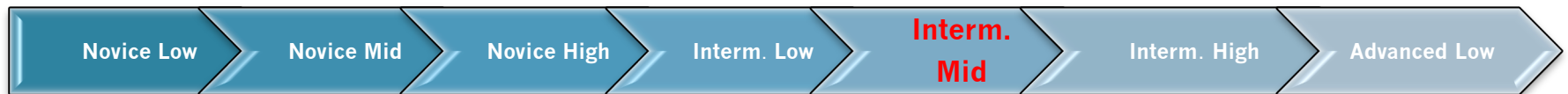


SPANISH 3 DLI H


Unit 1	<p>AP Theme(s): Families and Communities</p> <ul style="list-style-type: none"> • Personal Relationships • Traditions and Values 	<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>Unit Integrated Assessment: Formal Letter</p> <ol style="list-style-type: none"> 1. Interpretive Reading- news article 2. Interpersonal Writing- Formal Email response 	<p>Estimated Time:</p> <p>5 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



<p>Essential Questions:</p> <p>How do languages open the borders of friendship?</p> <ul style="list-style-type: none"> ❖ How is friendship defined; what does the word “friend” mean to me? ❖ How do friendships and personal relationships differ in various cultures? ❖ What is a real friend? ❖ What are the qualities of good and bad friendships or relationships? ❖ How can we improve friendships or relationships? ❖ How can individuals have a positive affect on society? 	<p>Cultural Competencies:</p> <p>Products:</p> <ul style="list-style-type: none"> • Social services for individuals with disabilities <p>Practices:</p> <ul style="list-style-type: none"> • Friendships • Courtship and marriage <p>Perspectives</p> <ul style="list-style-type: none"> • Gender roles (in your own culture, in other cultures)
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Utah World Language Indicators		Student Learning Targets
Interpretive Listening	IH.I.L.1: I can easily understand information or interactions.	<ul style="list-style-type: none"> 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 <i>Essential Question</i> from the unit.
	IH.I.L.2: I can understand a few details in ads, announcements and other simple recordings.	<ul style="list-style-type: none"> I can summarize and interpret the information about relationships in target cultures (e.g. as presented in Flash Cultura). I can complete a Cultural Comparison “Y-chart” after viewing a video (e.g. “Di Algo” or FlashCultura)
	IH.I.L.3: I can sometimes understand situations with complicating factors.	<ul style="list-style-type: none"> I can summarize what happened and evaluate how character actions affected outcomes (cause and effect). I can evaluate the plot according to multiple perspectives (e.g. male v. female perspectives on events in “Di Algo”; describe role reversal in this video).
Interpretive Reading	IM.I.R.1: I can understand simple personal questions.	<ul style="list-style-type: none"> I can comprehend and answer questions about friendships and relationships.
	IM.I.R.2: I can understand basic information in ads, announcements, and other simple texts.	<ul style="list-style-type: none"> I can summarize the information presented on a chart or infographic.
	IM.I.R.3: I can understand the main idea of what is read for personal enjoyment.	<ul style="list-style-type: none"> I can identify the main idea and some details from the text (e.g. article, poem, story, graphic). I can use the information from a text to answer an <i>Essential Question</i> from the unit.
	IM.I.R.4: I can read simple written exchanges between other people.	<ul style="list-style-type: none"> I can read and summarize the ideas presented in a dialogue (e.g. Twitter message board exchange, Canvas “Discussion” or “Foro”).
Presentational Speaking	IM.P.S.1: I can make a presentation about my personal and social experiences.	<ul style="list-style-type: none"> I can talk about why a person is special or important in my life.
	IM.P.S.2: I can make a presentation on something I have learned or researched.	<ul style="list-style-type: none"> I can share my understanding with a partner or small group about social service and their impact on society (e.g. ONCE in Spain).

