























































### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
<b>A, M</b>	Students will complete a chart organizer listing any natural disasters they know or have heard about and will organize them in the following categories: In my community, in the US, in a target language country, in another country around the world.” Then, students will add details about what they know with regard to the effects those disasters had on the communities and the efforts made by individuals and organizations to rebuild afterwards.	
<b>A</b>	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>  Teacher will prepare notes and lectures on the topics of the environment and economy/poverty <b>W, O, Eq</b>	Progress Monitoring
<b>A</b>	Teacher will prepare notes and mini-lessons on vocabulary and language functions/useful “chunks” related to natural disasters to introduce throughout the unit. <b>Eq</b>	<ul style="list-style-type: none"> <li>• Reading and listening comprehension activities based</li> <li>• Completion of graphic organizers</li> </ul>
<b>A</b>	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>• Illustration activity</li> <li>• Information gap activity</li> </ul>
<b>A, M</b>	Teacher will use a variety of pre-reading and listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after reading and listening/viewing for all print text, video, and audio sources throughout the unit. <b>Eq</b>	<ul style="list-style-type: none"> <li>• activity on giving advice to others</li> <li>• Peer interviews</li> </ul>
<b>A, M</b>	The teacher will post articles, videos and podcasts on Google classroom (as they come up throughout the unit) so students may read, view, and listen multiple times at school or at home. <b>Eq</b>	<ul style="list-style-type: none"> <li>• Letter writing</li> </ul>
<b>A, M</b>	Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W, Eq</b>	

<b>A, M</b>	Students take the pre-assessment and have a class discussion about it. <b>Eq</b>	
<b>A, M</b>	Students identify vocabulary associated with the environment, natural disasters, economy/poverty. <b>W, Eq</b>	
<b>M, T</b>	Students will identify the causes and effects of natural disasters around the world, in the target language countries, and in their own community found in various brief articles from a news website for students. <b>W, Eq, Ev</b>	
<b>M, T</b>	Students will engage in close reading analysis through Think-Pair-Share activities and respond to text-dependent questions of the news articles. <b>W, H, Eq</b>	
<b>M, T</b>	Students will interview each other on their personal experiences (or of someone they know) on dealing with natural disaster or going through a traumatic event in their community. <b>W, H, R</b>	
<b>A, M, T</b>	Students will engage in conversations to compare their experiences and explore what they learned from them. <b>W, H, R, Eq, Ev</b>	
<b>A, M, T</b>	<p>Students will engage in Jig-saw activity to do a close reading analysis of:</p> <p style="padding-left: 40px;">The story of a bakery in Huston “El Bolillo” about what a few employees did to help others while they were trapped during Hurricane Harvey. Then, they will list ways to explain how they overcame their challenge.</p>	
<b>A, M, T</b>	In pairs or small groups, students will research other individuals and organizations that make/have made a difference to others or to society during a crisis. <b>W, H, Eq</b>	

<p><b>A, M</b></p>	<p>Students will present research findings to the class in the form of a gallery wall. <b>W, H, Eq, Ev</b></p>	
<p><b>A, M, T</b></p>	<p>Teacher will show the documentary video “Poverty, Inc.” to introduce and discuss the topic of poverty and economic issues worldwide. <b>W, H, Eq</b></p>	
<p><b>A, M</b></p>	<p>Students will engage in listening comprehension activities before, during, and after watching the video. Students watch/listen to authentic videos, first for gist and then fill in a chart with relevant details. <b>Eq, R</b></p>	
<p><b>A, M</b></p>	<p>Students watch/listen to authentic commercials/videos and songs first for gist and then fill in a chart with relevant details about what some artists/famous people do to help or inform others about environmental issues. <b>Eq, Ev</b></p>	
<p><b>A, M</b></p>	<p>Students listen to authentic podcasts and fill in a chart listing the environmental problems, causes, effects, and possible solutions. <b>Eq,</b></p>	
<p><b>A, M</b></p>	<p>Students will engage in an activity in which they give written advice about preparing for unexpected disasters (e.g., Problem =In our town we’ve experienced floods... Tip = “think/believe we should ...; In my opinion we have to ...; We could ...)</p>	
<p><b>M, T</b></p>	<p><b>Eq, R</b></p>	
<p><b>M, T</b></p>	<p>Students illustrate the relationship between cause and effect of environmental issues that they heard/read about. <b>W, R, O</b></p>	
<p><b>M, T</b></p>	<p>Students use this information to discuss with a partner or small groups and compare/contrast problems in their state/city/town and in the target language countries. They will come up with some suggestions on how they can be more responsible and proactive in helping their communities and around the world. <b>H, Eq, Ev</b></p>	

