

NEW MILFORD PUBLIC SCHOOLS  
New Milford, Connecticut



Spanish IV Honors

February 2020

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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.

## **Spanish IV Honors**

### **Grades 9-12**

The Spanish IV 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 almost exclusively 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 III and teacher recommendation. At Intermediate Mid/Intermediate High Proficiency Level, students communicate using sentences and a series of sentences and have the ability to ask and answer simple questions and create with the language. Students understand short non-complex authentic texts, and narrate in the present time but may make references to other times. 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.

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



## Pacing Guide

Approximate Time Frame	Unit
4-5 weeks	Unit 1: Beauty and Aesthetics: Music as the soundtrack to our lives
4-5 weeks	Unit 2: Families and Communities: Celebrations (Traditions, Customs and Ceremonies)
4-5 weeks	Unit 3: Global Challenges: Natural Disasters and Poverty
4-5 weeks	Unit 4: Contemporary Life: Travel
4-5 weeks	Unit 5: Science and technology: Inventions and Innovation
4-5 weeks	Unit 6: Personal and Public Identities: Immigrating to the United States to the United States

UbD Template 2.0 **Unit 1: Beauty and Aesthetics: Music as the Soundtrack to our Lives****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</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 the topic of music using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>Investigate, explain and reflect on the relationship between music as a cultural product and perspectives of the target language culture.</p> <p>Become lifelong learners by using language and culture for enjoyment, enrichment and advancement.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• music genres and individual artists play an important role and are most influential in the lives and cultures of the Spanish-speaking countries.</li> <li>• there are differences and similarities in music education in Spanish-speaking countries and their own community.</li> <li>• there are regional differences in musical cultures in Spanish-speaking countries.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Which musical genres and artists are most influential in Spanish-speaking countries?</li> <li>• How does music both challenge and reflect cultural perspectives?</li> <li>• How does music reflect time and place?</li> </ul>

information, reactions, feelings, and opinions.	<b>Acquisition</b>	
<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><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary associated with the topic of music.</li> <li>• important musical styles in Spanish-speaking countries and their famous representatives through the centuries.</li> <li>• cultural and regional aspects of music.</li> <li>• contemporary musical styles and genres in Spanish-speaking countries and their common themes.</li> <li>• the musical genres and styles that are popular among young people in Spanish-speaking countries.</li> <li>• comparisons of quality and quantity</li> <li>• review phrases to express likes and dislikes</li> <li>• subjunctive with personal reactions past subjunctive</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• describing musical genres and artists that are the most influential in Spanish-speaking countries.</li> <li>• comparing and contrasting music education in Spanish-speaking countries with music education in their own community.</li> <li>• examining products, practices, and perspectives of regional music cultures in Spanish-speaking countries.</li> <li>• analyzing and interpreting the work of a Spanish-speaking music artist.</li> <li>• reflecting and explaining the role that music plays in their own lives.</li> <li>• interpreting and summarizing information from a Spanish music blog.</li> <li>• explaining the developments of contemporary music in Spanish-speaking countries.</li> <li>• comparing and contrasting the role that music plays in the lives of young people in Spanish-speaking countries and in their own communities.</li> </ul>



**3.1 Making Connections:**

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

**3.2 Acquiring Information and Diverse Perspectives:**

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

**4.2 Cultural Comparisons:**

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

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

- exchanging and summarizing ideas about the problems with music consumption in the digital age.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	ACTFL - Presentational Communication Proficiency Rubric (Intermediate Mid / Intermediate High)	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
	ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Mid / Intermediate High)	<b>Goal:</b> Write and give a speech at a music award ceremony in which students will present a Spanish music artist for an award.
	ACTFL - Interpersonal Communication Proficiency Rubric (Intermediate Mid / Intermediate High)	<b>Role:</b> Presenter at a music award ceremony
	Modified AP Rubrics for Interpretive, Interpersonal and Presentational Communication	<b>Audience:</b> Audience at a music award ceremony  <b>Situation:</b> Music award ceremony  <b>Product or Performance:</b> Written and presentation of speech with a power point presentation, which includes the highlights of the life of a Spanish artist, his or her influence and achievements and why he or she should win the award.  <b>Standards for Success:</b> ACTFL - Interpretive and Presentational Communication Performance Rubrics (Intermediate Mid / Intermediate High)