	IM.PS.2: I can make a presentation about common interests and issues and state my viewpoint.	<ul style="list-style-type: none"> I can share ideas with a partner or small group about my opinion on friendships or relationships relating to the unit's Essential Questions.
Presentational Writing	IM.PW.1: I can write on a wide variety of familiar topics using connected sentences.	<ul style="list-style-type: none"> I can write daily, producing short notes and/or letters.
	IM.PW.2: I can write short reports about something I have learned or researched.	<ul style="list-style-type: none"> I can summarize what happened and evaluate how character actions affected outcomes (cause and effect). I can evaluate the plot according to multiple perspectives (e.g. male v. female perspectives on events in "Di Algo"; describe role reversal in this video).
	IM.PW.3: I can compose communications for public distribution.	<ul style="list-style-type: none"> I can write a formal letter (e.g. compose a letter to Sonia Sotomayor).
Interpersonal Speaking	IM.IC.1: I can start, maintain, and end a conversation on a variety of familiar topics.	<ul style="list-style-type: none"> I can discuss ideas and perspectives from the various themes, topics, and texts from this unit. I can identify a favorite celebrity and describe with detail who they are and what they do to make news. I ask questions to maintain the conversation.
	IM.IC.2: I can talk about my daily activities and personal preference.	
	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.	<ul style="list-style-type: none"> I can exchange information about subjects of special interest to me (e.g. interests, cultural traditions or holidays, TV or film, social activities).
Cultural Products and Practices	I.CPP.1: I can explore and reference current and past examples of authentic cultural products and practices.	
	I.CPP.2: I can compare and contrast some common products of other cultures and my own.	<ul style="list-style-type: none"> I can share my understanding with a partner or small group about social service and their impact on society (e.g. ONCE in Spain).

	I.CPP.3: I can compare and contrast some behaviors or practices of other cultures and my own.	<ul style="list-style-type: none"> I can compare and contrast some behaviors or practices of other cultures and my own in regards to friendships and/or relationships.
Cultural Perspectives	I.CP.1: I can describe some basic cultural viewpoints.	<ul style="list-style-type: none"> I can describe cultural viewpoints of another culture(s) on friendships and/or relationships.
	I.CP.2: I can make some generalizations about a culture.	<ul style="list-style-type: none"> I can make some generalizations about how another culture views friendships and/or relationships. I can make some generalizations about the diverse perspectives held on Bullfighting.
Cultural Interaction	I.CIA.1: I can handle short interactions with peers and colleagues in familiar situations at school, work, or play.	<ul style="list-style-type: none"> 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, charts):

- Los enamorados, Pablo Picasso (p.30)

Readings:

- Parejas sin fronteras* (informational text- biracial relationships, immigration)
- Poema 20 *** (poetry)
- Sonia Sotomayor *** (informational text)

Audio/Video:

- Video Flash Cultura: Las relaciones personales**
- Di algo *** (Cortometraje)

Bold = text of focus for this unit

* = Additional information provided in Instructional Guide

Instructional Guide:

p. 10-11: *Parejas sin fronteras*:

- Informational text
- Theme: biracial relationships, immigration
- Essential Question: How do friendships and personal relationships differ in various cultures?
- Cultural Competencies: Courtship & marriage, Gender roles

p. 30: Pablo Picasso art: Los Enamorados, with

p. 32-33: Poema 20, Pablo Neruda

- Poetry
- During Reading: Visualize (draw your mental images in the margin while reading)
- Academic language: *La personificación, figura retórica*
- Post Reading: Create a backstory that may have inspired the poem
- Post Reading: Write a letter from the author to his love

p. 36-37: Sonia Sotomayor

- Informational text
- Essential text to prepare students for Unit 1 IPA
- Essential Questions: What you want to be when you grow up? How can good friends make you be a better person? How can individuals have a positive effect on society?
- Cultural Competencies: Gender roles, racial roles of Hispanics in the United States

p. 26-29: Di Algo

- Film short (cortometraje)
- Pre-viewing: background knowledge about ONCE in Spain, the social service lottery to help the blind
- During viewing: Plot summary: <http://www.englishcom.com.mx/redaccion/elementos-en-la-trama-de-una-historia/>
- Post viewing ideas (select and support student production of only one or two of the following ideas): 1. How would this story be different if it had current technology from 2015? 2. Story board plot; plot diagram, 3. Write a letter to the character advising them what they should do; <http://www.once.es/new/que-es-la-ONCE> 5. gender roles- if you switch the genders in this story it would be a bit creepy.