

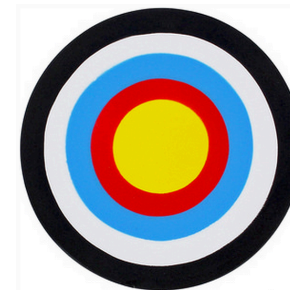
# SPANISH 3 DLI H



<b>Unit 5</b>	<p><b>AP Theme(s):</b>  <b>Contemporary Life / Global Challenges</b></p> <ul style="list-style-type: none"> <li>• Travel and Free Time</li> <li>• Personal Relationships</li> <li>• Economic topics</li> </ul>	<p><b>Learning Oriented Assessments:</b>            1. Quick writes &amp; reflective journal, 2. Interpersonal Situation Cards, 3. Interpersonal Speaking-Academic Language, 4. Cultural Comparison, 5. Cortometraje/Flashcultura, 6. Independent Reading (student choice)</p> <p><b>7<sup>th</sup> grade Culminating Project: Written</b>  <b>Part 1) 5-paragraph persuasive essay: "Should all people learn a second language?"</b> Part 2) Student choice genre: "I used to think / I learned / Now I think..."</p>	<p><b>Estimated Time:</b>            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 practice with Advanced level texts and tasks**



**Essential Questions:**

**How can travel change my cultural perspectives?**

- How will visiting new places and meeting new people from different cultures change me?
- Why do people travel?
- How do I show respect for the places and people I visit?
- How can social, political, and environmental challenges impact travel in the target culture?

**Cultural Competencies:**

Working toward the culminating project...Cultural curiosity, openness to and respect for new cultures and experiences, going beyond the tourist experience, going beyond generalizations.

**Products:**

- Ecotourism
- Café
- Food

**Practices:**

- Plastic vs. Cash
- Bargaining
- Public Transportation

**Perspectives**

- Cultural importance of corn, tomato and potatoes
- How and why Mayan culture stretches across modern political borders
- Travel: physical travel v. the travel of Magical Realism

Utah World Language Indicators		Student Learning Targets
Interpretive Listening	IH.I.L.1: I can easily understand information or interactions.	
	IH.I.L.2: I can understand a few details in ads, announcements and other simple recordings.	<ul style="list-style-type: none"> <li>- I can demonstrate understanding of a short video related to travel in target cultures through presentational writing (e.g. Viajar y gozar).</li> </ul>
	IH.I.L.3: I can sometimes understand situations with complicating factors.	<ul style="list-style-type: none"> <li>- I can describe the complicating factor in the plot of El Anillo, and the series of event that resolve the conflict</li> </ul>
Interpretive Reading	IM.I.R.1: I can understand simple personal questions.	<ul style="list-style-type: none"> <li>- I can demonstrate understanding of personal questions related to travel in oral discussion.</li> </ul>
	IM.I.R.2: I can understand basic information in ads, announcements, and other simple texts.	<ul style="list-style-type: none"> <li>- I can understand basic information in a reading about products and practices in a target culture (e.g. La ruta del café).</li> </ul>
	IM.I.R.3: I can understand the main idea of what is read for personal enjoyment.	<ul style="list-style-type: none"> <li>- I can demonstrate understanding of an authentic source from two perspectives in a classroom discussion (e.g. La luz es como el agua).</li> </ul>
	IM.I.R.4: I can read simple written exchanges between other people.	-
Presentational Speaking	IM.P.S.1: I can make a presentation about my personal and social experiences.	<ul style="list-style-type: none"> <li>- I can present my personal and social experiences about travel.</li> </ul>
	IM.P.S.2: I can make a presentation on something I have learned or researched.	<ul style="list-style-type: none"> <li>- I can present a proposal of my Culminating Project.</li> </ul>
	IM.P.S.2: I can make a presentation about common interests and issues and state my viewpoint.	

<b>Presentational Writing</b>	IM.PW.1: I can write on a wide variety of familiar topics using connected sentences.	-
	IM.PW.2: I can write short reports about something I have learned or researched.	<ul style="list-style-type: none"> <li>- I can demonstrate understanding of a short video related to travel in target cultures through presentational writing (e.g. Viajar y gozar).</li> <li>- I can state my opinion on my Culminating Project and correctly cite references to support my opinion.</li> </ul>
	IM.PW.3: I can compose communications for public distribution.	<ul style="list-style-type: none"> <li>- I can publish my recommendations for travelers.</li> </ul>
<b>Interpersonal Speaking</b>	IM.IC.1: I can start, maintain, and end a conversation on a variety of familiar topics.	<ul style="list-style-type: none"> <li>- I can talk with a partner about possible travel complications and general recommendations for personal safety and enjoyment.</li> <li>- Talk about the weather at various seasons during the year. Describe what you would wear or pack on trips during various seasons and weather conditions. <b>(AAPPL task #5)</b></li> </ul>
	IM.IC.2: I can talk about my daily activities and personal preference.	<ul style="list-style-type: none"> <li>- I can discuss with a partner and plan an itinerary for the day.</li> </ul>
	IM.IC.3: I can use my language to handle tasks related to my personal needs.	<ul style="list-style-type: none"> <li>- I can request information about travel options (sites, transportation, accommodations, and documentation) in a simulated phone conversation.</li> </ul>
	IM.IC.4: I can exchange information about subjects of special interest to me.	<ul style="list-style-type: none"> <li>- I can discuss my choice for travel including pros and cons, with transportation, accommodations, educational and cultural learning opportunities.</li> <li>- Culminating Project: I can brainstorm with a partner or small group...</li> </ul>
<b>Cultural Products and Practices</b>	I.CPP.1: I can explore and reference current and past examples of authentic cultural products and practices.	<ul style="list-style-type: none"> <li>- I can demonstrate understanding of indigenous cultures and identify their influence on target cultures (e.g. La ruta maya).</li> </ul>
	I.CPP.2: I can compare and contrast some common products of other cultures and my own.	<ul style="list-style-type: none"> <li>- I can compare and contrast cultural artifacts from Central American cultures (e.g. money, indigenous art and culture, writing, names)</li> </ul>
	I.CPP.3: I can compare and contrast some behaviors or practices of other cultures and my own.	<ul style="list-style-type: none"> <li>- I can compare credit card usage in the United States and other countries.</li> </ul>

Cultural Perspectives	I.CP.1: I can describe some basic cultural viewpoints.	- I can describe magical realism in context of a short story. (La luz es como el agua, p. 193)
	I.CP.2: I can make some generalizations about a culture.	- I can make some generalizations about Mayan culture.
Cultural Interaction	I.CIA.1: I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.	
	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.	- I can navigate a simulated bargaining activity.

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

- Altamar (Graciela Rodo Boulanger, 2000, p. 193)

#### Readings: [focusing on native, authentic texts]

- **"La Ruta del Café"; El Canal de Panamá; De América al mundo** (p.172-3)
- **La luz es como el agua, por Gabriel García Márquez** (p.192-195)
- **La ruta maya** (p. 197-199)

#### Audio/Video:

- **Flash Cultura: ¡Viajar y gozar!** (p.175)
- **El Anillo**- cortometraje (p.189)

**Bold = text of focus for this unit**