		<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><li>• Pre-AP Tasks</li></ul>
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### Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
<b>A, M</b>	Students will interview each other to find out what role music plays in their lives. The teacher will provide some questions to start the interview, students are expected to ask follow up questions. Questions include but are not limited to “When do you listen to music and why?” “Do you have music you like to listen to when you are sad/happy/stressed?”, “What kind of music do you like and why?”, “What kind of music do you not like and why?”	
<b>A</b>  <b>A</b>  <b>A, M, T</b>	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring <ul style="list-style-type: none"> <li>● Monitoring of student note taking and responses</li> <li>● Listening comprehension activities based on audio</li> <li>● Participation in class discussions.</li> <li>● Assess interpretive, interpersonal and presentational written and spoken communication</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>
	Teacher prepares Pre-AP mini-lessons to introduce the components of the AP exam. These lessons will include an overview of the AP rubric and useful strategies for students to use. <b>Eq</b>	
	The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). <i>(Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Mid/High Performance and Proficiency level).</i> <b>W, Eq</b>  Pre-AP Tasks: Interpretive Communication: Authentic Print Texts Interpretive Communication: Authentic Print Texts and Audio Interpersonal Communication: Conversation and email response writing Presentational Communication: Cultural Comparison and Persuasive Essay writing.  The teacher will give some or all of the tasks throughout the unit based on students’ needs. <b>W, Eq, Ev, R, T, O</b>	

<b>A</b>	Teacher introduces the goals of the unit and the performance task. <b>W</b>	
<b>A</b>	Teacher prepares various lessons and notes on vocabulary related to music, composition, instrument and playing music and music education. <b>Eq</b>	
<b>A</b>	Teacher prepares various lessons and notes on the grammar topics covered in this unit. <b>Eq</b>	
<b>A</b>	Teacher prepares various lessons and notes on phrases related to persuasions, expressing an opinion and praise. <b>Eq</b>	
<b>A, T</b>	Students take the pre-assessment and engage in a class discussion on the results of the interviews. <b>R</b>	
<b>A, M</b>	Teacher introduces the unit's objectives and discusses the performance task. <b>W, O</b>	
<b>A, M</b>	Teacher plays music samples from a variety of music styles that are currently being performed and/or written in Spanish to showcase the variety of styles and genres of music in Spanish-speaking countries. <b>H, T</b>	
<b>M, T</b>	With a partner, students discuss their personal reaction to the music and share with the class. <b>R, Eq</b>	
<b>A, M</b>	In small groups students research a variety of traditional/folkloric styles of music from a Spanish-speaking country and research their life and contributions to music. <b>T, Eq</b>	
<b>A, M, T</b>	Students will share their research with the class in the form of presentations and musical samples. <b>R, Ev</b>	

<b>A, M, T</b>	Students will listen to podcasts of Spanish teenagers and their experience with music education. <b>H</b>	
<b>A, M</b>	Students will brainstorm what the benefits of music education are and then read a graph with the opinions of Spanish teenagers about music education and its benefits. <b>R</b>	
<b>A, M</b>	Students will read a text on music in Spanish education and compare and contrast it to their own experiences by completing a graphic organizer. <b>R, Ev</b>	
<b>A, M</b>	The teacher will play various songs that are associated with festivals and celebrations in Spanish and students will try to match them to pictures of those celebrations. <b>H</b>	
<b>A, M</b>	Students will listen to and read about music associated with regions of Spanish-speaking countries and identify differences in style and language. <b>T, R, Eq</b>	
<b>A, M, T</b>	Students listen to and read about traditional/regional music. Students identify the main themes of this music by analyzing the lyrics of songs and how they reflect Spanish-speaking society. <b>Eq, H</b>	
<b>A, M, T</b>	Students listen to and identify the main themes of a variety of contemporary Spanish music styles through time and trends by analyzing the lyrics and identifying musical genres, styles and instruments. <b>H, Eq, R</b>	
<b>A, M, T</b>	Students will close read interviews and articles about contemporary music artists in Spanish and their motivation, inspiration and background and discuss their readings. <b>T, Eq, R</b>	
<b>M, T</b>	Students listen to Spanish teenagers talk about what kind of music they listen to and why. <b>Eq, R</b>	

<b>M</b>	Students research the top charts in Spanish and compare it to the charts in the US. <b>H, R</b>	
<b>M</b>	Students write a paragraph describing what genres of music they like to listen to and persuade others to listen to their favorite genre. <b>Eq, R</b>	
<b>M, T</b>	Students peer edit each other's writing. <b>Ev, R</b>	
<b>M</b>	Students will fill out a questionnaire on when and how they listen to music then in small groups they will compare their results to a study of Spanish teenagers and their use of media for music listening. <b>Ev, R</b>	
<b>A, M</b>	Students will watch a video on music-streaming in Spanish and identify advantages and disadvantages of music-streaming. <b>R,</b>	
<b>A, M</b>	Students choose a music genre they are interested in and then choose an music artist to research for the performance task. <b>T, Eq</b>	
<b>M, T</b>	Students complete the performance task. <b>H</b>	
<b>M, 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> <ul style="list-style-type: none"> <li>• Locura de marzo music/songs playlists</li> </ul>	

