

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Spanish III College Prep

November 2020

BOE APPROVED FEBRUARY 2021

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## **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.

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## **Spanish 3 College Prep**

### **Grades 9-12**

The Spanish 3 College Prep 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-CCRA), 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 and 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 and teacher recommendation. As Novice High/Intermediate Low Proficiency Level students, they communicate through a string of sentences and may begin to create with language, understand some simple non-complex authentic texts, and narrate almost exclusively in the present time. The vertical alignment of this course with the AP Themes, allows learners to increase their proficiency level as established by the NCSSFL-ACTFL Proficiency Benchmarks. 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 contexts.

## 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 Design
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

## Unit 1: Family and Communities- Childhood and Adolescence

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>CCSS.ELA-CCRA.R.1</b> 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.</p> <p><b>CCSS.ELA-CCRA.W.1</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>reflect on their life and use the target language to enrich and advance their own wellbeing and that of others.</p> <p>interact, negotiate meaning and share their reactions, feelings and opinions.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>children and adolescents have rights as outlined by the UN Convention on the Rights of the Child.</p> <p>adolescents in Spanish-speaking countries and the U.S. face similar challenges.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>What makes a good childhood?</p> <p>What challenges do children and adolescence face growing up?</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <p>how to talk about past events using the past preterite and imperfect tenses.</p> <p>vocabulary related to relationships, family, childhood and feelings.</p>	<p><i>Students will be skilled at...</i></p> <p>speaking and writing about past events.</p> <p>discussing elements of what constitutes a “good childhood” and “childhood well-being.”</p>

<p>to various audiences of listeners, readers, or viewers.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>3.1 Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><b>3.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><b>4.1 Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p><b>4.2 Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through</p>	<p>expressions of opinion, advice and introducing another point of view.</p> <p>the preterite and the imperfect tenses.</p> <p>use of subjunctive to give advice, recommendations and suggestions.</p> <p>relative clauses such as cuyo, cuya, cuyos, cuyas, cuanto, cuanta, cuantos y cuantas.</p>	<p>comparing and contrasting adolescence challenging issues within the culture of the target culture and their own.</p> <p>considering the cultural significance of target language childhood games and customs.</p> <p>offering advice and making recommendations to improve the well-being of children in their communities.</p> <p>investigating challenges students face in Spanish-speaking countries and the U.S.</p>
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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.

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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Presentational Communication Performance and Proficiency Rubric (Novice High / Intermediate Low)</p> <p>ACTFL - Interpersonal Proficiency Rubrics (Novice High / Intermediate Low)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Novice High / Intermediate Low)</p>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Students write an email offering advice on how to cope with challenges faced by teenagers.</p> <p><b>Role:</b> School counselor</p> <p><b>Audience:</b> Students at a high school</p> <p><b>Situation:</b> The students at the high school have asked you, the counselor, for advice about a campaign they want to organize about a challenge faced by many teenagers.</p> <p><b>Product or Performance:</b> An email in which you, the counselor, offer guidance and suggestions on what to include in the campaign.</p> <p><b>Standards for success:</b></p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL - Interpersonal Communication Performance Rubric (Novice High / Intermediate Low)</li> </ul>

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OTHER EVIDENCE:

*Students will show they have achieved Stage 1 goals by...*

- Vocabulary practice activities with graphic organizers
- Grammar and vocabulary quizzes
- Unit test

### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
<b>M, T</b>	Students will write down what they used to do in their childhood and narrate a memorable event in their childhood.	
<b>A</b>  <b>A</b>  <b>M, T</b>  <b>A</b>  <b>M, T</b>  <b>M, T</b>  <b>A, M</b>	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	The teacher will prepare notes and lessons to introduce vocabulary on family, relationships, celebrations and activities. <b>Eq, O</b>	<ul style="list-style-type: none"> <li>• Completion of the graphic organizers</li> <li>• Teacher observation of notetaking and discussions</li> </ul>
	Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W</b>	<ul style="list-style-type: none"> <li>• Teacher listening to students' conversations</li> </ul>
	Students will write down what they used to do in their childhood and narrate a memorable event in their childhood. <b>H</b>	<ul style="list-style-type: none"> <li>• Self-evaluation and peer-editing</li> </ul>
	Teacher will prepare a mini-lesson to review the preterite and imperfect tenses <b>Eq, R</b>	
	Students peer review/self-correct use of preterite and imperfect on their written narratives of their childhood. <b>E</b>	
	Students will engage in small group conversations to share and compare each other's experiences of childhood and identify common elements that constitute a "good" childhood. <b>W</b>	
	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. <b>Eq</b>	

<b>A, M</b>	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. <b>Eq</b>	
<b>A, M</b>	Students will view a short video clip about adolescents from a Spanish-speaking country talking about their childhood experiences. <b>H</b>	
<b>A, M</b>	Students will identify elements that made the childhood of adolescents from the target culture “good”. <b>W</b>	
<b>A, M</b>	Students will identify popular childhood games and traditions in the target culture and explore the customs related to it. <b>W</b>	
<b>A, M</b>	Students will close read an appropriate level excerpt from the UN convention of the rights of the child. <b>R, Eq</b>	
<b>M</b>	Students will write short notes to reflect on the reading of the UN Convention of the Rights of the child. <b>Eq, R</b>	
<b>A, M</b>	Students will read an appropriate level article about the challenges faced by teenagers in Spanish-speaking countries. <b>H, W, Eq</b>	
<b>A, M</b>	Students will complete a graphic organizer (Venn Diagram, T-Chart) to compare/contrast the issues teenagers face in the Spanish-speaking countries and the U.S.. <b>W, R</b>	
<b>A</b>	Teacher will teach a mini lesson on the subjunctive needed to give advice. <b>W, Eq</b>	
<b>M, T</b>	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 the U.S. and Spanish-speaking countries. <b>T</b>	
<b>M, T</b>	Students will evaluate each other’s performance by	

