the unit's theme and guides	
	students to identify unknown vocabulary and verb forms within context -before, during, and after the readings. Eq, R, Ev	
	context -belore, during, and alter the readings. Eq, R, EV	
Т, М	Students will read a level appropriate article about current	
	teen-fashion trends in Spanish-speaking countries. Eq, Ev	
А, М	In pairs or small groups, students will write a list of clothing,	
	that in their opinion, young people consider "fashionable" in	
	our state or the U.S Eq, Ev	

Α, Μ, Τ	Using the internet, students (pairs/small groups) will find a store(s) catalog(s) in Spanish-speaking countries and will complete a Venn diagram noting the similarities/differences of the styles from the catalog to those of the students' list. H , Eq	
М	Then, students will share their ideas with the class or to the other small groups. H, Eq, Ev	
Α	The teacher prepares mini-lessons on writing a critique and self reflection- including useful "chunks/phrases" to support personal opinion (e.g. I think because I like for example). Eq	\mathcal{A}
Μ, Τ	Students will work in pairs or small groups to discuss their judgments about people's appearance, where their perspectives may come from, and how they affect people's attitudes and behavior. H , Eq , Ev)
Μ, Τ	Students engage in small group discussion comparing the use of language and cultural influence in Spanish-meaking countries and the U.S. with regard to fashion, describing people's appearance and trends. R , W	
Μ	Students close read a level appropriate article about the influence of U.S. fashion on word trends and engage in peer-sharing activities to identify the topic and summarize related information in the tangenanguage. W , Eq	
А, М	The teacher will show video clips/commercials on fashion shows. H, Eq,	
А, М	Students will complete a worksheet to take notes on the video clips and will answer questions related to identifying the topic, some key details, and stating their opinion about the video clips. Eq, Ev	

М, Т	Students will engage in think-pair-share activity to write short
	critiques of clothing styles found on websites. H, W, Eq, E, T
М, Т	Students self/peer assess written critiques with a rubric. R, Ev
т	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. W , R , Ev , T
	Resources: • Museo del Traje: museum of dress ana clotting in
	Madrid. Includes virtual exhibits. http://museodeltraje.mcu.es/
	 Prince Royce singing "Coracón sin Cara," a song about love not being about appearance. ("intermediate – Advanced) <u>https://www.youtube.com/water?v=XNGWDH-6yv8</u>
	 Chilean museum of fashion. Includes virtual exhibits, fashion timelines, and videos (Novice – Intermediate) <u>http://www.museodelamoda.cl/</u>
	 Article and photos on how youth dress in Spain (Intermediate) <u>https://www.dream-alcala.com/como-se-viste-en-espan</u> <u>a/</u>



UbD Template 2.0 Unit 3: Science and Technology - Technologies of the Future Stage 1 Desired Results

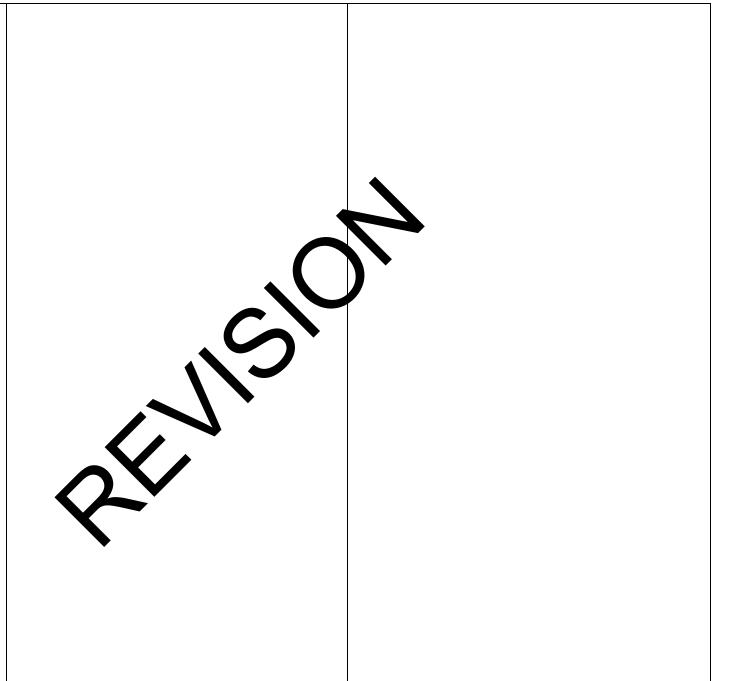
Stage 1 Desired Results			
ESTABLISHED GOALS	Transfer		
CCSS.ELA-CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Students will be able to independently use their learning to present information, concepts, and ideas to inform, explain and persuade on future technologies. reflect and explain the relationship between the products and perspectives of people in Spanish-speaking countries.		
CCSS.ELA-CCRA.SL.4 Present information, findings,		· ·	
and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	UNDERSTANDINGS Students will understand that societies in Spanish-speaking communities depend on public transportation in their daily life	ESSENTIAL QUESTIONS Students will keep considering How are attitudes towards cars and driving in Spanish-speaking countries the same and/or different from those in the U.S.?	
1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	the discovery of new technologies and their effects on an sportation impact economy and social structure of spanish-speaking societies attitudes towards cars and driving are changing around the world due to environmental concerns.	How do environmental issues affect technological research?	
1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.			

1.3 Presentational	Acquisition		
Communication: Learners	Students will know	Students will be skilled at	
present information, concepts,			
and ideas to inform, explain,	vocabulary related to public and private	explaining and discussing problems related to	
persuade, and narrate on a	transportation.	their car.	
variety of topics using			
appropriate media and adapting	vocabulary related to cars and driving laws	evaluating the perspectives of Spanish-speaking	
to various audiences of listeners,	and regulations regarding driver's licences.	countries towards driving and cars.	
readers, or viewers.			
	regular, irregular and stem-changing	comparing the target culture attitudes towards	
2.1 Relating Cultural Practices	subjunctive with impersonal expressions	the transport industry and comparing them to	
to Perspectives: Learners use	(including Ojalá, Quizás and Tal vez).	those is the U.S./community.	
the language to investigate,			
explain, and reflect on the			
relationship between the			
practices and perspectives of the cultures studied.			
2.2 Relating Cultural Products			
to Perspectives: Learners use			
the language to investigate,			
explain, and reflect on the			
relationship between the			
products and perspectives of the			
cultures studied.			
3.2 Acquiring Information and			
Diverse Perspectives: Learners			
access and evaluate information			
and diverse perspectives that are			
available through the language			
and its cultures.			
4.1 Language Comparisons:			
Learners use the language to			
investigate, explain, and reflect			
on the nature of language			
through comparisons of the			