<p><b>M, T</b></p>	<p>With a partner or in small groups, students use the information they've collected and exchanged to write a paragraph about environmental issues (natural disasters and poverty). 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></p>	
<p><b>M, T</b></p>	<p>Students engage in conversations to ask for and give advice on how to be proactive and be prepared in case of an emergency (e.g., Student A: What can I do if.../in case of. Student B: You should/could ... ). <b>H, R, Ev, T</b></p>	
<p><b>M, T</b></p>	<p>Teacher reviews the elements of letter writing and shows a model letter to help students understand the concept. <b>W, Eq</b></p>	
<p><b>M, T</b></p>	<p>Students write a short letter to one of the parties involved in the environmental problem, and do one of the following: express sympathy, offer a solution, express opinion, ask questions, offer help. <b>W, H, Eq</b></p>	
<p><b>T</b></p>	<p>Students edit each other's letters, using a rubric scoring guide. <b>R, Ev</b></p>	
<p><b>M, T</b></p>	<p>Students complete the performance task. <b>H</b></p>	
<p><b>M, T</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>• News articles on global environmental issues and economic topics.</li> </ul>	

- Videos, interviews, commercials, songs and print texts on the environment (natural disasters)
  - Los desastres naturales más graves del 2017  
<https://cnnespanol.cnn.com/video/cnnee-digital-pkg-resumen-ano-desastres-naturales-2017-huracanes-inundaciones-deslaves-terremotos/>
  - ¿Cómo se forman los Huracanes?  
<https://youtu.be/xtpbT14mvcc>
  - Infografías:  
<https://candidmanmx.wordpress.com/2015/10/25/infografia-como-se-forma-un-huracan/>
  - Noticia Univisión: Aviones Cazahuracanes  
<https://youtu.be/ViT6Zk98sSs>
- Article about the bakery in Huston “El Bollo” during “Hurricane Harvey”
- Documentary movie “Poverty, Inc.”
- Other authentic audio, video and print materials

UbD Template 2.0 **Unit 4: Contemporary Life: Travel**

**Stage 1 Desired Results**

<p>ESTABLISHED GOALS</p>	<i>Transfer</i>	
<p><b>CCSS.ELA-CCRA.R.6</b> Assess how point of view or purpose shapes the content and style of a 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><i>Students will be able to independently use their learning to...</i></p> <p>Present culturally appropriate information related to travel in a target language country to persuade others.</p> <p>Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions in situations involving travel in a target language country.</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>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</p>	<p style="text-align: center;"><i>Meaning</i></p> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● appropriate use of conventions (register, slang, mannerisms, colloquialisms) to exchange information related to travel</li> <li>● customs and practices are reflective of the perspectives and values of a given culture.</li> </ul>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How does travel change my life?</li> <li>● How do I interact appropriately in situations encountered in travel?</li> <li>● How do I get around in the target culture?</li> </ul>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● vocabulary related to travel, tourism and activities</li> <li>● expressions related to travel</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● describing places and people in the target language countries</li> <li>● expressing opinions of preference</li> </ul>

appropriate to purpose, audience, and a range of formal and informal tasks.

**1.1 Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations 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.

- modes of transportation
- prepositions of place
- adjectives, comparatives and superlatives
- present subjunctive (*to talk about something/someone unknown -Busco a... ¿Conoces a...?...No conozco.../No hay... -nada/nadie que...*)

- asking and answering questions
- interpreting and following directions on a map
- solving common complications during traveling

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**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.

