



UNIT 3

Course: Heritage Spanish 2	Grade Level: Level 2
Unit Title: Science and Technology-	Length of Unit: ~ 6 weeks

Unit Summary: Students will explore factors that have driven development and innovation in the fields of science and technology, and identify some consequences of such developments.

Stage 1- Desired Results

STANDARDS	Transfer	
<p>Interpretive: <i>Reading:</i> (I-M1, I-M2, I-M3) I can identify the main idea and key information in short straightforward written conversations and texts, both fictional and informational.</p> <p><i>Listening:</i> (I-H1, I-H3) I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph length informational presentations.</p> <p>Interpersonal:</p>	<p><i>Students will be able to independently use their learning to discuss the factors contributing to scientific and development innovation. Identify possible consequences of these advances.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>People’s values (perspectives) determine their needs and priorities</i> ● <i>Those needs and priorities often serve as the catalysts for scientific and technological innovation (“necessity is the mother of invention”)</i> ● <i>Culture plays a big role in the acceptance/rejection of some scientific</i> 	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <ul style="list-style-type: none"> ● What factors have driven development and innovation in the fields of science and technology? ● What are the social consequences of scientific or technological advancements?

<p><i>Writing:</i> (N-H3) I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</p> <p><i>Speaking:</i> (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.</p>	<p><i>and technological endeavors and advancements</i></p> <ul style="list-style-type: none"> ● <i>Identify some recent (within the last 50 years or so) contributions to the fields of science and technology that are important to them</i> 	
Acquisition		
<p>Presentational: <i>Writing:</i> (I-L2, I-L3) I present on familiar and everyday topics, using simple sentences. I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.</p> <p><i>Speaking:</i> (I-L2, I-L3) I present on familiar and everyday topics, using simple sentences. I can express my preferences on familiar and everyday topics of interest</p>	<p><i>Students will know...</i></p> <p>Related Structures/patterns</p> <ul style="list-style-type: none"> ● Phrases to give advice ● Phrases to provide an opinion ● Introduce <i>modo del verbo</i> (mode verb) ● Present subjunctive ● Cláusulas nominales, adverbiales y adjetivales ? ● Prefix and suffix <p>Priority vocabulary:</p> <ul style="list-style-type: none"> ● Illnesses, diseases, etc. ● Conventional and modern remedies and treatments 	<p><i>Students will be skilled at...</i></p> <p>Interpretive</p> <ul style="list-style-type: none"> ● <i>Understand the main ideas about scientific and technological advances</i> ● <i>Identify the factors that have driven such advances</i> <p>Interpersonal</p> <ul style="list-style-type: none"> ● <i>Discuss consequences (both positive and negative) of scientific and technological advances</i> ● <i>Communicate respectfully about their own point of view on different science and technology topics</i>

and explain why I feel that way, using simple sentences.

Intercultural Communication: (Intermediate)

I can interact at a functional level in some familiar contexts.

Supporting SEL standard(s) embedded within this unit:

2A.6j. Practice responding to ideas rather than the person advancing them.

2A.3j. Analyze the factors that have influenced your perspective on an issue.

2B.4i. Evaluate efforts to promote increased understanding among groups

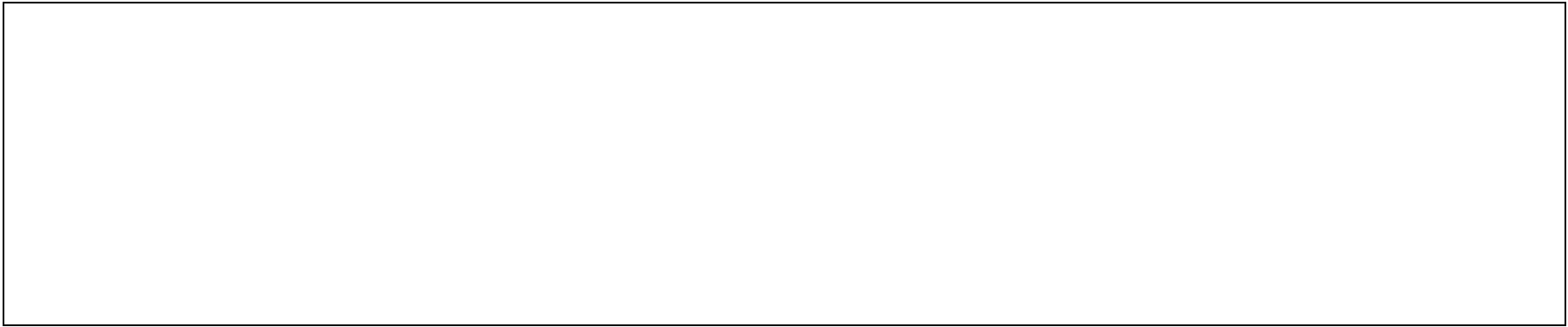
3A.2J. Explain how a change in a current social policy would impact the behaviors of individuals and groups.

3C.3J Compare and contrast

- New technology terms
- Cognates and *bad* cognates

Presentational

- *Explain a scientific/technological advancement that interests you, and the factors contributing to it*
- *Write, citing evidence to support your claims, about the perceived consequences of the scientific/technological advancement you explained*



Products—are the tangible or intangible creations of a particular culture. ... (*What you can observe*)

Practices - How the culture achieves the products (*activities, traditions.....practices*)

Perspectives—the philosophical perspectives, meanings, attitudes, values, beliefs, ideas that underlie the cultural *practices* and *products* of a society. They represent a culture's view of the world. (Why *do they do their practices?/Underlying motivation/The reason behind it*)

Connect to self-*Compare/contrast this culture aspect to self,US or community*