	<ul style="list-style-type: none"><li>• European Youth Portal <a href="https://europa.eu/youth/es/article/43/26978_en">https://europa.eu/youth/es/article/43/26978_en</a></li><li>• <a href="https://www.enforex.com/culture/spanish-music-history.html">https://www.enforex.com/culture/spanish-music-history.html</a></li><li>• World Music Central Organization <a href="https://worldmusiccentral.org/world-music-resources/musician-biographies/spanish-music/">https://worldmusiccentral.org/world-music-resources/musician-biographies/spanish-music/</a></li><li>• Premios de música latina - Contemporaria <a href="https://www.rollingstone.com/music/music-latin/premios-tu-musica-urbano-2020-winners-daddy-yankee-ozuna-962877/">https://www.rollingstone.com/music/music-latin/premios-tu-musica-urbano-2020-winners-daddy-yankee-ozuna-962877/</a></li><li>• Other audio, video and print resources</li></ul>	
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UbD Template 2.0 **Unit 2: Families and Communities: Celebrations (Traditions, Customs and Ceremonies)****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.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.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><i>Students will be able to independently use their learning to...</i></p> <p>Critically analyze, interpret and summarize more complex information from secondary sources to create an informational presentation using print and audiovisual resources for a student based audience.</p> <p>Speak to others in the target language by using culturally appropriate language and gestures, by negotiating meaning and by using more sophisticated questions, answers, requests, and clarifications.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• there is a variety of reasons why people in different cultures have different celebrations</li> <li>• traditional, customary, ceremonial practices are reflective of the perspectives and values of a given culture</li> <li>• an appropriate use of language (register, slang, mannerisms, colloquialisms) help communicate information related to culture</li> </ul>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• Why do different cultures have different celebrations and why it matters?</li> <li>• How do celebrations in the target language countries compare with my own?</li> <li>• How do appropriate interactions in celebrations and/or festive situations help me interact with others?</li> </ul>

1.1 Interpersonal Communication:	Acquisition	
<p><b>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 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</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• vocabulary and expressions related to celebrations and their traditions, customs and ceremonies</li> <li>• use of the present, past and future indicative tenses</li> <li>• past participle as adjective (to describe objects, places, people (<i>e.g. ...has been influenced by... was inspired by...designed/ built by...</i>))</li> <li>• different kinds of celebrations and their traditions, customs and ceremonies</li> <li>• asking and answering questions (asking for/giving examples) during simple conversations</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• recognizing main idea(s) in printed and audiovisual communication</li> <li>• understanding and following more complex directions/instructions in interpersonal speaking</li> <li>• presenting information while recognizing and referring to the traits of celebrations</li> <li>• describing the rules of a game, singing a song, performing a dance, describing a traditional recipe or reciting a poem, etc.</li> <li>• comparing and contrasting celebrations in other cultures to their own</li> </ul>

products and perspectives of the cultures studied.

**3.1 Making Connections:**

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

**4.2 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.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<b>T, M, A</b>	ACTFL - Presentational Communication Proficiency Rubrics (Intermediate Mid / Intermediate High)	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
	ACTFL - Interpersonal Performance and Proficiency Rubrics (Intermediate Mid / Intermediate High)	<b>Goal</b> - Honors: In small groups, students research and create a presentation explaining the basic components of a target language celebration exposing at least one example of a traditional, customary or ceremonial trait of that celebration. Students will create their own video in which they perform an aspect of the celebration: a tradition, custom or ceremony. (e.g.; a song, a dance, a recipe, a dress, a game, etc.) and embed it into their presentation.
	ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Mid / Intermediate High)	<b>Roal</b> – Presenter(s), informant(s) and performer(s)
	Modified AP Rubrics for Interpretive, Interpersonal and Presentational Communication	<b>Audience</b> - Students and teacher <b>Situation</b> - The World languages Celebration Week <b>Product or Performance</b> - Research, Presentation, and Video <b>Standards for Success</b> - ACTFL - Presentational Communication Rubric (Intermediate Mid/ Intermediate High)

		<p>OTHER EVIDENCE: <i>Students will show they have achieved Stage 1 goals by...</i></p> <ul style="list-style-type: none"><li>• Vocabulary and expressions quizzes</li><li>• Interpret print and audiovisual sources</li><li>• Research / WebQuests</li><li>• Dialogues</li><li>• Writing of e-mail and Essay</li><li>• Cultural test</li><li>• Pre-AP Tasks</li></ul>
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### Stage 3 – Learning Plan