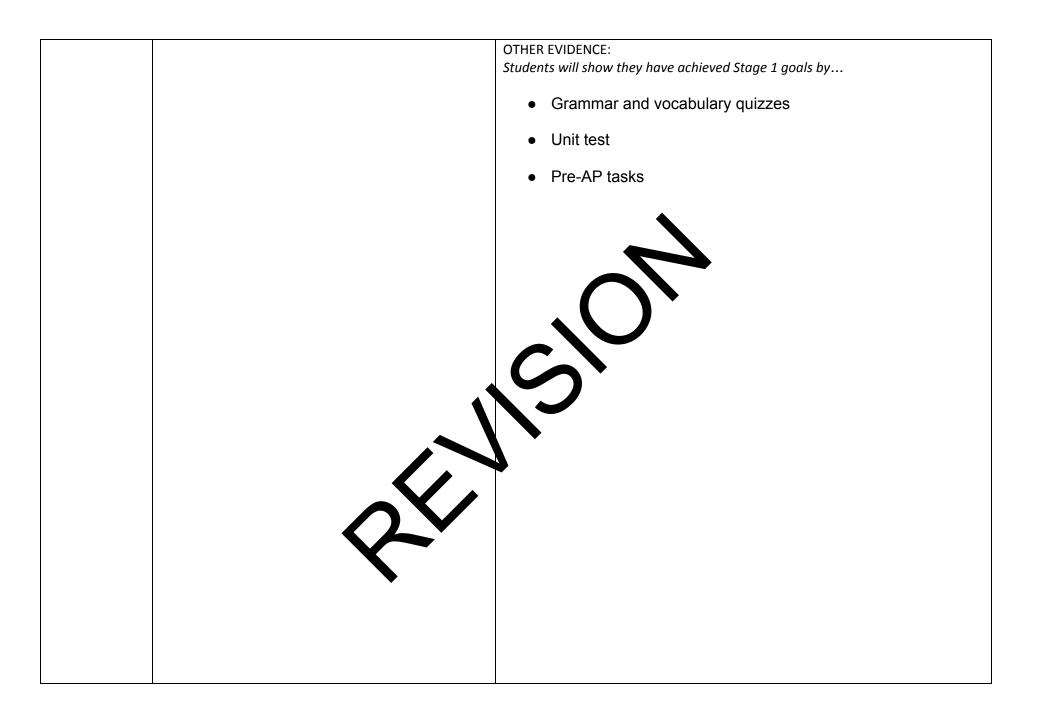
language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.



	Stag	e 2 – Evidence
Code	Evaluative Criteria	Assessment Evidence
T, M, A	ACTFL - Presentational Communication Proficiency Rubric (Intermediate Low/Mid)	PERFORMANCE TASK(S): Goal: Students will design an advertisement for a car in 2050.
	ACTFL - Interpersonal Performance and Proficiency Rubrics	Role: Engineer
	(Intermediate Low/Mid)	Audience: General public
	ACTFL - Interpretive Performance and Proficiency Rubrics	Situation: Students present the car of the future at a car show.
	(Intermediate Low/Mid)	Product or Performance : Poster/advertisement describing the car and highlighting features, that make the car special and different to persuade the publicito buy the car.
		Standards for success: Public specific to this performance task ACIFL - Presentational Communication Performance Rubric (Intermediate Low/Mid)
	•	

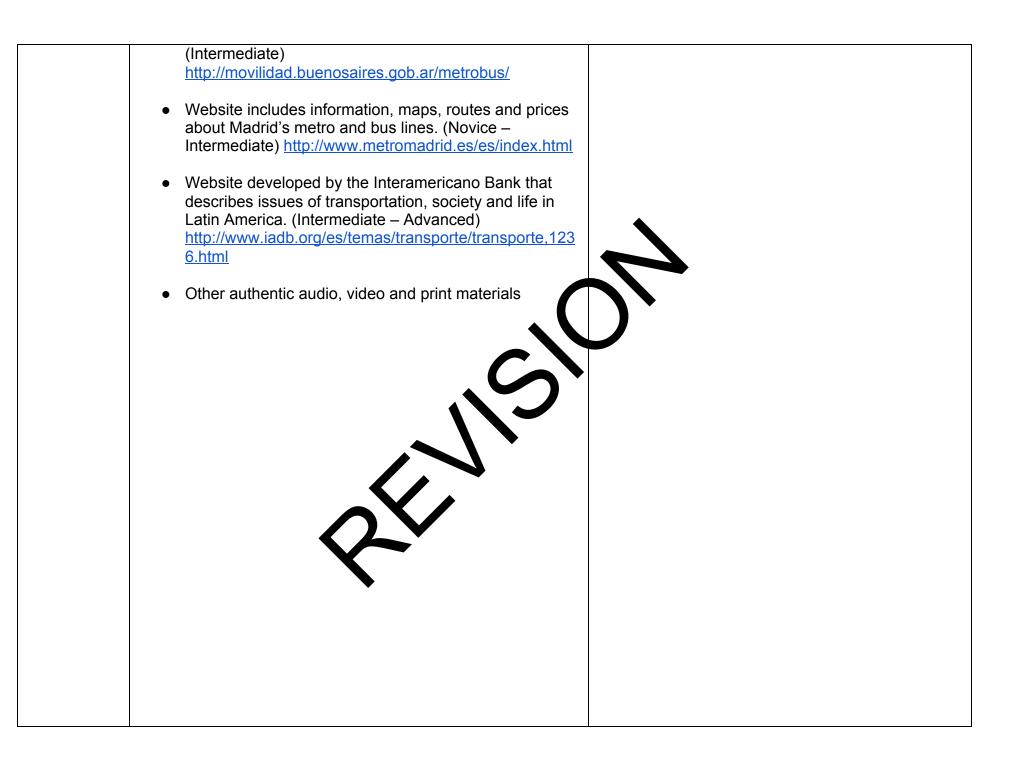


	Stage 3 – Learning Plan		
Code	Pre-Assessment		
А, М	M With a partner, students will identify, label and describe different means of transportation in the those of the target language countries. They will write which means of transportations they us often.		
	Summary of Key Learning Events and Instruction	Progress Monitoring	
	Student success at transfer meaning and acquisition depends on	mparison of advertisements for different	
Α	The teacher will prepare notes and lessons on vocabulary	s of transportation around the	
	related to transportation, cars, and driving topics. Eq	Spanish-speaking countries and the U.S.	
Α	The teacher will prepare Pre-AP mini-lessons to introduce the components of Presentational Communication: Essay. These	Completion of the graphic organizers	
	lessons will include an overview of the AP rubrics and users strategies for students to use with each task. Eq	 Teacher observation of notetaking and discussions 	
Α	The teacher will take students to the language las to complete Pre-AP tasks (AP exam task simulation). (<i>Note: the teacher</i> <i>will provide opportunities for students toperform the Pre-AP</i> <i>tasks -untimed and timed- throughout the unit of Pre-AP</i> <i>tasks are at the Intermediate Lowfulid Performance and</i> <i>Proficiency level</i>). W, Eq	 Teacher listening to students' conversation 	
A, M, T	 Presentational Writing: Estay Students will have 30 minute to write an essay in the target language based on a print text and an audio recording. Step 1: Students will have 4 minutes to read the essay topic and question, and the print text, Source # 1. Step 2: After 4 minutes, students will have 10 seconds to read the introduction for Source # 2. Step 3: After 10 seconds, students will listen to the recording and take notes. The recording will be repeated. Students' notes are for your use only and will not be graded. 		