	completing a peer evaluation chart. <b>R, Ev</b>	
<b>M, T</b>	Students will work in small groups to research and consider how adolescents cope with challenges and will write a list. <b>Eq, W</b>	
<b>M, T</b>	Students will share their lists of suggestions to the whole class in the form of a gallery wall. <b>Eq, T</b>	
<b>A</b>	The teacher will prepare notes and lessons on email writing conventions. <b>W, Eq</b>	
<b>A, M</b>	Students will write an email to a friend giving them advice about a topic raised by the conversation cards. <b>T, R</b>	
<b>M, T</b>	Students will peer-edit and revise their emails. <b>Ev, T</b>	
<b>T</b>	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. <b>W, R, Ev, T</b>	
	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Día Mundial de los Niños 2019   UNICEF</a></li> <li>• <a href="#">Ser Adolescente   UNICEF</a></li> <li>• <a href="#">Derechos del Niño y Principios Empresariales   UNICEF</a></li> <li>• <a href="#">UNICEF   Niños, niñas y adolescentes en América Latina y el Caribe.</a></li> <li>• Tiempo de Juego de Bogotá, Colombia <a href="http://www.tiempodejuego.org/">http://www.tiempodejuego.org/</a></li> </ul>	

- Luces para aprender, «una iniciativa de la OEI que llevará luz e Internet a más de 66.000 escuelas en Iberoamérica, situadas en zonas rurales y de difícil acceso.» <http://lucesperaaprender.org/>
- Video presentation about 4 heroic kids and what they do every day in order to go to school. (Novice) <http://www.rtve.es/alacarta/videos/telediario/td2-docu-e-scuels-130115/2950830/>
- Prezi on comparison of schools in U.S. and Spain. (Novice) <https://tinyurl.com/yd8vr7tk>
- Power point comparing schools in Mexico and the U.S. (Novice – Intermediate) <https://www.scoe.org/files/differences-ppt-spanish.pdf>
- Other authentic audio, video and print materials

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## Unit 2: Personal and Public Identity: Fashion and Design

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>CCSS.ELA-CCRA.R.2</b> Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.</p> <p><b>CCSS.ELA-CCRA.W.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>present information and ideas through written communication to inform and explain how young people express self-identity.</p>	
	<i>Meaning</i>	
<p><b>ELA: SL.11-12.4</b> 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.</p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>fashion is used globally to express self-identity.</p> <p>style of dress and shopping practices vary by country and culture.</p> <p>clothing reflects personal and cultural ideas about style</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>How does the quote by Oscar de la Renta “<i>La moda consiste en vestir de acuerdo a lo que está de moda. El estilo es más sobre ser tú mismo.</i>” (<i>Fashion consists of dressing according to what is in fashion. Style is about being yourself.</i>) influence the target culture’s attitudes towards dress and fashion?</p> <p>What are the similarities and differences in the fashion trends between the U.S. and Spanish-speaking countries?</p> <p>How do people perceive me based on my appearance? How do I perceive others based on their appearance? Why does it matter?</p>

<p>conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>1.3 Presentational Communication:</b> 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.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>2.2 Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>3.1 Making Connections:</b></p>	<table border="1"> <thead> <tr> <th colspan="2">Acquisition</th></tr> </thead> <tbody> <tr> <td> <i>Students will know...</i> <p>vocabulary related to fashion and self-expression.</p> <p>formal and informal commands to share opinions and make suggestions.</p> <p>how to give and receive compliments according to Spanish-speaking cultures.</p> <p>irregular adjectives.</p> <p>comparative and superlative adjectives.</p> </td><td> <i>Students will be skilled at...</i> <p>discussing how choice in clothing reflects personal and cultural ideas about style.</p> <p>comparing and contrasting current fashion trends in the target culture and the U.S..</p> <p>providing information on fashion and stating viewpoints using a series of sentences with some supporting details.</p> <p>making generalizations about the fashion of the target culture and describing the difference between traditional costume and fashion trend.</p> </td></tr> </tbody> </table>	Acquisition		<i>Students will know...</i> <p>vocabulary related to fashion and self-expression.</p> <p>formal and informal commands to share opinions and make suggestions.</p> <p>how to give and receive compliments according to Spanish-speaking cultures.</p> <p>irregular adjectives.</p> <p>comparative and superlative adjectives.</p>	<i>Students will be skilled at...</i> <p>discussing how choice in clothing reflects personal and cultural ideas about style.</p> <p>comparing and contrasting current fashion trends in the target culture and the U.S..</p> <p>providing information on fashion and stating viewpoints using a series of sentences with some supporting details.</p> <p>making generalizations about the fashion of the target culture and describing the difference between traditional costume and fashion trend.</p>
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<p>Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><b>3.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><b>4.1 Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p><b>4.2 Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p><b>5.1 School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p><b>5.2 Lifelong Learning:</b> Learners set goals and reflect on their</p>		
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progress in using languages for enjoyment, enrichment, and advancement.