Code <b>T</b>	<b>Pre-Assessment</b>	
	<p>Students pair-share previous knowledge and experiences about celebrations and share findings with the class.</p> <p>Sample questions: Which target language celebrations are you familiar with? Have you participated in a target language celebration? Have you seen a target language celebration on the Internet, TV or a movie? What was the experience like? Can you identify with a tradition, a custom or a ceremony of that celebration? Does the celebration remind you of a particular experience in your own culture?</p> <p>As a class, brainstorm vocabulary and expressions associated with celebrations</p>	
<b>A</b>  <b>A</b>  <b>A, M</b>  <b>A</b>	<p>Summary of Key Learning Events and Instruction</p> <p><i>Student success at transfer meaning and acquisition depends on...</i></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Student note taking and responses</li> <li>• Completion of graphic organizers</li> <li>• Listening activities based on audiovisuals</li> <li>• Participation in class discussions</li> <li>• Monitoring interpretive, interpersonal and presentational written and spoken communication</li> <li>• Observation of small group discussions</li> <li>• Formal and informal assessments of students' interpretative communication skills</li> </ul>
	<p>Teacher prepares Pre-AP mini-lessons to introduce the components of the AP exam. These lessons will include an overview of the AP rubric and useful strategies for students to use. <b>Eq</b></p>	
	<p>The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). <i>(Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Mid/High Performance and Proficiency level).</i> <b>W, Eq</b></p>	
	<p>Pre-AP Tasks:</p> <p>Interpretive Communication: Authentic Print Texts</p> <p>Interpretive Communication: Authentic Print Texts and Audio</p> <p>Interpersonal Communication: Conversation and email response writing</p> <p>Presentational Communication: Cultural Comparison and Persuasive Essay writing.</p> <p>The teacher will give some or all of the tasks throughout the unit based on students' needs. <b>W, Eq, Ev, R, T, O</b></p>	

<b>A</b>	Teacher will prepare notes and lectures on the topics related to celebrations within the target language countries and specifically to the traditions, the customs and the ceremonies involved in those celebrations. <b>W, O, Eq</b>	
<b>A</b>	Teacher will prepare notes and mini-lessons on vocabulary, useful expressions and grammar forms and structures to enhance language communication throughout the unit. <b>O, Eq</b>	
<b>A, M</b>	Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W, Eq, H</b>	
<b>A, M</b>	Students take the pre-assessment. <b>O, Eq</b>	
<b>A</b>	Teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for assessing the students' understanding during and after each activity. <b>O, Eq, H</b>	
<b>A, M, T</b>	Students watch a cultural video from a target language region/country and take notes on a graphic organizer, gather information and identify the celebration's traditions, customs and/or ceremonies. <b>H, Eq</b>	
<b>T</b>	In pairs, students will share their findings, preferences and impressions of the video. (e.g.; likes, dislikes, what they knew, what they observed and what they have learned, what else will they like to know?) <b>H, Eq, T</b>	
<b>A</b>	Teacher reviews the email writing guidelines such as formal greetings, development (including how to answer questions) and closing or signature. <b>O, Eq, R</b>	

<b>T</b>	Students respond to an email that is asking them to be part of the school's "World Language and Culture Celebration". Based on the review of emailing guidelines and the email content, students will answer the email and request additional information for their participation. <b>Eq, R</b>	
<b>M, T</b>	Students edit and evaluate writings using holistic scoring guides. <b>Eq, R, Ev</b>	
<b>A, M</b>	Teacher presents a list of various celebrations found in the target language regions/countries and guides students to form groups and choose one to further explore. <b>O, T, Eq</b>	
<b>T</b>	Students read and interpret an infographic about the traditions, customs and ceremonies of a target language celebration. <b>Eq, T</b>	
<b>M, T</b>	Students read/watch several secondary sources (Reference and history books, magazines, journals, newspapers articles, literature and reviews (e.g., movie, book) related to a celebration in the target language country of their choice (take notes, complete the WebQuest, answer questions, and compare and contrast their finding with their own cultural/community experiences). <b>O, Eq, T</b>	
<b>A</b>	Teacher will provide feedback, answer questions and guide students through the research process. <b>O, Eq, R, T</b>	
<b>M, T</b>	Students will complete the performance task.	
<b>M, T</b>	Teacher brings closure to the unit and guides a whole class discussion to encourage students to evaluate, reflect and defend their learnings about the unit and the performance task. <b>Ev, O, Eq</b>	