	Step 4: Students listen to the recording a second time and
	finish taking notes.
	Step 5: Students review their notes and write their essay.
	Students will have 30 minutes. W, Eq, Ev, R, T, O
	*Previous Pre-AP tasks may be given throughout the unit per teacher discretions and students' needs.
Α	The teacher introduces the goals of the unit, the essential
	questions and discusses the performance tasks. W
А, М	Students will label various means of transportation and write
	down what they use, when and how much. W
А, М	The teacher will use a variety of pre-listening/viewing
	strategies (e.g. background knowledge, prediction, anticipation
	guide) as well as strategies for during and after
	listening/viewing video/audio sources. Eq
A	The teacher will post videos and podcasts on Good
A	classroom (as they come up throughout the unit so students
	may view/listen multiple times at school or at tome Eq
Α, Μ	Students will listen as teenagers in Scianish speaking
	countries describe how they get around H
А, М	Students will engage in think, the share additive to compare
A , M	the means of transportation user by them and those of
	Spanish teenagers. R
А, М	Students will watch teenagers from Spanish-speaking
	countries as they talk about getting their driver's license. H
А, М	Students will complete a graphic organizer to compare the
,	rules and regulations around driving and getting a driver's
	license in Spanish-speaking countries and the U.S. R
Α	The teacher will prepare notes and lessons on modal verbs
	and modal verbs in the preterite tense. Eq

А, М	Students will read an appropriate level text about the rules of the road in Spanish-speaking countries. Eq, R	
A	Teacher will prepare lessons and notes on asking for help and vocabulary around accidents. Eq	
A, M, T	Students will engage in a conversation based on conversation cards with a partner in which they will ask for help because of an accident or a problem with their car. T	
М, Т	Students will evaluate each other's performance by completing a peer evaluation chart. R , Ev	~
А, М	Students will engage in close reading activities to learn about the Trabi and its cultural significance pre and post 1989.)
Μ, Τ	Students will design an advertisement for the Trabun partnerwork which will appeal to people in the 21st sectory H, T	
М, Т	Students will peer review each others' advertisements. R, Ev	
А, М	The teacher will use a variety of pro-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for curring and after listening/viewing video/aud/o sources. Eq	
А, М	Students will watch a video about car culture in Spanish-speaking countries. H	
Μ	Students will complete a Venn diagram comparing the attitudes of people in Spanish-speaking communities and the U.S. towards cars. R	
Α	The teacher will prepare lessons and notes on vocabulary related to technology, the environment and the future tense. Eq	

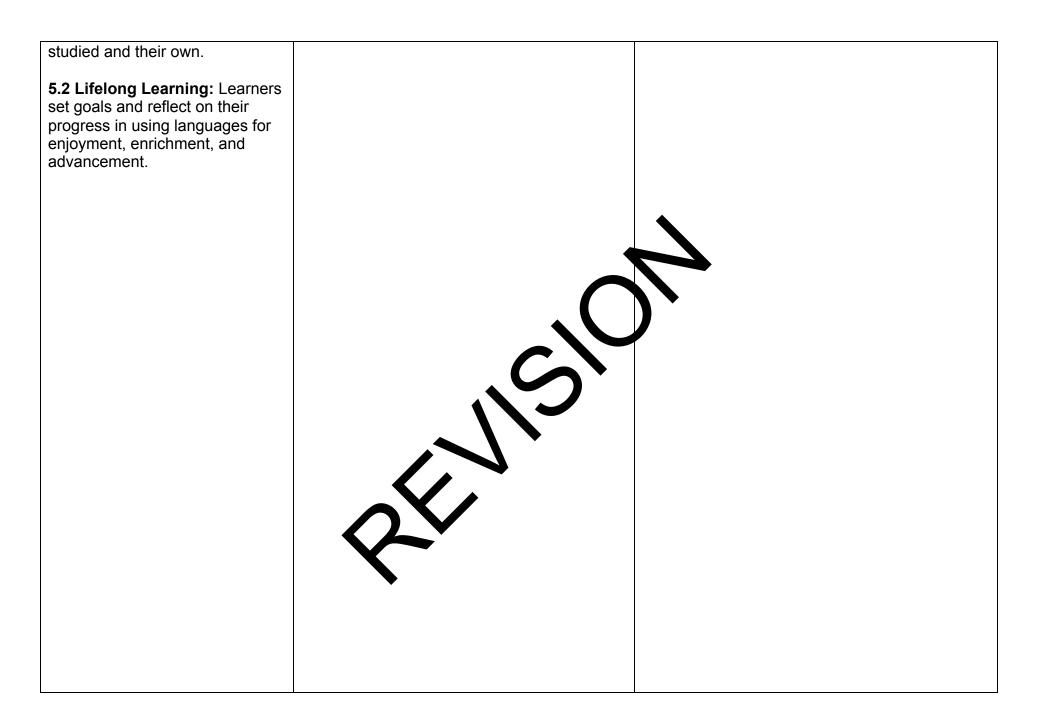
А, М	Students will close read an appropriate level article about self-driving technologies and environmental research in the car industry. W	
т	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. W , R , Ev , T	
	Resources:	
	Adolfo Suárez Madrid-Barajas Airport	
	<u>El Top 10 de Aeropuertos en Latinoamerica</u>	
	BBC News - Mundo	
	<u>Carretera Panamericana</u>	
	Inca Rail and Peru R.	
	• <u>Newsela</u>	
	 Programa Bicicletas de Buenos Aires. Promotes the advantages of riding a bicycle, such as sustainable practices and healthy exercise. (Novice – Intermediate) <u>http://ecobici.buenosaires.gob.ar/</u> 	
	 Website includes information, maps, routes and prices about Buenos Aires's metro and bus lines. 	



UbD Template 2.0 Unit 4: Contemporary Life: City and Country Life Stage 1 Desired Results