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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Presentational Communication Proficiency Rubrics (Novice High / Intermediate Low)</p> <p>ACTFL - Interpersonal Performance and Proficiency Rubrics (Novice High / Intermediate Low)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Novice High / Intermediate Low)</p>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Students choose a fashion brand from a Spanish-speaking country that 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, and what the student's own personal views of the brand are) - making a connection to the essential questions students demonstrate to others what this brand represents to them.</p> <p><b>Role:</b> Journalist</p> <p><b>Audience:</b> Spanish School Students/Peers/Teacher</p> <p><b>Situation:</b> Self reflection on the use of fashion and clothing to express self-identity.</p> <p><b>Product or Performance:</b> Students will write a magazine article.</p> <p><b>Standards for success:</b></p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL - Presentational Communication Performance Rubric (Novice High / Intermediate Low)</li> </ul>

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OTHER EVIDENCE:

*Students will show they have achieved Stage 1 goals by...*

- Quizzes
- Unit Test
- In class presentations and discussions
- Written assessment

## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
<b>M, T</b>	Students will write a journal entry responding to the prompts: Do you like to shop? Where do you typically shop and why? How important do you think fashion is? What resources do you use for fashion advice?	
<b>A</b>  <b>A</b>  <b>A</b>  <b>A</b>  <b>M, T</b>  <b>A, M</b>  <b>A</b>	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	The teacher will prepare notes and lectures on the topics fashion and design. <b>W, O, Eq</b>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Participation in small group discussions</li> </ul>
	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 unit. <b>Eq</b>	<ul style="list-style-type: none"> <li>• Peer to peer discussions/conversations</li> <li>• Teacher on one-to-one discussions</li> </ul>
	The teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. <b>Eq</b>	<ul style="list-style-type: none"> <li>• Completion of worksheets and internet research</li> <li>• Completion of graphic organizers</li> </ul>
	The teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W</b>	<ul style="list-style-type: none"> <li>• Responses to questions to video and audio sources</li> </ul>
	Students take the pre-assessment. <b>Eq</b>	<ul style="list-style-type: none"> <li>• Monitoring of note-taking</li> </ul>
	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. <b>Eq</b>	
	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. <b>Eq</b>	

<b>M</b>	The teacher shows video clips related to famous fashion designers of Latin America and Spain (ie.; Paloma Picasso, Oscar de la Renta, Carolina Herrera, etc.) <b>W, H</b>	
<b>A, M</b>	Using thought provoking questions as a guide, students share reactions and opinions to the meaning of the clip and how people judge others by their clothing. <b>H, Eq, Ev</b>	
<b>A</b>	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. <b>Eq, R, Ev</b>	
<b>T, M</b>	Students will read a level appropriate article about current teen-fashion trends in Spanish-speaking countries. <b>Eq, Ev</b>	
<b>A, M</b>	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.. <b>Eq, Ev</b>	
<b>A, M, T</b>	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. <b>H, Eq</b>	
<b>M</b>	Then, students will share their ideas with the class or to the other small groups. <b>H, Eq, Ev</b>	
<b>A</b>	Teacher prepares mini-lesson on writing a critique and self reflection- including useful "chunks/phrases" to support personal opinion (e.g. I think... because... I like... for example...). <b>Eq</b>	
<b>M, T</b>	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. <b>H, Eq, Ev</b>	

<b>M, T</b>	Students engage in small group discussion comparing the use of language and cultural influence in Spanish-speaking countries and the U.S. with regard to fashion, describing people's appearance and trends. <b>R, W</b>	
<b>M</b>	Students close read a level appropriate article about the influence of U.S. fashion on world trends and engage in peer-sharing activities to identify the topic and summarize related information in the target language. <b>W, Eq</b>	
<b>A, M</b>	The teacher will show video clips/commercials on fashion shows. <b>H, Eq,</b>	
<b>A, M</b>	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. <b>Eq, Ev</b>	
<b>M, T</b>	Students will engage in think-pair-share activity to write short critiques of clothing styles found on websites. <b>H, W, Eq, Ev, T</b>	
<b>M, T</b>	Students self/peer assess written critiques with a rubric. <b>R, Ev</b>	
<b>T</b>	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. <b>W, R, Ev, T</b>	
<b>Resources:</b>		

- Museo del Traje: museum of dress and clothing in Madrid. Includes virtual exhibits.  
<http://museodeltraje.mcu.es/>
- Prince Royce singing “Corazón sin Cara,” a song about love not being about appearance. (Intermediate – Advanced)  
<https://www.youtube.com/watch?v=XNGWDH-6yv8>
- Chilean museum of fashion. Includes virtual exhibits, fashion timelines, and videos (Novice – Intermediate)  
<http://www.museodelamoda.cl/>
- Article and photos on how youth dress in Spain (Intermediate)  
<https://www.dream-alcala.com/como-se-viste-en-espana/>
- Website for multinational fashion store located in Spain (Novice) <https://www.zara.com/es/>
- Online Spanish newspaper El País. News and events about designers, their inspiration and work, and trends in clothing. (Intermediate – Advanced)  
<http://elpais.com/tag/diseadores/es/>
- Three authentic videos about clothing with comprehension activities (Intermediate)  
[http://www.ver-taal.com/noticias\\_20121118\\_ropa.htm](http://www.ver-taal.com/noticias_20121118_ropa.htm)
- Details about the well-known Madrid Fashion Week, MOMAD, focusing on fashion trends and designs from latest designers. There are also photos of collections, a time schedule for runway shows, videos, and blogs. (Novice – Intermediate)  
[http://www.ifema.es/momadmetropolis\\_01/](http://www.ifema.es/momadmetropolis_01/)



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|  | <ul style="list-style-type: none"><li>• <a href="#">El impulso a los diseñadores latinos en las grandes pasarelas</a></li><li>• <a href="#">¿Qué es Moda y porque es Importante?</a></li><li>• <a href="#">El adiós a Óscar de la Renta</a></li><li>• Other authentic audio, video and print materials</li></ul> |  |
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### Unit 3: Science and Technology - Technologies of the Future

#### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>CCSS.ELA-CCRA.R.1</b> 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.</p> <p><b>CCSS.ELA-CCRA.SL.4</b> 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.</p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>present information, concepts, and ideas to inform, explain and persuade on future technologies.</p> <p>reflect and explain the relationship between the products and perspectives of people in Spanish-speaking countries.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>societies in Spanish-speaking communities depend on public transportation in their daily life</p> <p>the discovery of new technologies and their effects on transportation impact economy and social structure of Spanish-speaking societies</p> <p>attitudes towards cars and driving are changing around the world due to environmental concerns.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>How are attitudes towards cars and driving in Spanish-speaking countries the same and/or different from those in the U.S.?</p> <p>How do environmental issues affect technological research?</p>
	<i>Acquisition</i>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

<p><b>1.3 Presentational Communication:</b> 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.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>2.2 Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>3.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p><b>4.1 Language Comparisons:</b> Learners use the language to investigate, explain, and reflect</p>	<p>vocabulary related to public and private transportation.</p> <p>vocabulary related to cars and driving laws and regulations regarding driver's licences.</p> <p>regular, irregular and stem-changing subjunctive with impersonal expressions (including Ojalá, Quizás and Tal vez).</p>	<p>explaining and discussing problems related to their car.</p> <p>evaluating the perspectives of Spanish-speaking countries towards driving and cars.</p> <p>comparing the target culture attitudes towards the transport industry and comparing them to those in the U.S./community.</p>
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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.

REVISION

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Presentational Communication Proficiency Rubric (Novice High / Intermediate Low)</p> <p>ACTFL - Interpersonal Performance and Proficiency Rubrics (Novice High / Intermediate Low)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Novice High / Intermediate Low)</p>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Students will design an advertisement for a car in 2050.</p> <p><b>Role:</b> Engineer</p> <p><b>Audience:</b> General public</p> <p><b>Situation:</b> Students present the car of the future at a car show.</p> <p><b>Product or Performance:</b> Poster/advertisement describing the car and highlighting features that make the car special and different to persuade the public to buy the car.</p> <p><b>Standards for success:</b></p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task ACTFL - Presentational Communication Performance Rubric (Novice High / Intermediate Low)</li> </ul>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"> <li>• Grammar and vocabulary quizzes</li> <li>• Unit test</li> </ul>
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Stage 3 – Learning Plan		
Code	Pre-Assessment	
A, M	With a partner, students will identify, label and describe different means of transportation in their community and those of the target language countries. They will write which means of transportations they use, when, and how often.	
A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and composition depends on...</i>  The teacher will prepare notes and lessons on vocabulary related to transportation, cars, and driving topics. <b>Eq</b>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Comparison of advertisements for different means of transportation around the Spanish-speaking countries and the U.S.</li> <li>• Completion of the graphic organizers</li> <li>• Teacher observation of notetaking and discussions</li> <li>• Teacher listening to students' conversation</li> </ul>
A	Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W</b>	
A, M	Students will label various means of transportation and write down what they use, when and how much. <b>W</b>	
A, M	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. <b>Eq</b>	
<b>A</b>	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. <b>Eq</b>	
<b>A, M</b>	Students will listen as teenagers in Spanish-speaking countries describe how they get around. <b>H</b>	
<b>A, M</b>	Students will engage in think-pair-share activity to compare the means of transportation used by them and those of teenagers from Spanish-speaking countries. <b>R</b>	
<b>A, M</b>	Students will watch teenagers from Spanish-speaking countries as they talk about getting their driver's license. <b>H</b>	
<b>A, M</b>	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.. <b>R</b>	
<b>A</b>	Teacher will prepare notes and lessons on modal verbs and modal verbs in the preterite tense. <b>Eq</b>	
<b>A, M</b>	Students will read an appropriate level text about the rules of the road in Spanish-speaking countries. <b>Eq, R</b>	
<b>A</b>	Teacher will prepare lessons and notes on asking for help and vocabulary around accidents. <b>Eq</b>	
<b>A, M, T</b>	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. <b>T</b>	
<b>M, T</b>	Students will evaluate each other's performance by completing a peer evaluation chart. <b>R, Ev</b>	

<b>A, M</b>	Students will engage in close reading activities to learn about the Trabi and its cultural significance pre and post 1989. <b>H</b>	
<b>M, T</b>	Students will design an advertisement for the Trabi in partnerwork which will appeal to people in the 21st century. <b>H, T</b>	
<b>M, T</b>	Students will peer review each others' advertisements. <b>R, Ev</b>	
<b>A, M</b>	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. <b>Eq</b>	
<b>A, M</b>	Students will watch a video about car culture in Spanish-speaking countries. <b>H</b>	
<b>M</b>	Students will complete a Venn diagram comparing the attitudes of people in Spanish-speaking communities and the U.S. towards cars. <b>R</b>	
<b>A</b>	Teacher will prepare lessons and notes on vocabulary related to technology, the environment and the future tense. <b>Eq</b>	
<b>A, M</b>	Students will close read an appropriate level article about self-driving technologies and environmental research in the car industry. <b>W</b>	
<b>T</b>	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. <b>W, R, Ev, T</b>	



**Resources:**

- [Adolfo Suárez Madrid-Barajas Airport](#)
- [El Top 10 de Aeropuertos en Latinoamérica](#)
- [BBC News - Mundo](#)
- [Carretera Panamericana](#)
- [Inca Rail](#) and [Peru Rail](#)
- [Newsela](#)
- Programa Bicicletas de Buenos Aires. Promotes the advantages of riding a bicycle, such as sustainable practices and healthy exercise. (Novice – Intermediate)  
<http://ecobici.buenosaires.gob.ar/>
- Website includes information, maps, routes and prices about Buenos Aires's metro and bus lines. (Intermediate)  
<http://movilidad.buenosaires.gob.ar/metrobus/>
- Website includes information, maps, routes and prices about Madrid's metro and bus lines. (Novice – Intermediate) <http://www.metromadrid.es/es/index.html>
- Website developed by the Interamericano Bank that describes issues of transportation, society and life in Latin America. (Intermediate – Advanced)  
<http://www.iadb.org/es/temas/transporte/transporte.1236.html>