<b>M, T</b>	Teacher reviews target language essay writing guidelines and key components of argumentative writing. <b>O, Eq</b>	
<b>M, T</b>	Students will reflect on their learning through writing (e.g. argumentative essay: “Why is it important to know about celebrations and about the role they play in understanding a world language and its culture?”) <b>W, O, T</b>	
<b>M, T</b>	Students peer-edit, evaluate and give feedback about each other’s writings using teacher modified Pre-AP scoring guides. <b>Eq, R, 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>• <a href="http://www.unicef.org">www.unicef.org</a></li> <li>• <a href="http://www.bbcmundo.com">www.bbcmundo.com</a></li> <li>• <a href="http://www.donquijote.org">www.donquijote.org</a></li> <li>• <a href="http://www.npr.org">www.npr.org</a></li> <li>• <a href="http://www.nea.org">www.nea.org</a></li> <li>• <a href="http://www.slideshare.net">www.slideshare.net</a></li> <li>• <a href="http://www.rtve.es">www.rtve.es</a></li> <li>• <a href="http://www.ver-taal.com">www.ver-taal.com</a></li> <li>• Other print, audio, video resources</li> </ul>	

UbD Template 2.0. **Unit 3: Global Challenges: Natural Disasters and Poverty****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</p>	<p><i>Students will be able to independently use their learning to.....</i></p> <p>understand, interpret and analyze authentic informational print, video and audio texts to relate information and propose solutions to challenges faced by their community and the globalized world. expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	
	<i>Meaning</i>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>the world faces natural disasters that affect the well-being of individuals, communities, and societies around the world.</li> <li>cultural preferences and geography have an impact on the environment and the economy.</li> <li>personal choices and actions can have a significant impact in helping others in need in their community and around the world.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>How do natural disasters affect people around the world?</li> <li>What are some possible solutions to the issues that natural disasters pose?</li> <li>What impact does the economy/poverty have on the lives of people and on the future of a country?</li> <li>What responsibilities do individuals and societies have to help and protect the environment and to rebuild afterwards?</li> </ul>

<p>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>	<b>Acquisition</b>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> <li>• vocabulary related to the environment, natural disasters, and the economy</li> <li>• giving advice</li> <li>• expressions of concern</li> <li>• cause and effect future with “if” clauses</li> <li>• preterite expressions with “acaba de + infinitive”</li> <li>• imperfect subjunctive with “ojalá pudiera/as/an/amos ...”</li> <li>• present subjunctive to give disaster preparation advice and propose possible solutions</li> </ul>	<ul style="list-style-type: none"> <li>• explaining and giving information about natural disasters and some of their causes in the target language countries and around the world.</li> <li>• giving examples and talking about natural disasters and economic challenges around the world and their impact on people and communities.</li> <li>• recognizing individual efforts and relating information about disaster relief organizations and events in their community.</li> <li>• giving basic disaster preparation and advice.</li> <li>• hypothesizing and proposing possible solutions to help local communities and around the world.</li> </ul>

**3.1 Making Connections:**

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

**3.2 Acquiring Information and Diverse Perspectives:**

Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

**4.2 Cultural Comparisons:**

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

**5.1 School and Global**

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

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

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	ACTFL - Presentational Communication Proficiency Rubric (Intermediate Mid / Intermediate High)	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
	ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Mid / Intermediate High)	<b>Goal:</b> Students describe environmental problems in the target language countries and in their community to inform and offer suggestions on how to prepare and help others.
	ACTFL - Interpersonal Communication Proficiency Rubric (Intermediate Mid / Intermediate High)	<b>Role:</b> Students
	Modified AP Rubrics for Interpretive, Interpersonal and Presentational Communication	<b>Audience:</b> Students from the target countries and other students in their school community.  <b>Situation:</b> Students are members of the emergency relief response team at their school educating students about what to do in case of emergencies due to natural disasters.  <b>Product or Performance:</b> Students' choice of a PowerPoint/Slide or video educational presentation to inform and describe natural disasters and the effect these can have on communities. Students will include 2-3 examples of ways individuals and organizations have helped others. Then, students will propose fair and reasonable actions young people can take to be prepared and to aid others before, during, or after a natural disaster in their community and/or around the world. Students will address and keep the essential questions as the center of their presentation and will use the information learned from the unit's resources.  <b>Standards for Success:</b> ACTFL - Interpretive and Presentational Communication Performance Rubrics (Intermediate Mid / Intermediate High)