**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

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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
A, M, T	<p>ACTFL - Presentational Communication Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p> <p>ACTFL - Interpersonal Performance and Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Create a presentation about a planned journey to a target language country or region to persuade a person of their choice to go with them.</p> <p><b>Role:</b> A traveler who is trying to persuade a person of their choice to come on a trip with them</p> <p><b>Audience:</b> A reluctant first time traveler</p> <p><b>Situation:</b> Planning a trip to a target language country or region</p> <p><b>Product:</b> An itinerary and google slides presentation</p> <p><b>Standards for Success:</b> ACTFL - Presentational Communication Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p>

Revision

		<p>OTHER EVIDENCE:</p> <p><i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"><li>• Vocabulary and grammar quizzes</li><li>• Unit test</li></ul>
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Revision

**Stage 3 – Learning Plan**

Stage 3 – Learning Plan	
<p><b>Code</b> <b>M, A</b></p>	<p><i>Pre-Assessment</i></p>
<p><b>A</b> <b>A</b> <b>A</b> <b>A, M</b> <b>A, M</b> <b>A, M</b> <b>A, M</b></p>	<p>Students interview each other about their previous travel experience and share their partner’s answers with the class. Sample questions: “Where have you visited?”, “Who did you go with?”, “How did you travel?”, “What was the experience like?”, “How was that experience like from your day to day life?”, “Would you like to go back and why?”</p> <p>As a class, brainstorm vocabulary associated with travel (adjectives, transportation, useful phrases and expressions)</p> <hr/> <p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will prepare notes and lectures on the topics related to travel, activities and tourism. <b>W, O, Eq</b></p> <p>Teacher will prepare notes and mini-lessons on vocabulary and useful “chunks” related to overcoming unexpected challenges, asking for help, expressing disbelief and discontent as well as elation and excitement. <b>Eq</b></p> <p>Teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. <b>Eq</b></p> <p>Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W, Eq</b></p> <p>Students take the pre-assessment. <b>Eq</b></p> <p>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>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Monitoring of student note taking and responses</li> <li>• Listening comprehension activities based on video</li> <li>• Participation in class discussions.</li> <li>• Assess interpretive, interpersonal and presentational written and spoken communication</li> <li>• Completion of graphic organizers</li> <li>• Observation of small group discussions and partner interviews</li> <li>• Formal and informal assessments of students’ interpretative communication skills.</li> <li>• Completion of graphic organizers (compare/contrast)</li> </ul>

<b>M, T</b>	Students watch a promotional video for a region or country and complete a graphic organizer to gather information about sites, climate and geography. <b>H,</b>	
<b>M, T</b>	In pairs, students will share their findings, preferences and impressions of the video. (likes, dislikes) <b>H, Eq</b>	
<b>A</b>	Teacher will introduce lessons on prepositions of place and time. <b>Eq</b>	
<b>T, A, M</b>	Students view images of various tourist sites in the target language countries, and describe them using prepositions. <b>Eq, T</b>	
<b>T, M</b>	Teacher will review and introduce elements of persuasive writing and speaking. <b>W, Eq</b>	
<b>T, M</b>	Students will write a paragraph persuading the teacher to take a trip to a chosen location in a target language country. <b>W, Eq</b>	
<b>T, M</b>	Students will peer edit their paragraphs. <b>R, E</b>	
<b>M, A</b>	Students read/watch several travel accounts/diaries by a blogger/famous traveler related to the target language country. Students compare bloggers' experiences and problems travelers may encounter and recommendations. <b>H</b>	
<b>A, M</b>	Students engage in role play live chat or oral conversations with unexpected complications that they may encounter at train stations, airports and hotels. <b>E, W</b>	
<b>A, M</b>	Students watch a video about target language speakers' travel preferences and trends and complete a graphic organizer with relevant details. <b>Eq, E</b>	

<b>A, M</b>	Students survey peers using a teacher provided questionnaire about personal travel preferences and present their results to the class. <b>Eq, E, T</b>	
<b>M, T</b>	Students complete a Venn diagram comparing and contrasting travel in a target language country to travel in your own community <b>W, T</b>	
<b>M, T</b>	Students read an infographic about different types of travelers. <b>H, Eq, W</b>	
<b>M, T</b>	Students write a paragraph to answer the question “Where would I like to travel to and why?” <b>W, T</b>	
<b>M, T</b>	Students peer edit their paragraphs. <b>R, Eq, Ev</b>	
<b>M, T</b>	Students complete the performance task. <b>H</b>	
<b>T</b>	<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,</b></p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Podcasts about teenagers traveling experiences</li> <li>● Videos, interviews, songs and texts about travel</li> <li>● Other authentic audio, video and print materials</li> </ul>	