	<ul style="list-style-type: none"><li>• Other authentic audio, video and print materials</li></ul>	
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REVISION

## Unit 4: Contemporary Life: City and Country Life

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS</b></p> <p><b>CCSS.ELA-CCRA.SL.4</b> 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.</p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>1.3 Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>interact with others to negotiate meaning, share information and opinions to explain the relationship between cultural practices and perspectives of the target culture.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>life in the country and the city is different.</p> <p>housing in Spanish-speaking countries has similarities and differences to housing in the U.S..</p> <p>there are many reasons why people choose where they live.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>What are the advantages and disadvantages of life in the city and life in the country?</p> <p>How does housing in the U.S. compare to housing in Spanish-speaking countries?</p> <p>Why do people move?</p>

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

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.

REVISION

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Interpersonal Communication Proficiency Rubric (Novice High / Intermediate Low)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Novice High / Intermediate Low)</p> <p>ACTFL - Presentational Communication Performance and Proficiency Rubrics (Novice High / Intermediate Low)</p>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Students justify their opinion on where they would like to live.</p> <p><b>Role:</b> Realtors (in the city and the country)</p> <p><b>Audience:</b> Investors</p> <p><b>Situation:</b> An investor is considering two properties, one in the city and one in the country. You, the real estate agent, have to persuade the investor to choose your home.</p> <p><b>Product or Performance:</b> Debate.</p> <p><b>Standards for success:</b></p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL - Interpersonal Communication Performance Rubric (Novice High / Intermediate Low)</li> </ul>

REVISION

OTHER EVIDENCE:

*Students will show they have achieved Stage 1 goals by...*

- Grammar and vocabulary quizzes
- Unit test

### Stage 3 – Learning Plan

Code	Pre-Assessment
A	Students will label the furniture and rooms of a house.
A	<div>Summary of Key Learning Events and Instruction</div> <div><i>Student success at transfer meaning and acquisition depends on...</i></div> <div>Teacher will prepare notes and lessons on vocabulary needed to describe a house or apartment. <b>Eq, W</b></div> <div>Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W</b></div> <div>Students will review vocabulary by labeling furniture and rooms. <b>R</b></div> <div>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. <b>Eq</b></div> <div>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. <b>Eq</b></div> <div>Students will watch short videos of adolescents from Spanish-speaking countries showing their houses and apartments. <b>H</b></div> <div>Students will reflect on the differences and similarities between the living conditions of teenagers in Spanish-speaking countries and the U.S.. <b>W, R</b></div>
	<div>Progress Monitoring</div> <ul style="list-style-type: none"> <li>Students' description of their house or apartment</li> <li>Students' designs of their dream house or apartment</li> <li>Students' research of a city, suburban or rural area of a Spanish-speaking country.</li> <li>Completion of the graphic organizers</li> <li>Teacher observation of notetaking and discussions</li> <li>Teacher listening to students' conversation</li> </ul>



<b>A, M</b>	Students will write a description of their own house or apartment. <b>T, R</b>	
<b>A, M</b>	Students will read advertisements of houses and apartments for sale in different parts of Spanish-speaking countries, Austria and Switzerland. <b>H</b>	
<b>A</b>	The teacher will prepare notes and lessons on grammar to be covered throughout the unit. <b>Eq, W</b>	
<b>M, T</b>	Students will choose a house or apartment they would live in and give reasons for their decision. <b>Eq, E</b>	
<b>A, M</b>	Students will listen to Spanish-speaking teenagers describe their house or apartment of their dreams. <b>H, R</b>	
<b>M, T</b>	Students will design their own dream house or apartment and describe it. <b>W, T</b>	
<b>T</b>	Students will peer edit the descriptions. <b>Ev</b>	
<b>A</b>	The teacher will prepare lessons and notes on places around town and dative prepositions. <b>Eq</b>	
<b>M</b>	Students will describe their own home town and describe sites, services and places of interest available. <b>R, W</b>	
<b>A, M</b>	Students will listen to teenagers from Spanish-speaking countries describe the places where they live. <b>H</b>	
<b>M, T</b>	Students will create a chart listing the advantages and disadvantages of life in the city, small town and country. <b>R, W, Eq</b>	
<b>A</b>	Teacher will prepare notes and lessons on the comparative and superlative. <b>Eq</b>	

<b>A</b>	The teacher will prepare a mini-lesson on the elements of a debate and will provide useful phrases to state and justify their own opinions and to disagree with others. <b>Eq</b>	
<b>M, T</b>	Students will participate in a survey to find out what is right for them. <b>R</b>	
<b>M, T</b>	Students will reflect on the survey and list reasons why they agree/disagree with the results. <b>Ev</b>	
<b>M, T</b>	Students will write about where they would like to live and give reasons for their choice. <b>W</b>	
<b>M, T</b>	Students will then research a town, city or rural area of Spanish-speaking countries and list on a T-Chart the advantages and disadvantages of living in this community. <b>W</b>	
<b>T</b>	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. <b>W, R, Ev, T</b>	
	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Report about private homes and their characteristics in Segovia, Spain. It includes comprehension activities and a transcript. (Intermediate)  <a href="http://www.ver-taal.com/cultura_20121007_segovia4.htm">http://www.ver-taal.com/cultura_20121007_segovia4.htm</a></li> <li>• Video from Hábitat para la humanidad describing the need for adequate housing for all. (Intermediate)  <a href="https://youtu.be/u0HB8jZuwQE">https://youtu.be/u0HB8jZuwQE</a></li> <li>• Web article focusing on the negative impact that living in a city has on the mental health of its inhabitants. (Intermediate – Advanced)</li> </ul>	