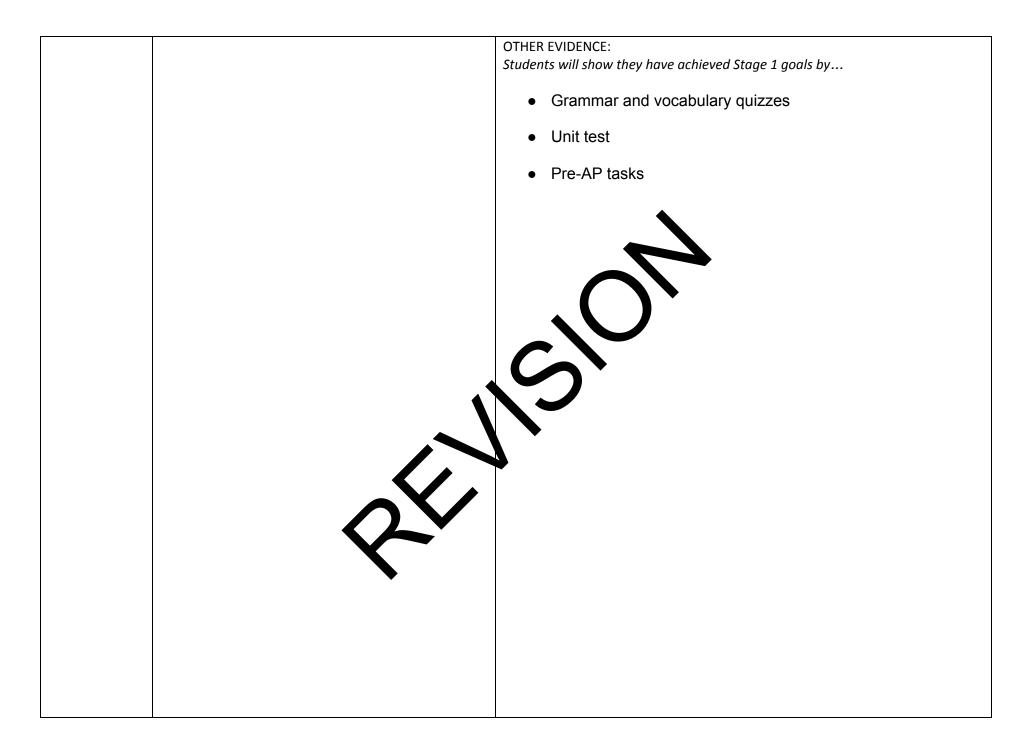
ESTABLISHED GOALS	Tr	ansfer
CCSS.ELA-CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 1.1 Interpersonal	Students will be able to independently use their learning interact with others to negotiate meaning, shar relationship between cultural practices and per	e information and opinions to explain the
Communication: Learners		
interact and negotiate meaning in		eaning
spoken, signed, or written conversations to share	UNDERSTANDINGS Students will understand that	ESSENTIAL QUESTIONS Students will keep considering
information, reactions, feelings, and opinions.	life in the country and the city is different.	What are the advantages and disadvantages of life in the city and life in the country?
1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	housing in Spanish-speaking countries has similarities and differences to housing in the U.S there are many reasons why people choose where the live.	How does housing in the U.S. compare to housing in Spanish-speaking countries? Why do people move?
1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners,		

readers, or viewers.		
	Acq	uisition
2.1 Relating Cultural Practices to Perspectives: Learners use	Students will know	Students will be skilled at
the language to investigate, explain, and reflect on the relationship between the	vocabulary related to countryside, city life and transportation.	comparing lifestyle choices of various people from the target culture and the U.S
practices and perspectives of the cultures studied.	expressions of emotions, want and wishes in the subjunctive mood.	contrasting city and country life in a Spanish-speaking countries and the U.S
2.2 Relating Cultural Products to Perspectives: Learners use	possessive pronouns.	considering the advantages and disadvantages
the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	prepositions of place. comparative and superlative.	ius fying their point of view.
3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.		
3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.		
4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures		



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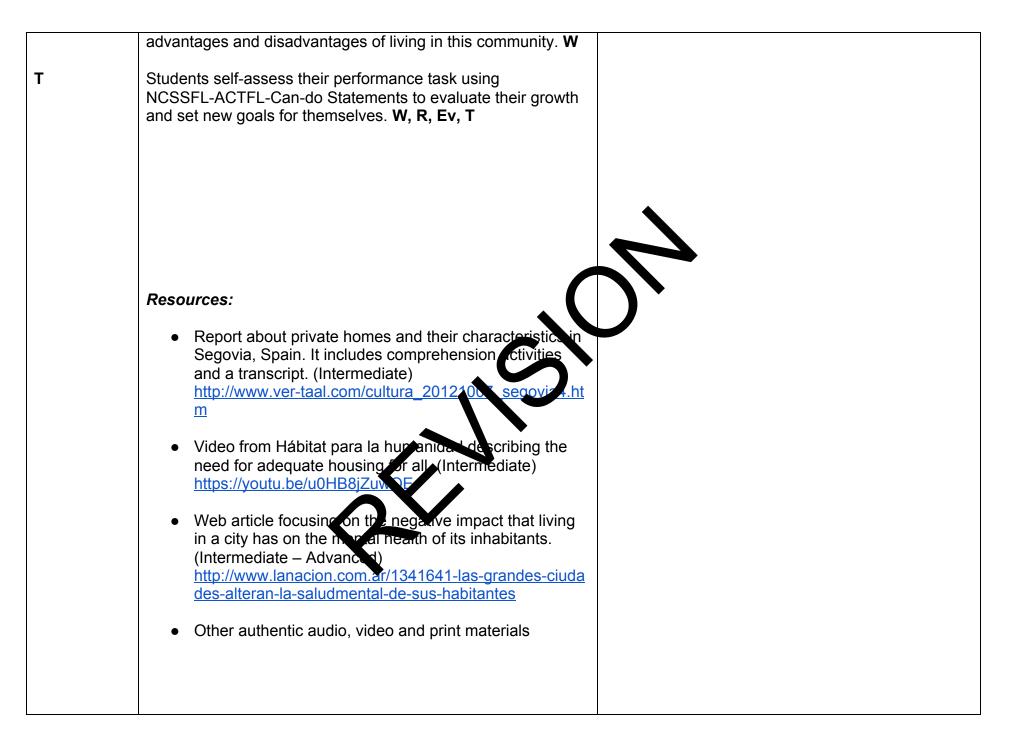
	Stag	e 2 – Evidence
Code	Evaluative Criteria	Assessment Evidence
T, M, A	ACTFL - Interpersonal Communication Proficiency Rubric (Intermediate Low/Mid)	PERFORMANCE TASK(S): Goal: Students justify their opinion on where they would like to live.
	ACTFL - Interpretive Performance and Proficiency Rubrics	Role : Realtors (in the city and the country)
	(Intermediate Low/Mid)	Audience: Investors
	ACTFL - Presentational Communication Performance and Proficiency Rubrics (Intermediate Low/Mid)	 Situation: An investor is considering two properties, one in the city and one in the county. You the real estate agent, have to persuade the investor to choose your home. Product of Performance: Debate. Standards for success: Public specific to this performance task ACIFL - Interpersonal Communication Performance Rubric (Intermediate Low/Mid)



	Stage 3 – Learning Pla	an
Code	Pre-Assessr	nent
Α	Students will label the furniture and rooms of a house.	
	Summary of Key Learning Events and Instruction Student success at transfer meaning and acquisition depends on	Progress Monitoring
Α	The teacher will prepare notes and lessons on vocabulary needed to describe a house or apartment. Eq, W	Sudents' description of their house or
A	The teacher will prepare Pre-AP mini-lessons to introduce the components of Presentational Communication: Cultural Comparison. These lessons will include an overview of the P rubrics and useful strategies for students to use win each task. Eq	rural area of a Spanish-speaking country.
Α	The teacher will take students to the language lab a complete Pre-AP tasks (AP exam task simulation). (Note the teacher will provide opportunities for students to penernethe Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Low/NickPerformance and Proficiency level). W , Eq	 Completion of the graphic organizers Teacher observation of notetaking and discussions Teacher listening to students' conversation
A, M, T	 Pre-AP Task: Presentational Deaking: Cultural Comparison Students will record an oral precentation in the target language based on a particular topic. Step 1: Students read the presentation topic. Step 2: Prepare your presentation. Students will have 5 minutes to prepare. Step 3: Students record their presentation. The presentation should not exceed 2 minutes. W, Eq, Ev, R, T, O *Previous Pre-AP tasks may be given throughout the unit per teacher discretions and students' needs. 	