UbD Template 2.0 **Unit 5: Science and Technology: Inventions and Innovation**

**Stage 1 Desired Results**

<p>ESTABLISHED GOALS</p> <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.R.4</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><b>CCSS.ELA-CCRA.R.6</b> Assess how point of view or purpose shapes the content and style of a 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</p>	<i>Transfer</i>	
	<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 the theme of science and technology using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Build, reinforce, and expand their knowledge of science, engineering and history while using the language to develop critical thinking and to solve problems creatively</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Scientific and technological developments in everyday life can be seen everywhere</li> <li>• The factors that have driven development and innovation in science and technology are varied.</li> </ul>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How do scientific and technological development impact our lives?</li> <li>• What factors have driven development and innovation in science and technology?</li> </ul>
<i>Acquisition</i>		
<p><i>Students will know...</i></p>	<p><i>Students will be skilled at...</i></p>	

<p>of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <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 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></p>	<ul style="list-style-type: none"> <li>● Significant inventions and innovations from target cultures</li> <li>● Vocabulary related to technical terms, inventions, professions and science</li> <li>● Asking Questions</li> <li>● Problem Solving</li> <li>● Giving Dates</li> <li>● Poder</li> <li>● If Clauses to Describe Cause and Effect</li> <li>● Review of all Commands</li> </ul>	<ul style="list-style-type: none"> <li>● Research scientific and technological inventions</li> <li>● Identify and describe scientific discoveries and inventions of the target cultures</li> <li>● Understand the significance of these innovations in our lives and the lives of others</li> <li>● Discuss the value of inventions and innovations from the target culture</li> <li>● Create an invention that improves contemporary life</li> </ul>
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Revision

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.

**3.2 Acquiring Information and Diverse Perspectives:**

Learners access and evaluate information and diverse

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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.

**5.1 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.

Revision

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	<p>ACTFL - Presentational Communication Proficiency Rubric (Intermediate Low / Intermediate Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p> <p>ACTFL - Interpersonal Communication Proficiency Rubric (Intermediate Low / Intermediate Mid)</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Students present a new invention to a board of potential investors</p> <p><b>Role:</b> Inventors and investors</p> <p><b>Audience:</b> Potential investors in their invention</p> <p><b>Situation:</b> Technology-Inventions Show (e.g. CES in Las Vegas). Students imagine presenting one of their original ideas to potential investors. They will describe what it does, what problems it will solve, and why people will want to buy it.</p> <p><b>Product or Performance:</b> Students will make a slideshow or build a model to present a new invention for either the home, the workplace, school or medicine. Student inventors have to persuade the investors to invest a lot of money into their project by highlighting its uses and its positive effect on society.</p> <p><b>Standards for Success:</b> ACTFL - Interpretive and Presentational Communication Performance Rubrics (Intermediate Low / Intermediate Mid)</p>

Revision

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"><li>• Unit test</li><li>• Vocabulary and grammar quizzes</li></ul>
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Revision

**Stage 3 – Learning Plan**

Stage 3 – Learning Plan	
Code	<i>Pre-Assessment</i>
<b>A, M, T</b>	With a partner students make a mind map of vocabulary related to technology in the house, at work and school, in medicine and in everyday life.
<b>A</b>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will prepare notes and lectures on the topics of the technological innovation and inventions <b>W, O, Eq</b></p>
<b>A</b>	<p>Teacher will prepare notes and mini-lessons on vocabulary and language functions/useful "chunks" related to technology and science to introduce throughout the unit. <b>Eq</b></p>
<b>A</b>	<p>Teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. <b>Eq</b></p>
<b>A</b>	<p>Teacher will use a variety of pre-reading and listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after reading and listening/viewing for all print text, video, and audio sources throughout the unit. <b>Eq</b></p>
<b>A</b>	<p>The teacher will post articles, videos and podcasts on Google classroom (as they come up throughout the unit) so students may read, view, and listen multiple times at school or at home. <b>Eq</b></p>
<b>A, M</b>	<p>Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W, Eq</b></p>
	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Teacher monitor of note taking</li> <li>• Close reading</li> <li>• Completion of graphic organiser</li> <li>• Participation in class discussions</li> <li>• Role-playing an interview</li> <li>• Email writing</li> <li>• Paragraph writing</li> </ul>