	<a href="http://www.lanacion.com.ar/1341641-las-grandes-ciudades-alteran-la-saludmental-de-sus-habitantes">http://www.lanacion.com.ar/1341641-las-grandes-ciudades-alteran-la-saludmental-de-sus-habitantes</a>	
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- Other authentic audio, video and print materials

REVISION

## Unit 5: Beauty and Aesthetics: Architecture

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>CCSS.ELA-CCRA.R.1</b> 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.</p> <p><b>CCSS.ELA-CCRA.SL.4</b> 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.</p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>orally present information and concepts to inform and persuade others using appropriate media.</p> <p>investigate and explain the relationship between the artistic products and cultural perspectives of target language culture.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Spanish-speaking countries have made major contributions to the world's architectural history.</p> <p>culture, society and historical events influence architecture.</p> <p>art and architecture reflect cultural perspectives of communities.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>How has art in Spanish-speaking countries changed over the centuries?</p> <p>How does architecture reflect and modify the environmental culture?</p> <p>How does an artist's identity and background influence their work?</p>
	<i>Acquisition</i>	

<p><b>1.3 Presentational Communication:</b> 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.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>2.2 Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>3.1 Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p><b>4.1 Language Comparisons:</b> Learners use the language to</p>	<p><i>Students will know...</i></p> <p>vocabulary related to the beauty and aesthetics of architecture.</p> <p>adjectives to describe beauty and aesthetics of architecture.</p> <p>the pluperfect, conditional perfect and future perfect tenses of indicative.</p> <p>imperfect subjunctive.</p>	<p><i>Students will be skilled at...</i></p> <p>explaining the relationship between the works of art and the artist's cultural background and perspective.</p> <p>researching and describing the life of an architect.</p> <p>identifying and describing varieties of classical and modern architecture.</p>
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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.

REVISION

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Presentational Communication Proficiency Rubric (Novice High / Intermediate Low)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Novice High / Intermediate Low)</p> <p>ACTFL - Interpersonal Communication Performance and Proficiency Rubrics (Novice High / Intermediate Low)</p>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Students play the role of an architect from the target culture and present their life, work and influences.</p> <p><b>Role:</b> Architect</p> <p><b>Audience:</b> Peers/architects</p> <p><b>Situation:</b> Convincing an audience of the beauty of your architectural piece of art.</p> <p><b>Product or Performance:</b> Oral presentation.</p> <p><b>Standards for success:</b></p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL - Presentational Communication Performance Rubric (Novice High / Intermediate Low)</li> </ul>

REVISION

OTHER EVIDENCE:

*Students will show they have achieved Stage 1 goals by...*

- Vocabulary and grammar quizzes
- Unit Test
- Written reactions



### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
<b>A, M</b>	In small groups students will list different forms of art they participate in during their freetime.	
	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><b>A</b> The teacher will prepare lessons and notes on vocabulary relating to architecture. <b>W, Eq</b></p> <p><b>A, M</b> The teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W, Eq</b></p> <p><b>A</b> In small groups students will list and discuss what artistic activities they do in their freetime. <b>W, H</b></p> <p><b>A, M</b> 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. <b>Eq</b></p> <p><b>A</b> 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. <b>Eq</b></p> <p><b>A, M</b> Students will watch students in Spanish-speaking countries talk about what artistic activities they do in their freetime. <b>Eq</b></p> <p><b>A, M</b> Students will compare the cultural interests of teenagers in Spanish-speaking countries to their own. <b>W, Eq, Ev</b></p> <p><b>A, M</b> In a group discussion students will list cultural events and architectural monuments/buildings available in their</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Teacher observations of peer and group discussions</li> <li>• Graphic organizers</li> <li>• Students lists of community events and comparisons to target culture</li> <li>• Students sketches for listening activities</li> </ul>

	community. <b>O, Eq, T</b>	
<b>M, T</b>	Students will research the cultural calendar of a community in Spanish-speaking countries and list events of interest to them. <b>O, Eq, T</b>	
<b>M, T</b>	Students will write about the events they would like to attend and why. <b>H, Ev, T</b>	
<b>M</b>	Students will share their findings in small groups and compare the cultural activities of Spanish-speaking communities to those available in their own community. <b>H, Eq, Ev</b>	
<b>M, T</b>	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. <b>Eq, H, T</b>	
<b>T</b>	Students peer-review each other's writings. <b>R</b>	
<b>A</b>	The teacher will prepare lessons and notes on the use of adverbs and expressions of admiration and envy. <b>Eq</b>	
<b>M</b>	Students will reflect on people they know who are very talented and describe their unique abilities using expressions of admiration and envy. <b>W, H, Ev</b>	
<b>A, M</b>	The students will engage in close reading activity to read an appropriate level text about the biography of an architect from the target culture and identify key vocabulary. <b>Eq</b>	
<b>A, M, T</b>	The teacher will prepare lessons and notes on vocabulary related to architecture in Spanish-speaking countries and its historical evolution. <b>Eq</b>	
<b>T</b>	The teacher will present various monuments/buildings and students try to identify the correct style/time period. <b>Eq, W,</b>	