Α	The teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. ${f W}$
Α	Students will review vocabulary by labeling furniture and rooms. R
А, М	The teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq
Α	The teacher will post videos and podcasts on Google classroom (as they come up throughout the unit) so students may view/listen multiple times at school or at home. Eq
Α, Μ	Students will watch short videos of adolescents from Spanish-speaking countries showing their houses and apartments. H
Α, Μ	Students will reflect on the differences and similarities between the living conditions of teenagers in Spanish-speaking countries and the U.S., M.R.
А, М	Students will write a description of heir own house or apartment. T, R
А, М	Students will read advertise points or houses and apartments for sale in different parts of Spanish-speaking countries, Austria and Switzerland. H
Α	The teacher will prepare notes and lessons on grammar to be covered throughout the unit. Eq, W
М, Т	Students will choose a house or apartment they would live in and give reasons for their decision. Eq, E
А, М	Students will listen to Spanish-speaking teenagers describe

	their house or apartment of their dreams. H, R
М, Т	Students will design their own dream house or apartment and describe it. W, T
т	Students will peer edit the descriptions. Ev
A	The teacher will prepare lessons and notes on places around town and dative prepositions. Eq
М	Students will describe their own home town and describe sites, services and places of interest available. R , W
А, М	Students will listen to Spanish-speaking teenagers describe the places where they live. H ,
М, Т	Students will create a chart listing the advantages and disadvantages of life in the city, small town and country, R , N Eq
A	The teacher will prepare notes and lessons of the comparative and superlative and adjectives. En
A	The teacher will prepare a mini-lesson on the elements of a debate and will provide useful phraser to state and justify their own opinions and to disagree with others q
М, Т	Students will participate in a survey to find out what is right for them. ${\bf R}$
М, Т	Students will reflect on the survey and list reasons why they agree/disagree with the results. Ev
М, Т	Students will write about where they would like to live and give reasons for their choice. ${\bf W}$
М, Т	Students will then research a town, city or rural area of Spanish-speaking countries and list on a T-Chart the



UbD Template 2.0 Unit 5: Beauty and Aesthetics: Architecture

UbD Template 2.0 Unit 5: Beauty a	nd Aesthetics: Architecture	
	Stage 1 Desired Results	
	T	f
ESTABLISHED GOALS	113	ansfer
CCSS.ELA-CCRA.R.1 Read closely to determine what	Students will be able to independently use their learning	
the text says explicitly and to make logical inferences from it;	orally present information and concepts to infor	rm and persuade others using appropriate media.
cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	investigate and explain the relationship between the artistic products and cultural perspectives of target language culture.	
CCSS.ELA-CCRA.SL.4 Present information, findings,		
and supporting evidence such		aning
that listeners can follow the line of reasoning and the	UNDERSTANDINGS Students will understand that	ESSENTIAL QUESTIONS Students will keep considering
organization, development, and style are appropriate to task, purpose, and audience.	Spanish-speaking countries have made major contributions to the world's architectural history.	How has art in Spanish-speaking changed over the centuries?
1.1 Interpersonal Communication: Learners	culture, society and historical events	How does architecture reflect and modify the environmental culture?
interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	art and cromecture reflect cultural perspectives of communities.	How does an artist's identity and background influence their work?
1.2 Interpretive	Acquisition	
Communication: Learners	Students will know	Students will be skilled at
understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	vocabulary related to the beauty and aesthetics of architecture.	explaining the relationship between the works of art and the artist's cultural background and perspective.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

3.1 Making Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language adjectives to describe beauty and aesthetics of architecture.

the pluperfect, conditional perfect and future perfect tenses of indicative.

the imperfect subjunctive.

researching and describing the life of an architect.

identifying and describing varieties of classical and modern architecture.

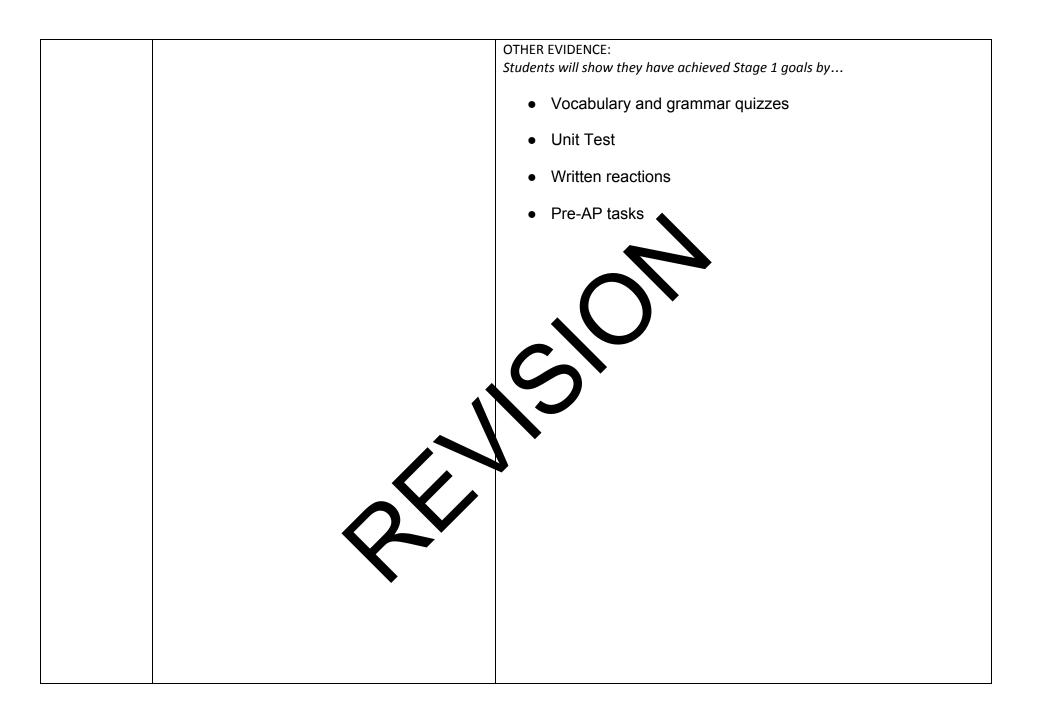
through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.