<p><b>A, M</b></p>	<p>Students take the pre-assessment and have a class discussion about it. <b>Eq</b></p>	
<p><b>A</b></p>	<p>Students identify vocabulary associated with scientific advances and technology. <b>W, Eq</b></p>	
<p><b>A</b></p>	<p>Students will read an article on inventions from Spanish-speaking countries and fill out a graphic organizer, categorising the inventions by where they are used. <b>Eq, T</b></p>	
<p><b>A, M</b></p>	<p>Students will close read and discuss an article about female inventors and their role in scientific and technological advances. <b>H, R</b></p>	
<p><b>M</b></p>	<p>Students will participate in a gallery walk of inventions that were not successful and identify their possible uses. <b>H</b></p>	
<p><b>M, T</b></p>	<p>Students will participate in a class discussion on why the inventions were not successful. <b>Eq, R</b></p>	
<p><b>M, T</b></p>	<p>With a partner, students will choose one of the inventions and research the motivation of the inventor. <b>W</b></p>	
<p><b>M, T</b></p>	<p>In a small group students will then come up with three things in their lives that annoy or frustrate them and then come up with a crazy way to improve that. <b>W, H, Eq,</b></p>	
<p><b>M, T</b></p>	<p>In small groups students will discuss if life is simpler and/or better now or during Johann Gutenberg's time. The groups will share their views with the class in a whole class discussion. <b>H</b></p>	
<p><b>A</b></p>	<p>Teacher will review the components of writing an email. <b>W, Eq</b></p>	
<p><b>M, T</b></p>	<p>Students will write an email to a famous target language inventor from history in which they persuade him/her that life</p>	

	now is better or worse because of technological innovations and scientific ideas. <b>Eq, R</b>	
<b>M, T</b>	Students will peer review each other's emails. <b>Ev</b>	
<b>A</b>	Teacher will review and introduce elements of persuasive writing and speaking. <b>W, Eq</b>	
<b>A, M</b>	Students view a video to learn about an innovative, living inventor from the target culture whose product is being tested and reviewed by New Milford High School. (e.g. Scott Munguía, founder and director of Biofase, a company in Michoacán, Mexico, that has produced a biodegradable plastic made from avocado seeds.) <b>H, Eq</b>	
<b>M, T</b>	Students will role play an interview with the inventor, for this conversation, students will create questions from both the company's/inventor's perspective and the students' opinion as consumers of the products. <b>H, Eq, R, T</b>	
<b>M, T</b>	The student "inventor" will tell about his/her product and will ask the students questions and seek new ideas for improvement. <b>H, Eq, R, T</b>	
<b>M, T</b>	Students will compare the new product with the products they have used before. Students will state their opinions supported with examples, will offer some options, and state their ideas/suggestions for the future. <b>H, Eq, R, T</b>	
<b>M</b>	Students will watch videos of people in TL countries saying what invention of the past 100 years was the most important. <b>H, Eq, R</b>	
<b>M, T</b>	Students will write a paragraph in which they give their opinion as to why an invention or technological innovation is the most important invention of the last century. <b>Eq</b>	

T	Students will peer review each other's writings. <b>Ev</b>	
T	Students complete the performance task. <b>H</b>	
T	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>● CES 2020: Los 25 productos más innovadores del 2020  <a href="https://negociostart.com/?s=Los+25+productos+m%C3%A1s+innovadores+del+CES+2020">https://negociostart.com/?s=Los+25+productos+m%C3%A1s+innovadores+del+CES+2020</a></li> <li>● Video about Scott Munguía, from Mexico, founder of Biofase, a company dedicated to making bioplastic using avocado pits.  <a href="https://youtu.be/HZOYFLKidoo">https://youtu.be/HZOYFLKidoo</a></li> <li>● School supplies made from recycled materials:  <a href="https://gopandoo.de/page/pandoo-where-vision">https://gopandoo.de/page/pandoo-where-vision</a></li> <li>● Ten crazy inventions which we all need/want  <a href="https://www.dw.com/de/zehn-vern%C3%BCckte-erfindungen-die-wir-haben-wollen/a-19183674">https://www.dw.com/de/zehn-vern%C3%BCckte-erfindungen-die-wir-haben-wollen/a-19183674</a></li> <li>● Other print, audio and video resources</li> </ul>	