		<p>OTHER EVIDENCE: <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><li>• Pre-AP Tasks</li></ul>
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### 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>  <b>A</b>  <b>A, M, T</b>	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring <ul style="list-style-type: none"> <li>● Reading and listening comprehension activities based</li> <li>● Completion of graphic organizers</li> <li>● Illustration activity</li> <li>● Information gap activity</li> <li>● Activity on giving advice to others</li> <li>● Peer interviews</li> <li>● Letter writing</li> </ul>
	Teacher prepares Pre-AP mini-lessons to introduce the components of the AP exam. These lessons will include an overview of the AP rubric and useful strategies for students to use. <b>Eq</b>	
	The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). <i>(Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Mid/High Performance and Proficiency level).</i> <b>W, Eq</b>  Pre-AP Tasks: Interpretive Communication: Authentic Print Texts Interpretive Communication: Authentic Print Texts and Audio Interpersonal Communication: Conversation and email response writing Presentational Communication: Cultural Comparison and Persuasive Essay writing.  The teacher will give some or all of the tasks throughout the unit based on students’ needs. <b>W, Eq, Ev, R, T, O</b>	

<b>A</b>	Teacher will prepare notes and lectures on the topics of the environment and economy/poverty <b>W, O, Eq</b>	
<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>	
<b>A</b>	Teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. <b>Eq</b>	
<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>	
<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>	
<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>	Students will engage in Jig-saw activity to do a close reading analysis of:  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.	
<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>	
<b>A, M</b>	Students will present research findings to the class in the form of a gallery wall. <b>W, H, Eq, Ev</b>	
<b>A, M, T</b>	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>	
<b>A, M</b>	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>	

<b>A, M</b>	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>	
<b>A, M</b>	Students listen to authentic podcasts and fill in a chart listing the environmental problems, causes, effects, and possible solutions. <b>Eq,</b>	
<b>A, M</b>	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 ...) <b>Eq, R</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 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>	
<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 (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>	
<b>M, T</b>	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>	
<b>M, T</b>	Teacher reviews the elements of letter writing and shows a model letter to help students understand the concept. <b>W, Eq</b>	
<b>M, T</b>	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>	
<b>M, T</b>	Students edit each other's letters, using a holistic scoring guide. <b>R, Ev</b>	
<b>T</b>	Students complete the performance task. <b>H</b>	
<b>M, 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>• News articles on global environmental issues and economic topics.</li> <li>• Videos, interviews, commercials, songs and print texts on the environment (natural disasters) <ul style="list-style-type: none"> <li>○ Los desastres naturales más graves del 2017 <a href="https://cnnespanol.cnn.com/video/cnnee-digital-pkg-resumen-ano-desastres-naturales-2017-huracanes-inundaciones-deslaves-terremotos/">https://cnnespanol.cnn.com/video/cnnee-digital-pkg-resumen-ano-desastres-naturales-2017-huracanes-inundaciones-deslaves-terremotos/</a></li> </ul> </li> </ul>	

	<ul style="list-style-type: none"><li>○ ¿Cómo se forman los Huracanes? <a href="https://youtu.be/xtpbT14mvcc">https://youtu.be/xtpbT14mvcc</a></li><li>○ Infografías: <a href="https://candidmanmx.wordpress.com/2015/10/25/infografia-como-se-forma-un-huracan/">https://candidmanmx.wordpress.com/2015/10/25/infografia-como-se-forma-un-huracan/</a></li><li>○ Noticia Univisión: Aviones Cazahuracanes <a href="https://youtu.be/ViT6Zk98sSs">https://youtu.be/ViT6Zk98sSs</a></li><li>● Article about the bakery in Huston “El Bolillo” during “Hurricane Harvey”</li><li>● Documentary movie “Poverty, Inc.”</li><li>● Other authentic audio, video and print materials</li></ul>	
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UbD Template 2.0 **Unit 4: Contemporary Life: Travel****Stage 1 Desired Results**

ESTABLISHED GOALS	<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><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><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>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• appropriate use of conventions (register, slang, mannerisms, colloquialisms) help 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>

<p>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> 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>	<ul style="list-style-type: none"> <li>• modes of transportation</li> <li>• prepositions of place</li> <li>• adjectives, comparatives and superlatives</li> <li>• present subjunctive (<i>to talk about something/someone unknown -Busco a... ¿Conoces a...?...No conozco.../No hay... -nada/nadie que...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• asking and answering questions</li> <li>• interpreting and following directions on a map</li> <li>• solving common complications during traveling</li> </ul>
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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

comparisons of the cultures studied and their own.

