



**UNIT 6**

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| <b>Course:</b> World Language            | <b>Grade Level:</b> Level 1      |
| <b>Unit Title:</b> Beauty and Aesthetics | <b>Length of Unit:</b> ~ 6 weeks |

**Unit Summary:** Students will explore the different perspectives and values of fashion and beauty in different countries.

**Stage 1- Desired Results**

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| <b>STANDARDS</b>   | <b>Transfer</b>   |
|  | <i>Students will be able to independently use their learning to discuss the different perspectives of fashion and beauty.</i> |
| <p><b>Interpretive:</b><br/> <i>Reading:</i> (I-M1, I-M2)<br/>           I can understand the main idea and key information in short straightforward informational and/or fictional texts.</p> <p><i>Listening:</i> (I-H3)<br/>           I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions.</p> <p><b>Interpersonal:</b><br/> <i>Writing:</i> (N-H3) I can express, ask about, and react to</p> | <b>Meaning</b>  |

preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.

**Speaking:** (I-M3)

I can exchange preferences, feelings, or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and asking a variety of follow-up questions.

**Presentational:**

**Writing:** (N-H1,N-H2, N-H3)

I can present personal information and preferences about my life and activities,as well as other familiar and everyday topics using simple sentences most of the time.

**Speaking:** (N-H1,N-H2, N-H3)

I can present personal information and preferences about my life and activities,as well as other familiar and everyday topics using simple sentences most of the time.

**Intercultural Communication:**

**ENDURING UNDERSTANDINGS**

*Students will understand that...*

*Students will understand how beauty could be defined differently according to their beliefs and or culture. They will also understand the different definitions of beauty and fashion according to a country.*

**ESSENTIAL QUESTIONS**

*Students will continue to consider . . .*

- How do communities define beauty?
- How do communities value beauty?
- How does the concept of beauty influence a lifestyle?
- How does social media influence our fashion preferences?

|  | <b>Acquisition</b>   |  |
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| <p><b>(Intermediate)</b><br/>I can interact at a functional level in some familiar contexts.</p> <p><b>Supporting SEL standard(s) embedded within this unit:</b></p> <p><b>1A.I.2</b><br/>Predict how you would feel in giving or receiving help or a compliment.</p> <p><b>1B.H.1</b><br/>Identify what you like about yourself, including things that might be considered atypical for your gender.</p> <p><b>2A.I.4</b><br/>Demonstrate empathy with others in a variety of situations.</p> <p><b>2B.I.2</b><br/>Analyze how various social and cultural groups are portrayed in the media.</p> | <p><i>Students will know...</i></p> <p><b>Language Functions:</b></p> <ul style="list-style-type: none"> <li>● Be able to give detailed about personal and public identities</li> </ul> <p><b>Related Structures/patterns:</b></p> <ul style="list-style-type: none"> <li>● <i>Review conditional</i></li> <li>● <i>Introduce some simple if/then statements</i></li> <li>● Punctuation marks</li> <li>● Sounds and homonyms of /r/ &amp; /rr/</li> </ul> <p><b>Priority vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Precise adjectives (léxico alto)</li> <li>● Fashion terms</li> <li>● Cause/effect phrases</li> <li>● Social media influencers vocabulary</li> <li>● Expressing opinions</li> </ul> | <p><i>Students will be skilled at...</i></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>● <i>Understand the different perspective of beauty in a Non-Native and Spanish Speaking Country.</i></li> <li>● <i>Identify factors that influence beauty.</i></li> <li>● <i>Identify the social challenges of meeting a certain criteria of what society perceives as “beauty”.</i></li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>● <i>Participate in small group discussions about different practices and perspectives of beauty in different regions of the world.</i></li> <li>● <i>Discuss the cultural impact beauty has in a community identity.</i></li> <li>● <i>Interview a classmate about their ideal partnership based on the concept of beauty.</i></li> </ul> <p><b>Presentational</b></p> |

- *Explain some of the factors that contribute to the perception of beauty.*
- *Write at least a paragraph about whether you support or not plastic surgery (or some other beauty/aesthetic controversy).*

### Stage 2- Evidence

#### Evaluation Criteria

#### Assessment Evidence

Task Rubric

[Presentational Rubrics](#)

[Interpersonal Rubrics](#)

[Interpretive Rubrics](#)

PERFORMANCE TASK(S):

[IPA Template](#)

Las medias rojas- Emilia Pardo Bazán  
Comunicado de repudio - Rigoberta Menchú

LOTS of resources for all themes(reading, writing, speaking and listening)  
<https://www.fluencyprof.com/free-spanish-audio.html>

OTHER EVIDENCE

STUDENT SELF-ASSESSMENT & REFLECTION

### Stage 3- Learning Plan

*Summary of Key Learning Events and Instruction*

**Presentational:**

Students can create beauty product and design a slogan and AD for it.

**Interpersonal:**

Students can create an imaginary instagram exchange between two “influencers”

**Interpretive:**

Students can read popular magazines and comment on what they find as authentic and inauthentic examples of beauty