	Stage 2	– Evidence
Code	Evaluative Criteria	Assessment Evidence
Т, М, А	ACTFL - Presentational Communication Proficiency Rubric	PERFORMANCE TASK(S):
	(Intermediate Low/Mid)	Goal : Students play the role of an architect from a Spanish-speaking country and present their life, work and influences.
	ACTFL - Interpretive Performance and Proficiency Rubrics	Role: Architect
	(Intermediate Low/Mid)	
	ACTFL - Interpersonal Communication Performance and Proficiency Rubrics	Audience: Peers/architects
	(Intermediate Low/Mid)	Situation: Convince the audience of the beauty of your architectura piece of a
		Productor terformance: Oral presentation.
		Sandards for success: Rupric specific to this performance task
		• • • • • • • • • • • • • • • • • • •



	Stage 3 – Learning Pl	an
Code	Pre-Assessi	nent
А, М	In small groups students will list different forms of art they parti	cipate in during their freetime.
A	Summary of Key Learning Events and Instruction Student success at transfer meaning and acquisition depends on The teacher will prepare lessons and notes on vocabulary	Progress Monitoring A acher observations of peer and group lick ssions
A	relating to cultural events. W , Eq The teacher will prepare Pre-AP mini-lessons to review the components of Interpretive, Interpersonal and Presentational Communication Tasks (based on students' needs). These lessons will include an overview of the AP rubrics and useful strategies for students to use with each task. Eq	Students lists of community events and comparisons to target culture
A	strategies for students to use with each task. Eq The teacher will take students to the language lab a complete Pre-AP tasks (AP exam task simulation). (Note the teacher will provide opportunities for students to penernythe Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Low/NicePerformance and Proficiency level). W, Eq	 Students sketches for listening activities
Α, Μ, Τ	Pre-AP Tasks: Interpretive, Interpersonal and Presentational Communication Tasks. The tea her will give all or some of the tasks throughout the unit based on students' needs. W , Eq , Ev , R , T , O	
Α	The teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W, Eq	
А, М	In small groups students will list and discuss what artistic activities they do in their freetime. W, H	

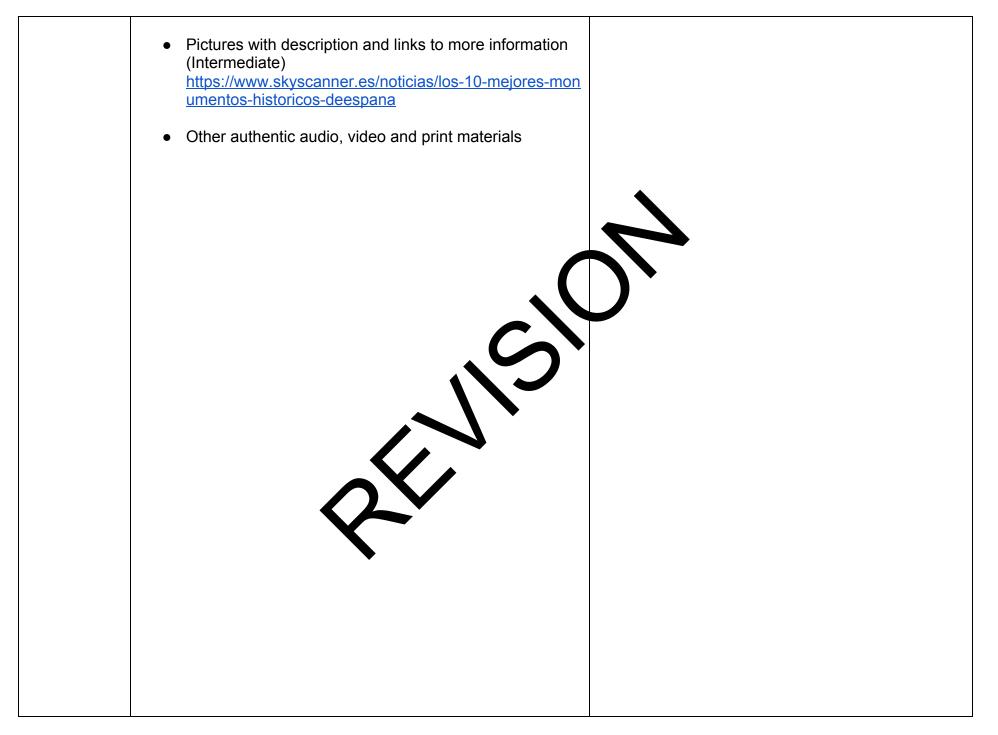
A	The teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq	
А, М	The teacher will post videos and podcasts on Google classroom (as they come up throughout the unit) so students may view/listen multiple times at school or at home. Eq	
A	Students will watch students in Spanish-speaking countries talk about what artistic activities they do in their freetime. Eq	$\boldsymbol{\lambda}$
А, М	Students will compare the cultural interests of teenagers in Spanish-speaking countries to their own. W , Eq , Ev	
А, М	In a group discussion students will list cultural events and architectural monuments/buildings available in the community. O , Eq , T	
Α, Μ	Students will research the cultural calendar on a community in Spanish-speaking and list events of interest to hem. O , Eq , T	
М, Т	Students will write about the event, they would like to attend and why. H , Ev , T	
М, Т	Students will share their finangs in sman groups and compare the cultural activities of Spanish-speaking communities to those available in their own community. H , Eq , Ev	
М	Students will write a paragraph about what cultural activities are important to them, what they could not live without and what activities they would participate in if they had more free time. Eq, H, T	
М, Т	Students peer-review each other's writings. R	
т	The teacher will prepare lessons and notes on the use of	

	<u>_</u>
	adverbs and expressions of admiration and envy. Eq
Α	Students will reflect on people they know who are very talented and describe their unique abilities using expressions of admiration and envy. W , H , Ev
Μ	The students will engage in close reading activity to read an appropriate level text about the biography of a Spanish-speaking architect and identify key vocabulary. Eq
А, М	The teacher will prepare lessons and notes on vocabulary related to Spanish architecture and its historical evolution. Eq
Α, Μ, Τ	The teacher will present various monuments/buildings and students try to identify the correct style/time period. Eq . W, Eq, H, T
т	Students will peer-review their writings. Ev
Α	The teacher will prepare a gallery of famous Spanish painers, sculptures and architects. W, H, Eq
Α, Μ	With a partner, students will list the works client in chronological order and record their personal reactions to them. Eq, Ev
A	Students share their reactions in small groups and place the artworks in historical and cultural perspectives. Ev
Μ, Τ	The teacher will prepare lessons and notes on vocabulary related to paintings, sculpture and architecture. Eq
Α	The teacher will prepare mini-lesson on the speaking process (hook, expansion of topic, closing), using target language formulaic expressions (first of all, therefore, in conclusion), and will share with students the expectations for speaking (rubric) to help students improve their presentational skills (show model of good presentation). Eq

Α	The teacher will describe a work of art while the students try to sketch it and identify the correct one from the gallery walk. Eq , H	
А, М	Students will choose an artist from a Spanish-speaking country and write a description of a piece of art. Ev, T	
М, Т	Students will share their descriptions with the group who will sketch the work of art and identify it from the gallery walk. R , Ev	
М, Т	Students will research an architect's life and work and prepare an oral presentation on him or her W , T	
Т	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. W, R, Ev, T	

sources:
• National website about various cultural forms from the government of Chile. Resources, news and direct links to authentic topics of architecture, visual arts, crafts, circus arts, design, dance, audiovisual, books and literature, music, photography, theater, and new mediums. Video overview (Intermediate) <u>http://www.cultura.gob.cl/</u>
 Website on Latino artists: biographical timelines, reviews and explanations of works. (Novice, Intermediate- descriptions of art) <u>http://www.latinartmuseum.com/artists.htm</u>
• Teatro Colón- <u>http://www.teatrocolon.org.ar/es/hictoria</u> Narration of the history of the Teatro Colon in Puenes Aires. Under Visitas Guiadas is a video containing images of the theater. Dates and measurements of surface can be found. The text can also be downloaded. (Novice – Intermediate)
 Free audio guides in Spanish for site all around the world as well as in Spain (Intermediate – Advanced) <u>https://izi.travel/es/search</u>
Slides of famous menuments in Mexico <u>https://www.mexicod.scon.com.mx/descubre-los-</u> <u>sitios-mexicanospatrime.vio-de-la-humanidad.html</u>
Slides of famous monuments in Latinoamerica (Novice) https://listas.20minutos.es/lista/bellos-monumentos-simbolicos-delatinoamerica-332154/
 Pictures with description of twelve monuments in Spain. (Novice – Intermediate)

http://losviajesdedomi.com/monumentos-mas-important es-de-espana/



UbD Template 2.0 Unit 6: Global Challenges: Environmental Issues

Stage 1 Desired Results

Students will be able to independently use their learning to...