**5.2 Lifelong Learning:**

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



Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<b>A, M, T</b>	ACTFL - Presentational Communication Proficiency Rubrics (Intermediate Mid / Intermediate High)	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
	ACTFL - Interpersonal Performance and Proficiency Rubrics (Intermediate Mid / Intermediate High)	<b>Goal:</b> Create a video about a trip to a target language country explaining customs and conventions about travel in the target language
	ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Mid / Intermediate High)	<b>Role:</b> Experienced traveler in the target language country
	Modified AP Rubrics for Interpretive, Interpersonal and Presentational Communication	<b>Audience:</b> A reluctant first time traveler to target language country <b>Situation:</b> Travel advice for travel in target language country <b>Product:</b> A video and a script <b>Standards for Success:</b> ACTFL - Presentational Communication Proficiency Rubrics (Intermediate Mid / Intermediate High)

		<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><li>• Pre-AP Tasks</li></ul>
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### Stage 3 – Learning Plan

<b>Code M, A</b>	<b>Pre-Assessment</b> 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?"  As a class, brainstorm vocabulary associated with travel (adjectives, transportation, useful phrases and expressions)	
<b>A</b>	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>  Teacher prepares Pre-AP mini-lessons to introduce the components of the AP exam. These lessons will include an overview of the AP rubric and useful strategies for students to use. <b>Eq</b>	Progress Monitoring <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>A</b>	The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). ( <i>Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Mid/High Performance and Proficiency level</i> ). <b>W, Eq</b>	
<b>A, M, T</b>	Pre-AP Tasks: Interpretive Communication: Authentic Print Texts Interpretive Communication: Authentic Print Texts and Audio Interpersonal Communication: Conversation and email response writing Presentational Communication: Cultural Comparison and Persuasive Essay writing.	
<b>A</b>	The teacher will give some or all of the tasks throughout the unit based on students' needs. <b>W, Eq, Ev, R, T, O</b>	

<b>A</b>	Teacher will prepare notes and lectures on the topics related to travel, activities and tourism. <b>W, O, Eq</b>	
<b>A</b>	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>	
<b>A, M</b>	Teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. <b>Eq</b>	
<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. <b>Eq</b>	
<b>A, M</b>	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>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, Ev</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 the benefits of travel. <b>H, Eq, W</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: “What is the value of travel?” <b>W, T</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>M, 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>• 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**

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.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>	<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> <ul style="list-style-type: none"> <li>Significant inventions and innovations from target cultures</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>Research scientific and technological inventions</li> </ul>

<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>• 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>• 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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<p>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>3.2 Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse</p>		
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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.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<b>A, M, T</b>	ACTFL - Presentational Communication Proficiency Rubric (Intermediate Mid / Intermediate High)	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
	ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Mid / Intermediate High)	<b>Goal</b> - Students present a new invention to a board of potential investors
	ACTFL - Interpersonal Communication Proficiency Rubric (Intermediate Mid / Intermediate High)	<b>Role</b> - Inventors and investors
	Modified AP Rubrics for Interpretive, Interpersonal and Presentational Communication	<b>Audience</b> - Potential investors in their invention  <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.  <b>Products 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.  <b>Standards for Success</b> - ACTFL - Interpretive and Presentational Communication Performance Rubrics (Intermediate Mid / Intermediate High)

		<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><li>• Pre-AP Tasks</li></ul>
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### 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 prepares Pre-AP mini-lessons to introduce the components of the AP exam. These lessons will include an overview of the AP rubric and useful strategies for students to use. <b>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>
<b>A</b>	<p>The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). <i>(Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Mid/High Performance and Proficiency level).</i> <b>W, Eq</b></p>	
<b>A, M, T</b>	<p>Pre-AP Tasks:            Interpretive Communication: Authentic Print Texts            Interpretive Communication: Authentic Print Texts and Audio            Interpersonal Communication: Conversation and email response writing            Presentational Communication: Cultural Comparison and Persuasive Essay writing.</p>	
<b>A</b>	<p>The teacher will give some or all of the tasks throughout the unit based on students' needs. <b>W, Eq, Ev, R, T, O</b></p>	
<b>A</b>	<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>	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>	
<b>A</b>	Teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. <b>Eq</b>	
<b>A</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>	
<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>	
<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</b>	Students take the pre-assessment and have a class discussion about it. <b>Eq</b>	
<b>A</b>	Students identify vocabulary associated with scientific advances and technology. <b>W, Eq</b>	
<b>A, M</b>	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>	
<b>M</b>	Students will close read and discuss an article about female inventors and their role in scientific and technological advances. <b>H, R</b>	