	<b>Eq, H, T</b>	
<b>A</b>	Students will peer-review their writings. <b>Ev</b>	
<b>A, M</b>	The teacher will prepare a gallery of famous painters, sculptures and architects from the target culture. <b>W, H, Eq</b>	
<b>A</b>	With a partner, students will list the works of art in chronological order and record their personal reactions to them. <b>Eq, Ev</b>	
<b>M, T</b>	Students share their reactions in small groups and place the artworks in historical and cultural perspectives. <b>Ev</b>	
<b>A</b>	The teacher will prepare lessons and notes on vocabulary related to paintings, sculpture and architecture. <b>Eq</b>	
<b>A</b>	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). <b>Eq</b>	
<b>A, M</b>	The teacher will describe a work of art while the students try to sketch it and identify the correct one from the gallery walk. <b>Eq, H</b>	
<b>M, T</b>	Students will choose an artist from a Spanish-speaking country and write a description of a piece of art. <b>Ev, T</b>	
<b>M, T</b>	Students will share their descriptions with the group who will sketch the work of art and identify it from the gallery walk. <b>R, Ev</b>	
<b>M, T</b>	Students will research an architect's life and work and prepare an oral presentation on him or her.. <b>W, T</b>	

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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:**

- 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)  
<http://www.cultura.gob.cl/>
- Website on Latino artists: biographical timelines reviews and explanations of works. (Novice Intermediate- descriptions of art)  
<http://www.latinartmuseum.com/artists.htm>
- Teatro Colón- <http://www.teatrocolon.org.ar/es/historia>  
Narration of the history of the Teatro Colón in Buenos 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 sites all around the world as well as in Spain (Intermediate – Advanced)  
<https://izi.travel/es/search>
- Slides of famous monuments in Mexico  
<https://www.mexicodesconocido.com.mx/descubre-los-sitios-mexicanospatrimonio-de-la-humanidad.html>
- Slides of famous monuments in Latinoamerica (Novice)

	<p><a href="https://listas.20minutos.es/lista/bellos-monumentos-simbolicos-delatinoamerica-332154/">https://listas.20minutos.es/lista/bellos-monumentos-simbolicos-delatinoamerica-332154/</a></p> <ul style="list-style-type: none"> <li>• Pictures with description of twelve monuments in Spain. (Novice – Intermediate) <a href="http://losviajesdedomi.com/monumentos-mas-importantes-de-espana/">http://losviajesdedomi.com/monumentos-mas-importantes-de-espana/</a></li> <li>• Pictures with description and links to more information (Intermediate) <a href="https://www.skyscanner.es/noticias/los-10-mejores-monumentos-historicos-de-espana">https://www.skyscanner.es/noticias/los-10-mejores-monumentos-historicos-de-espana</a></li> <li>• Other authentic audio, video and print materials</li> </ul>	
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## Unit 6: Global Challenges: Environmental Issues

### Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>CCSS.ELA-CCRA.R.1</b> 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.</p> <p><b>CCSS.ELA-CCRA.W.1</b> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p><b>CCSS.ELA-CCRA.SL.4</b> 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.</p> <p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings,</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>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.</p>	
	<i>Meaning</i>	
<p><b>1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings,</p>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>personal lifestyle choices affect the environment.</p> <p>cultural preferences have an impact on the environment.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <p>How could we use resources wisely?</p> <p>What responsibilities do individuals and society have to protect the environment?</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <p>vocabulary related to the environment and pollution.</p> <p>future and conditional sentences.</p> <p>making polite requests.</p>	<p><i>Students will be skilled at...</i></p> <p>explaining how some factors of personal lifestyle impact the environment.</p> <p>hypothesizing and proposing possible solutions to help the environment.</p> <p>recognizing that their own choices affect the</p>

<p>and opinions.</p> <p><b>1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p><b>1.3 Presentational Communication:</b> 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.</p> <p><b>2.1 Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p><b>2.2 Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p><b>3.1 Making Connections:</b> Learners build, reinforce, and expand their knowledge of other</p>	<p>expressions of concern.</p> <p>the pluperfect, conditional perfect tenses of subjunctive.</p>	<p>environment.</p> <p>giving examples of how a community's policies influence environmental impact.</p>
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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 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.

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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Presentational Communication Proficiency Rubric (Novice High / Intermediate Low)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Novice High / Intermediate Low)</p> <p>ACTFL - Interpersonal Communication Proficiency Rubric (Novice High / Intermediate Low)</p>	<p>PERFORMANCE TASK(S):</p> <p><b>Goal:</b> Students measure their personal impact on the environment and offer suggestions on how to improve it.</p> <p><b>Role:</b> Students</p> <p><b>Audience:</b> School Community and Spanish School</p> <p><b>Situation:</b> Students will complete a questionnaire about their ecological footprint and compare their results to those of their fellow students and students in Spanish-speaking countries. Then, students will make suggestions for lifestyle modifications that would help reduce their ecological footprint.</p> <p><b>Product or Performance:</b> Students' choice of a written letter or PowerPoint/Slide presentation proposing ways to reduce an individual's ecological footprint.</p> <p><b>Standards for success:</b></p> <ul style="list-style-type: none"> <li>• Rubric specific to this performance task</li> <li>• ACTFL - Interpersonal and Presentational Communication Performance Rubrics (Novice High / Intermediate Low)</li> </ul>

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OTHER EVIDENCE:

*Students will show they have achieved Stage 1 goals by...*

- Vocabulary and grammar quizzes.
- Unit Test
- Peer interviews
- Letter writing

### Stage 3 – Learning Plan

Code <b>A, M</b>	<i>Pre-Assessment</i>	
	Students will be able to determine how much they know about the effects that their daily decisions have on the environment: First, students will take inventory of activities that can affect the environment (drawing on previous knowledge of household vocabulary as well as cognates (e.g., sort the trash, use plastic or reusable containers, take short/long showers, etc.). Then, they will sort the activities as either “harmful to the environment” or “good for the environment.”	
<b>A</b>  <b>A</b>  <b>A</b>  <b>A, M</b>  <b>A, M</b>  <b>A, M</b>  <b>A</b>	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	The teacher will prepare notes and lectures on the topics of the environment and pollution <b>W, O, Eq</b>	<ul style="list-style-type: none"> <li>• Listening comprehension activities based on video</li> </ul>
	The teacher will prepare notes and mini-lessons on vocabulary and useful “chunks” related to environment and pollution to introduce throughout the unit. <b>Eq</b>	<ul style="list-style-type: none"> <li>• Completion of graphic organizers</li> </ul>
	The teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. <b>Eq</b>	<ul style="list-style-type: none"> <li>• Information gap activity</li> </ul>
	The teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W, Eq</b>	<ul style="list-style-type: none"> <li>• Sentence completion activity on advice to protect the environment</li> </ul>
	Students take the pre-assessment. <b>Eq</b>	<ul style="list-style-type: none"> <li>• Peer Survey development</li> </ul>
	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. <b>Eq</b>	<ul style="list-style-type: none"> <li>• Paragraph writing</li> </ul>
	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. <b>Eq</b>	

<b>A, M</b>	The teacher will show a (YouTube) video about how much water it takes to put a pair of jeans on the store shelf, from design to finish. <b>W, H, Eq</b>	
<b>A, M</b>	Students will engage in listening comprehension activities before, during, and after watching the video. <b>Eq, R</b>	
<b>M, T</b>	Students will identify the causes and effects of global environmental issues (e.g., factories = water pollution = fish die) found in brief articles from a news website for students. <b>W, Eq, Ev</b>	
<b>A, M</b>	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 ...) <b>Eq, H</b>	
<b>M, T</b>	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 ...") <b>Eq, R</b>	
<b>A, M</b>	Students watch/listen to authentic videos, first for gist and then fill in the chart with relevant details. <b>Eq</b>	
<b>M, T</b>	Students listen to authentic podcasts and fill in a chart listing the environmental problems, causes, effects, and possible solutions. <b>Eq,</b>	
<b>M, T</b>	Students illustrate the relationship between cause and effect of environmental issues that they heard/read about. <b>W, R, O</b>	
<b>M, T</b>	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. <b>H, Eq, Ev</b>	
<b>M, T</b>	With a partner or in small groups, students use the information they've collected and exchanged to write a paragraph about environmental issues. They should explain the problems (causes and effects), give examples, and give suggestions for how young people can make a difference in the world. <b>W, Eq, Ev, H</b>	
<b>M</b>	Students take the survey to evaluate their own environmental footprint. <b>H, Eq, R, Ev.</b>	
<b>M, T</b>	Students use a checklist to ask each other how often they engage in certain environmentally safe/harmful activities. <b>H, R, Ev</b>	
<b>M, T</b>	With a partner or in small groups, students create a survey to interview their peers from a Spanish-speaking country to evaluate their environmental footprint -students base their questions from the survey they took and from the checklist. <b>H, R, Ev</b>	
<b>T</b>	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 ... ). <b>H, R, Ev, T</b>	
<b>M, T</b>	Students describe a nature disaster/picture/video (e.g., a healthy or damaged forest) and describe it in writing or speaking. <b>Eq, R</b>	
<b>M, T</b>	Students write a sentence about the cause-and-effect relationships they see represented by a graph or an illustration/infographic. <b>Eq, Ev</b>	
<b>A</b>	The teacher introduces the elements of paragraph/letter writing and shows a model letter about an environmental issue	

<p><b>A, M</b></p> <p><b>M</b></p> <p><b>M, T</b></p> <p><b>M, T</b></p> <p><b>T</b></p>	<p>to help students understand the concept.</p> <p>Students use the model letter about an environmental issue to write about another environmental issue.</p> <p>Students write in chunks (add-on a sentence every day). <b>Eq, R</b></p> <p>Students write a paragraph, and then incorporate transitions or conjunctions from a list when they are able. <b>Eq, R</b></p> <p>Students edit each other's letters, using a holistic scoring guide. <b>R, Ev</b></p> <p>Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. <b>W, R, Ev, T</b></p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• United Nations website environmental issues resources and empowering people for the future. <a href="https://www.unenvironment.org/es/regiones/america-latina-y-el-caribe">https://www.unenvironment.org/es/regiones/america-latina-y-el-caribe</a></li> <li>• First video in a telenovela series to encourage people to save energy. (Intermediate/Advanced) <a href="http://www.ver-taal.com/pub_apagalaluz1.htm">http://www.ver-taal.com/pub_apagalaluz1.htm</a></li> </ul>	
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- Anuncio del Consejo Insular de Aguas de La Palma (Canarias). Strategies on how to save water. (Novice)  
[http://www.ver-taal.com/pub\\_agua.htm](http://www.ver-taal.com/pub_agua.htm)
- The World Wildlife Association's site from Central America. (Intermediate)  
<http://www.wwfca.org/>
- The World Wildlife Association's site from Spain. (Titles Novice – Articles and videos Intermediate)  
[http://www.wwf.es/-](http://www.wwf.es/)
- Song: Río Abajo por Tijoux (Medio ambiente)  
<https://www.youtube.com/watch?v=pweqaPEDeLY>
- La megaminería (Clip explicativo sobre la actual modalidad de minería llevada a cabo en la Argentina y en el mundo.)  
[http://www.youtube.com/watch?v=MHuLl1WCG0&feature=player\\_embedded](http://www.youtube.com/watch?v=MHuLl1WCG0&feature=player_embedded)
- Conciencia Solidaria ONG  
<http://www.ConcienciaSolidaria.org.ar>
- Other authentic audio, video and print materials