ESTABLISHED GOALS

CCSS.ELA-CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-CCRA.W.1

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

CCSS.ELA-CCRA.SL.4

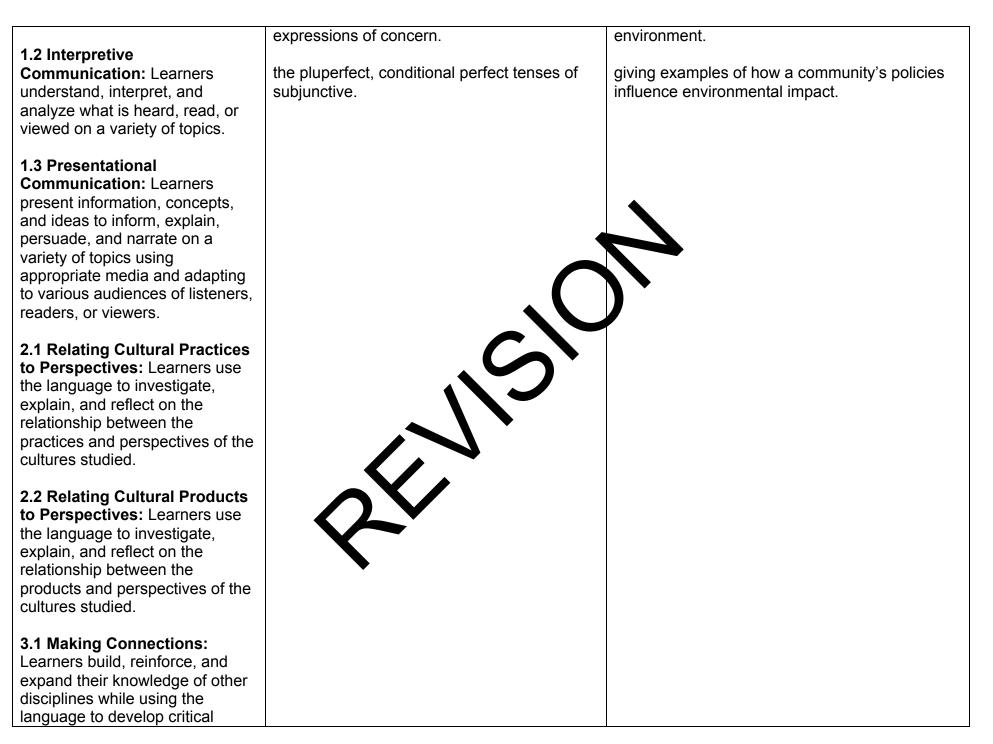
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

1.1 Interpersonal

Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. negotiate meaning and interact in spoken and written conversations to present information and propose solutions to collaborate with members of their community and the globalized world.

Transfer

	oning
	aning
UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that	Students will keep considering
personal lifestyle choices affec the	How could we use resources wisely?
environment.	
	What responsibilities do individuals and society
cultural preferences have an impact on the	have to protect the environment?
environment.	'
Acq	uisition
Students why know	Students will be skilled at
	Students win be skined at
vessbulary related to the environment and	explaining how some factors of personal lifestyle
vocabulary related to the environment and	
pollution.	impact the environment.
	by nothedizing and propering peoplible cellutions
future and conditional sentences.	hypothesizing and proposing possible solutions
	to help the environment.
making polite requests.	
	recognizing that their own choices affect the



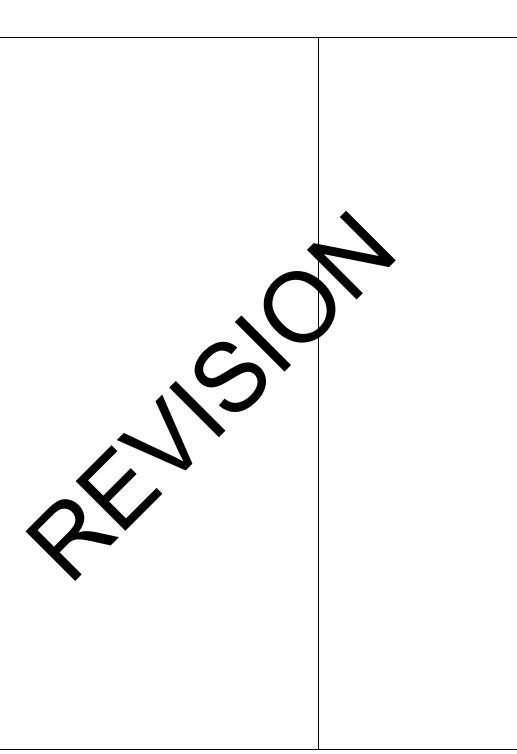
thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

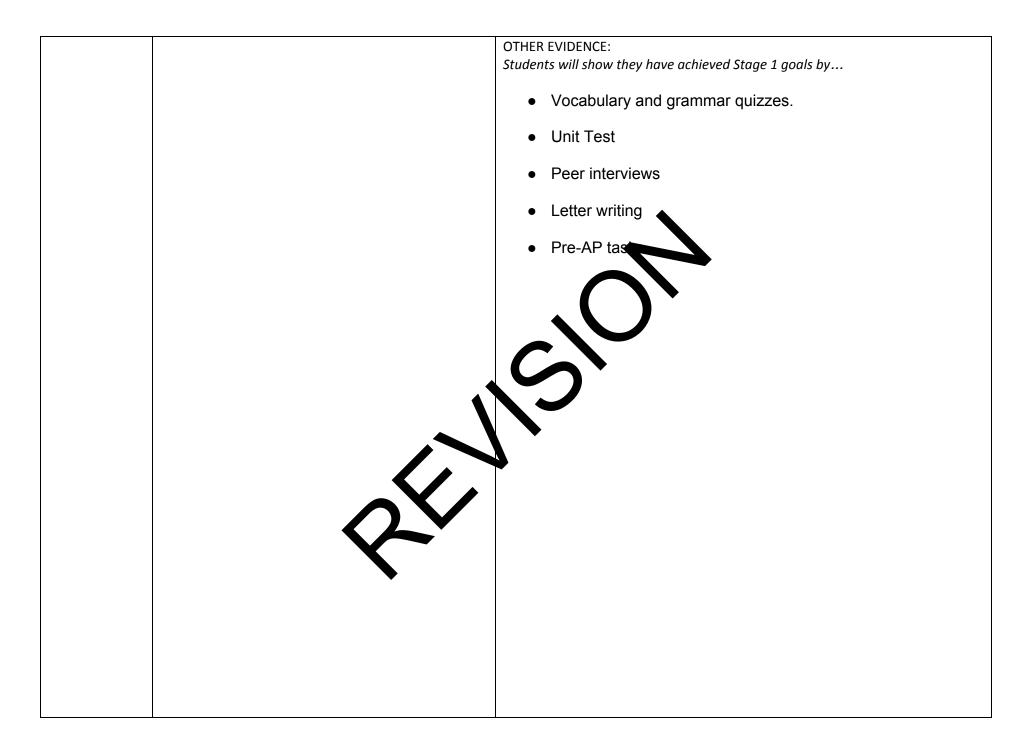
4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.