UbD Template 2.0 **Unit 6: Personal and Public Identities: Immigrating to the United States**

**Stage 1 Desired Results**

<p>ESTABLISHED GOALS</p> <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>	<i>Transfer</i>	
<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>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● target language immigrants have had an enduring and impactful history in the United States</li> <li>● cultures and groups of people are not intrinsically superior or inferior to one another</li> <li>● experiences, values and beliefs shape our unique cultural identity</li> <li>● language and culture play a role in the development of personal identity</li> </ul>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● Why is it important to value others' cultural experiences, beliefs and contributions to our communities and world societies?</li> <li>● How are people in my community or region different/similar from people in other communities or regions in your country?</li> <li>● How do life circumstances affect one's identity?</li> </ul>
<i>Meaning</i>		

<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>2.2 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 on the nature of language</p>	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● vocabulary related to personal descriptions, relationships, major life events, traditions, pastimes, values and education.</li> <li>● review of all the tenses</li> <li>● preterite and imperfect tenses</li> <li>● the subjunctive with expressions of emotion (e.g. it surprises me that....it makes me sad that....in response to others' life experiences)</li> <li>● the subjunctive with wants and subjunctive vs. infinitive</li> <li>● past subjunctive</li> <li>● subjunctive vs. indicative with impersonal expressions <i>Haber</i>: Past, present, and future conditional</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● engaging in conversations related to life experiences and personal identity.</li> <li>● describing places and people in target language countries.</li> <li>● identifying and describing historical and key life events of target language immigrants in the United States.</li> <li>● comparing their own life experiences to the experiences of others.</li> <li>● describing contributions that target language immigrants have made to the United States.</li> <li>● explaining the historical background and influence of target language immigrants in the United States.</li> <li>● analyzing and describing biographical information about historically significant figures from the target culture.</li> </ul>

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.

**5.1 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.

Revision

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Presentational Communication Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p> <p>ACTFL - Interpersonal Performance and Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low / Intermediate Mid)</p>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>Goal:</b> Students will use the target language to interview a member of the community.</p> <p><b>Role:</b> Interviewer / Presenter</p> <p><b>Audience:</b> Teacher / Peers</p> <p><b>Situation:</b> Working with a partner, students will use the target language to generate questions and interview a member of the community to gain insights into their values, family, education, relationship, employment, beliefs, pastimes, experiences, aspirations and contributions to the community. Then students will compare the interviewees' identity to their own identity and present their findings, understanding or connections, etc. to the class.</p> <p><b>Product or Performance:</b> The recorded interview using student-generated questions, poster board presentation with presentational speaking</p> <p><b>Standards for Success:</b> ACTFL Interpersonal and Presentational Rubrics (Intermediate Low / Intermediate Mid)</p>

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"><li>• Quizzes</li><li>• Unit Test</li></ul>
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Revision

**Stage 3 – Learning Plan**

Stage 3 – Learning Plan	
Code	<i>Pre-Assessment</i>
<b>A, M</b>	Students will work in small groups to brainstorm knowledge of the history and presence of target language immigrants in their community.
<b>A</b>	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>Teacher will prepare notes and lectures on the topics of immigration and the history of target language immigrants in the United States. <b>W, O, Eq</b></p>
<b>A</b>	<p>Teacher will use a variety of pre-reading and listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after reading and listening/viewing for all print text, video, and audio sources throughout the unit. <b>Eq</b></p>
<b>A</b>	<p>Teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. <b>Eq</b></p>
<b>A, M</b>	<p>The teacher will post articles, videos and podcasts on Google classroom (as they come up throughout the unit) so students may read, view, and listen multiple times at school or at home. <b>Eq</b></p>
<b>A, M</b>	<p>Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W, Eq</b></p>
<b>A, M</b>	<p>Students take the pre-assessment and have a class discussion about it. <b>H, Eq</b></p>
<b>A</b>	<p>Teacher will prepare notes and mini-lessons on vocabulary</p>

