



## UNIT 5

<b>Course:</b> World Language		<b>Grade Level:</b> Level 1	
<b>Unit Title:</b> <i>Global Challenges- Environmental issues and Social/environmental awareness</i>		<b>Length of Unit:</b> ~ 6 weeks	
<p><b>Unit Summary:</b> <i>Students will be able to independently use their learning to discuss different challenges in our society and how they impact a community. Students will be able to reflect their understanding on the reasons why people migrate.</i></p>			
Stage 1- Desired Results			
iSTANDARDS		Transfer	
<p><b>Interpretive:</b>  <i>Reading: (I-M1, I-M2)</i>            I can understand the main idea and key information in short straightforward informational and/or fictional texts.</p> <p><i>Listening: (I-H3)</i>            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></p>		<p><i>Students will be able to independently use their learning to discuss different challenges in our society and how they impact a community. Students will be able to reflect their understanding on the reasons why people migrate.</i></p>	
		Meaning	
		<p><b>ENDURING UNDERSTANDINGS</b></p> <p><i>Students will understand the challenges that people face when immigrating to another country. Students will know the reasons why people immigrate to another country. Students will be familiar with other societal challenges people currently face.</i></p>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will continue to consider . .</i></p> <ul style="list-style-type: none"> <li>● How do societal challenges (ie.immigration) positively and negatively impact communities?</li> <li>● What are some of the causes why people migrate to/from other countries?</li> </ul>

<p><i>Writing:</i> (N-H1) I can request and provide information by asking and answering practice and some original questions on familiar and everyday topics, using simple sentences most of the time.</p> <p><i>Speaking:</i> (I-M1) I can exchange information in conversations on familiar topics and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p><b>Presentational:</b> <i>Writing:</i> (N-H1, N-H3) I can present personal information about my life and activities,as well as other familiar and everyday topics using simple sentences most of the time.</p> <p><i>Speaking:</i> (N-H1, N-H3) I can present personal information about my life and activities,as well as other familiar and everyday topics using simple sentences most of the time.</p> <p><b>Intercultural</b></p>		
	<b>Acquisition</b>	
	<p><i>Students will know...</i></p> <p><i>Students will know...</i></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 Global Challenges</li> </ul> <p><b>Related Structures/patterns:</b></p> <ul style="list-style-type: none"> <li>● Present subjunctive</li> <li>● Noun,adjective and adverbial clauses</li> <li>● Diacritic accent mark</li> <li>● Sounds and homonyms of /X/</li> </ul> <p><b>Priority vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Mudarse vs moverse</li> <li>● Inmigrar vs emigrar</li> <li>● Vocab for describing different needs of people (economic, social, physical, emotional) and using that vocab to analyze lifestyles in different countries</li> <li>● Léxico alto vs Léxico bajo (Los vicios del lenguaje)</li> </ul>	<p><i>Students will be skilled at...</i></p> <p><b>Interpretive</b></p> <ul style="list-style-type: none"> <li>● Understand the reasons why people immigrate</li> <li>● Identify some of the countries with the highest immigration rates in this century.</li> <li>● Identify other social challenges in the Spanish Speaking Countries.</li> </ul> <p><b>Interpersonal</b></p> <ul style="list-style-type: none"> <li>● Participate in small group discussions about the different reasons why people immigrate.</li> <li>● Discuss the culture impact immigrants face when they move to another country.</li> <li>● Share information about data related to immigration (countries, ethnicity,age etc.)</li> <li>● Respond to an email about someone's experience living in another country.</li> <li>● Interview an immigrant (could be a family member or a friend) and share his/her experiences</li> </ul> <p><b>Presentational</b></p>

**Communication:  
(Intermediate)**

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

**Supporting SEL  
standard(s) embedded  
within this unit:**

**1A.H.6**

Demonstrate an ability to motivate yourself to greater performance through changing how you think about a challenging situation.

**1B.I.2**

Identify things about yourself and situation that you cannot change and devote your energy to something you can change.

**1C.I.2**

Analyze why you were or were not able to overcome obstacles in working on a recent goal.

- *Narrate the story of an immigrant that you are familiar with.*
- *Explain some of the factors that contribute to the immigration phenomenon.*
- *Create an illustrated story about a personal experience as an immigrant based on the interview.*

**2B.I.3**

Analyze how exposure to cultural diversity might either enhance or challenge your health behaviors (e.g., differing driving or eating habits, more or less psychological pressure based on differing cultural norms).

<b>Stage 2- Evidence</b>	
<b>Evaluation Criteria</b>	<b>Assessment Evidence</b>
Task Rubric  <a href="#">Presentational Rubrics</a>  <a href="#">Interpersonal Rubrics</a>  <a href="#">Interpretive Rubrics</a>	<b>PERFORMANCE TASK(S):</b>  <a href="#">IPA Template</a>  Y no se lo tragó la tierra- Tomás Rivera
	<b>OTHER EVIDENCE</b>  <b>STUDENT SELF-ASSESSMENT &amp; REFLECTION</b>

<b>Stage 3- Learning Plan</b>	
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*Summary of Key Learning Events and Instruction*