<b>M, T</b>	Students will participate in a gallery walk of inventions that were not successful and identify their possible uses. <b>H</b>	
<b>M, T</b>	Students will participate in a class discussion on why the inventions were not successful. <b>Eq, R</b>	
<b>M, T</b>	With a partner, students will choose one of the inventions and research the motivation of the inventor. <b>W,</b>	
<b>M, T</b>	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>	
<b>A</b>	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>	
<b>M, T</b>	Teacher will review the components of writing an email. <b>W, Eq</b>	
<b>M, T</b>	Students will write an email to a famous target language inventor from history in which they persuade him/her that life now is better or worse because of technological innovations and scientific ideas. <b>Eq, R</b>	
<b>A</b>	Students will peer review each other's emails. <b>Ev</b>	
<b>A, M</b>	Teacher will review and introduce elements of persuasive writing and speaking. <b>W, Eq</b>	
<b>M, T</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</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, T</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>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>	
<b>M, T</b>	Students will peer review each other's writings. <b>Ev</b>	
<b>T</b>	Students complete the performance task. <b>H</b>	
<b>M, 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> <ul style="list-style-type: none"> <li>• CES 2020: Los 25 productos más innovadores del 2020</li> </ul>	



	<ul style="list-style-type: none"><li>• <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/pages/pandoo-unsere-vision">https://gopandoo.de/pages/pandoo-unsere-vision</a></li><li>• Ten crazy inventions which we all need/want <a href="https://www.dw.com/de/zehn-verr%C3%BCckte-erfindungen-die-wir-haben-wollen/a-19183674">https://www.dw.com/de/zehn-verr%C3%BCckte-erfindungen-die-wir-haben-wollen/a-19183674</a></li><li>• Other authentic resources for print, audio, video</li></ul>	
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UbD Template 2.0 **Unit 6: Personal and Public Identities: Immigrating to the United States to the United States****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><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><i>Students will be able to independently use their learning to...</i></p> <p>initiate and sustain meaningful spoken and written communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways</p> <p>present information, concepts, ideas and viewpoints on a variety of topics to audiences of listeners, readers or viewers for varied purposes.</p>	
	<i>Meaning</i>	
	<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>

<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>	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<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>	<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.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
A, M, T	ACTFL - Presentational Communication Proficiency Rubrics (Intermediate Mid / Intermediate High)	PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i>
	ACTFL - Interpersonal Performance and Proficiency Rubrics (Intermediate Mid / Intermediate High)	<b>Goal:</b> Students will use the target language to interview a member of the community.
	ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Mid / Intermediate High)	<b>Role:</b> Interviewer / Presenter  <b>Audience:</b> Teacher / Peers  <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, relationships, 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.  <b>Product or Performance:</b> The recorded interview using student-generated questions, slideshow presentation with presentational speaking  <b>Standards for Success:</b> ACTFL Interpersonal and Presentational Rubrics (Intermediate Mid / Intermediate High)

		<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><li>• Pre-AP Tasks</li></ul>
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### 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 prepares Pre-AP mini-lessons to introduce the components of the AP exam. These lessons will include an overview of the AP rubric and useful strategies for students to use. <b>Eq</b></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Teacher one-to-one discussions</li> <li>• Peer to peer discussions</li> <li>• Class discussions</li> <li>• Participation in small group discussions</li> <li>• Completion of graphic organizers</li> <li>• Creation of interview questions</li> <li>• Note-taking and completion of activities related to essential resource videos and readings.</li> </ul>
<b>A</b>	<p>The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). (<i>Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Mid/High Performance and Proficiency level</i>). <b>W, Eq</b></p>	
<b>A, M, T</b>	<p>Pre-AP Tasks: Interpretive Communication: Authentic Print Texts Interpretive Communication: Authentic Print Texts and Audio Interpersonal Communication: Conversation and email response writing Presentational Communication: Cultural Comparison and Persuasive Essay writing.</p>	
<b>A</b>	<p>The teacher will give some or all of the tasks throughout the unit based on students' needs. <b>W, Eq, Ev, R, T, O</b></p>	
<b>A</b>	<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>	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>	
<b>A, M</b>	Teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. <b>Eq</b>	
<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>	
<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</b>	Students take the pre-assessment and have a class discussion about it. <b>H, Eq</b>	
<b>A, M</b>	Teacher will prepare notes and mini-lessons on vocabulary 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>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>A, M</b>	Students will compare their own experiences to those of the audio/video clips. <b>W, T, Eq</b>	
<b>A</b>	Students take discrete quizzes on vocabulary related to identity and recognizing unknown words through cognates and word associations. <b>Eq, R</b>	
<b>M, T</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>A</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>M, T</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 nativate the school system. <b>T,</b>	
<b>A</b>	Students peer-edit each other's emails <b>R, Ev</b>	
<b>M, T</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>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>	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>• 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> </ul>	

	<ul style="list-style-type: none"><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 resources for print, audio, video</li></ul>	
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