

SPANISH 3 DLI H

Unit 6	<p>AP Theme(s): Science and Technology / Global Challenges</p> <ul style="list-style-type: none"> • Science and Ethics • Natural Phenomenon • Environmental Themes 	<p>Learning Oriented Assessments:</p> <ol style="list-style-type: none"> 1. Quick writes & reflective journal, 2. Interpersonal Situation Cards, 3. Interpersonal Speaking-Academic Language, 4. Cultural Comparison, 5. Cortometraje/Flashcultura, 6. Independent Reading (student choice) <p>Culminating Project: Oral</p> <p>Part 1: Interpersonal Speaking- Socratic Seminar- "What is my role in protecting the environment?"</p> <p>Part 2: Presentational Speaking: "I used to think / I learned / Now I think..."</p>	<p>Estimated Time: 5-6 weeks</p>
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Proficiency Target = full control within Intermediate Mid

- ★ Create with language (adapt learned material to express personal meaning)
- ★ Ask and answer questions
- ★ Deal with simple social situations
- ★ Topics focusing on "me"
- ★ Use of discrete sentences and strings of sentences
- ★ Full control in present tense, partial control in past and future tenses

...plus scaffolded exposure and practice with Advanced level texts and tasks



<p>Essential Questions:</p> <p>Whose job is it to protect the environment? What is my role in protecting the environment?</p> <ul style="list-style-type: none"> • How do environmental changes affect how people live and what they do? • How do my choices impact the environment? • Why is water so important? Why is water a global environmental issue? 	<p>Cultural Competencies:</p> <p>Products:</p> <ul style="list-style-type: none"> • <i>Bosques tropicales del mar</i> and natural areas protected by law • Ecotourism <p>Practices:</p> <ul style="list-style-type: none"> • Water rights • Dia mundial de agua • Daily practices conserve water <p>Perspectives</p> <ul style="list-style-type: none"> • UNESCO and global water rights • High value for clean, potable water, and perspectives on the value of water in dry countries
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Utah World Language Indicators		Student Learning Targets
Interpretive Listening	IH.II.1: I can easily understand information or interactions.	- I can summarize the plot of a video with a partner (orally and written) using words or order - I can use the information from the video to answer an Essential Question from the unit.
	IH.II.2: I can understand a few details in ads, announcements and other simple recordings.	- I can summarize and interpret the information about relationships in target cultures (e.g. as presented in Flash Cultura)
	IH.II.3: I can sometimes understand situations with complicating factors.	- I can summarize what happened and evaluate how character actions affected outcomes in the film short, "El dia menos pensado". - I can predict what would happen next in the film short.
Interpretive Reading	IM.IR.1: I can understand simple personal questions.	- I can comprehend and answer questions about the unit theme.
	IM.IR.2: I can understand basic information in ads, announcements, and other simple texts.	
	IM.IR.3: I can understand the main idea of what is read for personal enjoyment.	- I can summarize the information read in texts that I choose for personal enjoyment.
	IM.IR.4: I can read simple written exchanges between other people.	
Presentational Speaking	IM.PS.1: I can make a presentation about my personal and social experiences.	- I can state my opinion and narrate a simple story illustrating my response to the Essential Question for this unit, "What is my role in protecting the environment?"
	IM.PS.2: I can make a presentation on something I have learned or researched.	- I can summarize to a partner what I learned from a reading which relates to answering a unit question.
	IM.PS.2: I can make a presentation about common interests and issues and state my viewpoint.	
Presentational Writing	IM.PW.1: I can write on a wide variety of familiar topics using connected sentences.	I can write daily, producing short, connected thoughts on unit questions.
	IM.PW.2: I can write short reports about something I have learned or researched.	

	IM.PW.3: I can compose communications for public distribution.	- I can compose a formal, personal response to the unit's essential question(s).
Interpersonal Speaking	IM.IC.1: I can start, maintain, and end a conversation on a variety of familiar topics.	- I can effectively participate in formal a Socratic Seminar, where I start, maintain, and summarize or end a conversation on the unit topics, "What is my role in protecting the environment?"
	IM.IC.2: I can talk about my daily activities and personal preference.	- I can talk with partners about my daily activities and personal preferences relating to the unit topics.
	IM.IC.3: I can use my language to handle tasks related to my personal needs.	
	IM.IC.4: I can exchange information about subjects of special interest to me.	- I can exchange information about subjects of special interest to me (e.g. topics from personal reading and listening)
Cultural Products and Practices	I.CPP.1: I can explore and reference current and past examples of authentic cultural products and practices.	- I can reference the cultural products and practices explored in this unit when discussing and debating during the Socratic Seminar.
	I.CPP.2: I can compare and contrast some common products of other cultures and my own.	- I can compare and contrast some behaviors or practices of other cultures and my own in regards to the protection of the environment. .
	I.CPP.3: I can compare and contrast some behaviors or practices of other cultures and my own.	
Cultural Perspectives	I.CP.1: I can describe some basic cultural viewpoints.	- I can describe some cultural viewpoints on the issue of water rights or protecting the environment.
	I.CP.2: I can make some generalizations about a culture.	- I can generalize about cultural perspectives on water rights or protecting the environment.
Cultural Interaction	I.CIA.1: I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.	- I can engage in short interactions with peers to learn about favorite activities and pastimes, and to find common interests.

	I.CIA.2: I can recognize and refer to elements of traditional and pop culture.	
	I.CIA.3: I can sometimes recognize when I have caused cultural misunderstanding and try to correct it.	

Visual Sources (e.g. art, photos, infographics, etc.):

- **Autorretrato con mono, Frida Kahlo, p. 232**

Readings: [focusing on native, authentic texts]

- **Los Bosques del Mar - informational text, p. 212-213**
- **La conversación de Vieques - informational text, p.238-9**
- **El eclipse - mini short story - p.233-235**
- **Después de ver el video: ?El agua en peligro? p.231**

Audio/Video:

- **Flashcultura Video: Bosque Tropical (p.215 supporting text)**
- **Cortometraje: El día menos pensado**

Bold = highly recommended text of focus for this unit