Stage	2 – Evidence
Evaluative Criteria	Assessment Evidence
	Evaluative Criteria ACTFL - Presentational Communication Proficiency Rubric (Intermediate Low/Mid) ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low/Mid) ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low/Mid) ACTFL - Interpersonal Communication Proficiency Rubric



	Stage 3 – Learning Pla	an
Code A, M	Pre-Assessment Students will be able to determine how much they know about the effects that their daily decisions have o environment: First, students will take inventory of activities that can affect the environment (drawing on pre knowledge of household vocabulary as well as cognates (e.g., sort the trash, use plastic or reusable conta short/long showers, etc.). Then, they will sort the activities as either "harmful to the environment" or "good environment."	
	Summary of Key Learning Events and Instruction Student success at transfer meaning and acquisition depends on	Progress Monitoring Latening comprehension activities based on
Α	The teacher will prepare notes and lectures on the topics of the environment and pollution W , O , Eq	Completion of graphic organizers
Α	The teacher will prepare notes and mini-lessons on voca ular and useful "chunks" related to the environment and partition to introduce throughout the unit. Eq	Sentence completion activity on advice to
Α	The teacher will prepare notes and mini-lessing on grammatical forms/structures to introduce and review throughout the unit. Eq	 Peer Survey development
A	The teacher will prepare Pre-AP puni-lections to review the components of Interpretive, Interpretional and Presentational Communication Tasks (based on student) needs). These lessons will include an overview of the AP rubrics and useful strategies for students to use with each task. Eq	 Paragraph writing
Α, Μ, Τ	The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). (<i>Note: the teacher</i> <i>will provide opportunities for students to perform the Pre-AP</i> <i>tasks -untimed and timed- throughout the unit. All Pre-AP</i> <i>tasks are at the Intermediate Low/Mid Performance and</i> <i>Proficiency level</i>). W, Eq	

	Pre-AP Tasks: Interpretive, Interpersonal and Presentational Communication Tasks. The teacher will give all or some of the	
	tasks throughout the unit based on students' needs. W, Eq, Ev, R, T, O	
Α	The teacher introduces the goals of the unit, the essential	
	questions and discusses the performance tasks. W , Eq	
A	Students take the pre-assessment. Eq	•
А, М	The teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq	
А, М	The teacher will post videos and podcasts on Google classroom (as they come up throughout the unit) so students may view/listen multiple times at school or at home. Eq	
А, М	The teacher will show a (YouTube) video about yow much water it takes to put a pair of jeans on the store sholf, from design to finish. W , H , Eq	
A	Students will engage in listening comprehension activities before, during, and after watching the index Eq , R	
А, М	Students will identify the cruses and enects of global environmental issues (e.g., profiles – water pollution = fish die) found in brief articles from a news website for students. W , Eq , Ev	
А, М	The teacher will introduce an information gap activity in which students ask each other why an activity or product is bad for the environment (practice using structures such as because; because of; causes) Eq, H	
М, Т	Students will do a sentence completion activity for advice about what we can do to protect the environment (e.g.,	

	Problem = cars are producing too much exhaust. Tip = "think/believe we should; In my opinion we have to; We could) Eq, R
А, М	Students watch/listen to authentic videos, first for gist and then fill in the chart with relevant details. Eq
М, Т	Students listen to authentic podcasts and fill in a chart listing the environmental problems, causes, effects, and possible solutions. Eq ,
А, М	Students illustrate the relationship between cause and effect of environmental issues that they heard/read about. W , R , O
М, Т	Students use this information to discuss with a partner or small groups what they think are the top three environmental problems in their state/city/town. They will come up with some suggestions on how they can be more responsible in their daily activities to protect the environment. H , Eg , E
Μ, Τ	With a partner or in small groups, students use the information they've collected and exchanged to write a palagraph about environmental issues. They should explain the problems (causes and effects), give examples, and give suggestions for how young people can make a dimension in the world. W , Eq , Ev , H
М, Т	Students take the survey to valuate meir own environmental footprint. H , Eq , R , Ev .
М, Т	Students use a checklist to ask each other how often they engage in certain environmentally safe/harmful activities. H , R , Ev
Μ	With a partner or in small groups, students create a survey to interview their peers from the target culture to evaluate their environmental footprint -students base their questions from the survey they took and from the checklist- H , R , Ev

М, Т	Students engage in conversations to ask for and give advice on how to live more responsibly (e.g., Student A: I want to avoid using too much electricity. Student B: You should/could). H, R, Ev, T	
М, Т	Students describe a nature visual/picture/video (e.g., a healthy or damaged forest) and describe it in writing or speaking. Eq , R	
М, Т	Students write a sentence about the cause-and-effect relationships they see represented by a graph or an illustration/infographic. Eq, Ev	
М, Т	The teacher introduces the elements of paragraph/letter writing and shows a model letter about an environmental issue to help students understand the concept.)
Α	Students use the model letter about an environmental ssue to write about another environmental issue.	
А, М	Students write in chunks (add-on a sentence every day). Eq, R	
М	Students write a paragraph, and transicorporate transitions or conjunctions from a list when they are able. Eq, R	
М, Т	Students edit each other's letters, using a holistic scoring guide. R, Ev	
т	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. W , R , Ev , T	

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Resources:	
United Nations website environmental issues resources and empowering people for the future. <u>https://www.unenvironment.org/es/regiones/america-latina-y-el-caribe</u>	
 First video in a telenovela series to encourage people to save energy. (IntermediateAdvanced) <u>http://www.ver-taal.com/pub_apagalaluz1.htm</u> 	
 Anuncio del Consejo Insular de Aguas de La Palma (Canarias). Strategies on how to save water. (Novice) <u>http://www.ver-taal.com/pub_agua.htm</u> 	~
The World WildLife Association's site from Centra America. (Intermediate) <u>http://www.wwfca.org/</u>	
 The World Wildlife Association's site from Spain. (Titles Novice – Articles and videos Intermediate) <u>http://www.wwf.es/-</u> 	
 Song: Río Abajo por Tijoux "Medio ambiente) <u>https://www.youtube.com/w_tch.v=pweqaPEDeLY</u> 	
 La megaminería (Clip explicativo sobre la actual modalidad de minería ll vada a cabo en la Argentina y en el mundo.) <u>http://www.youtube.com/watch?v=MHuLPLWCGoc&fea</u> <u>ture=player_embedded</u> 	
 Conciencia Solidaria ONG <u>http://www.ConcienciaSolidaria.org.ar</u> 	
Other authentic audio, video and print materials	