- Progress Monitoring
- Teacher one-to-one discussions
  - Peer to peer discussions
  - Class discussions
  - Participation in small group discussions
  - Completion of graphic organizers
  - Creation of interview questions
  - Note-taking and completion of activities related to essential resource videos and readings.

	and language functions/useful “chunks” related to identity to introduce throughout the unit. <b>Eq</b>	
<b>A, M</b>	In small groups, students read biographies of individuals from the target culture in the United States to identify their contributions to their community. <b>W, Eq, T</b>	
<b>A, M</b>	Students identify vocabulary associated with identity and ethnicity. <b>W, Eq</b>	
<b>A, M</b>	Students watch and react to audio/visual/written resources to learn about the historical presence, role and identity of target language individuals in the United States. <b>W, Eq, T</b>	
<b>A, M</b>	Students listen to audio/video clips of native speakers describing their personalities, culture, and background in the target language and complete a graphic organizer. <b>W, Eq, T</b>	
<b>A, M</b>	Students conduct think-pair-share activities with different types of readings/videos/audio clips related to influential target language figures. <b>Eq, T, R</b>	
<b>M</b>	Students will compare their own experiences to those of the audio/video clips. <b>W, T, Eq</b>	
<b>A, M</b>	Students take discrete quizzes on vocabulary related to identity and recognizing unknown words through cognates and word associations. <b>Eq, R</b>	
<b>A</b>	Teacher will prepare a mini lesson on the conventions of conversation. <b>O, Eq</b>	
<b>M, T</b>	Students conduct information gap activities related to personality and relationships. <b>Eq, R</b>	
<b>M, T</b>	Students generate a list of appropriate questions to be used	

	for interviewing each other to learn about each others' personalities, cultural backgrounds and family history with teacher guidance. <b>W, O, Eq, T</b>	
<b>M, T</b>	Students interview each other about their personalities, cultural backgrounds and family history using the questions. <b>W, H, Eq, T</b>	
<b>M, T</b>	Students check in/monitor understanding by their partners during student interviews and conversations by paraphrasing what the partner has said. <b>R, Ev</b>	
<b>A</b>	The teacher will review elements of letter/email writing. <b>Eq</b>	
<b>M, T</b>	Students write an email to a newly arrived teenage immigrant to the United States giving them advice on how to integrate into their school and navigate the school system. <b>T,</b>	
<b>M, T</b>	Students peer-edit each other's emails <b>R, Ev</b>	
<b>A</b>	In preparation for the performance task, the teacher models organization and planning strategies to conduct an interview including the generation appropriate and meaningful questions to gather adequate biographical information. <b>W, Eq, R</b>	
<b>M, T</b>	Students generate possible interview questions, peer-edit, evaluate and give feedback to each other. <b>Eq, R, Ev, T</b>	
<b>T</b>	Students complete the interview component of the performance task. <b>H, T</b>	
<b>M, T</b>	Considering the essential questions, students reflect on the life experiences of the people they interviewed and consider how those experiences have shaped their identity. <b>W, Ev</b>	

<b>M, T</b>	<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 Shades of America episode 3 - Latino, USA</li><li>• PBS Latino-Americans documentary <a href="https://www.pbs.org/latino-americans/es/watch-videos/#2365077219">https://www.pbs.org/latino-americans/es/watch-videos/#2365077219</a></li><li>• PBS Latino Mi Historia videos - latinos describing being latino means to them <a href="https://www.pbs.org/latino-americans/es/mi-historia/">https://www.pbs.org/latino-americans/es/mi-historia/</a></li><li>• PBS Latino Education Lesson Plans and Activities <a href="https://www.pbs.org/latino-americans/es/educacion/">https://www.pbs.org/latino-americans/es/educacion/</a></li><li>• Biografías Hispanos en E.E.U.U haciendo historia</li><li>• Other authentic print, audio, video materials</li></ul>	
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