



UNIT 2

Course: Heritage Spanish 3	Grade Level: Level 3
Unit Title: Contemporary Life - Social Values, Traditions, and Lifestyle	Length of Unit: ~ 6 weeks

Unit Summary: Students will consider what components of contemporary life draw on traditions and social values. Students will explore how the leisure activities of their day to day life compares to those of individuals across the Spanish speaking world. Students will look at a variety of authentic resources to communicate around daily life and social values. They will begin to communicate these ideas in formats that mirror portions of the AP Spanish Language and Culture exam.

Stage 1- Desired Results

STANDARDS	Transfer	
<p>Interpretive: <i>Reading:</i> (I-M1, I-M2) I can understand the main idea and key information in short straightforward informational and/or fictional texts</p> <p><i>Listening:</i> (I-M3) I can identify the main idea and key information in short straightforward conversations.</p> <p>Interpersonal:</p>	<p><i>Students will be able to independently use their learning to...</i> Communicate effectively about social values and traditions within the context of contemporary life.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <p>Different cultures prioritize different aspects of contemporary life, traditions and social values</p>	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <p>What is a quality life? How do you define it?</p> <p>What influences one’s interpretation and perceptions of the quality of life?</p>

<p><i>Writing:</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><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>In a society with access to global culture, there are many factors that influence how individuals perceive traditions and social values</p> <p>Every individual must decide to what degree their social values, traditions and lifestyles fit the dominant cultural (majority language culture) norms.</p>	<p>How does where one lives impact the quality of life?</p>
Acquisition		
<p>Presentational: <i>Writing:</i> (I-M3) I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences</p> <p><i>Speaking:</i>(I-M3) I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences</p>	<p><i>Students will know...</i></p> <p>Related Structures/patterns</p> <ul style="list-style-type: none"> ● Spelling of words with similar sounds (b vs v, y vs ll, a vs ha, etc.) ● How to use/distinguish between imperfect and preterite ● Comparatives <p>Priority vocabulary:</p> <ul style="list-style-type: none"> ● <i>Leisure activities (wrestling, school</i> 	<p><i>Students will be skilled at...</i></p> <p>Interpretive</p> <ul style="list-style-type: none"> ● <i>Understand the author's purpose or point of view on a given text/audio sample.</i> ● <i>Recognize and compare cultural features on text/audio.</i> ● <i>Identify the main idea of a given prompt.</i> ● <i>Interpret the key words on a given content.</i>

and series of connected sentences

Intercultural Communication: (intermediate)

In my own and other cultures, I can make comparisons between products and practices to help me understand perspectives.

Supporting SEL standard(s) embedded within this unit:

3A. 3.J Evaluate the consequences for yourself and others of following ethical principles in your relationships

3A. 2.I Explain how laws reflect social norms and affect our personal decision making.

3A. 5.I Show how social norms influence how we behave in different settings (e.g., hospitals, restaurants, sporting events).

band, horseback riding, competition, skiing etc.)

- *Festivities & holidays*
- *Careers & professions (uncommon, upcoming, trending, like Vloggers, coding, Uber drivers, etc.)*

Interpersonal

- *Participate in simulated/spontaneous conversations on a given topic.*
- *Maintain the exchange with a series of responses in a conversation.*
- *Maintain the exchange in a written response providing the required information.*

Presentational

- *Present and defend your own point of view on a given topic.*
- *Develop a persuasive argument with coherence and detail.*

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Stage 2- Evidence

Evaluation Criteria	Assessment Evidence
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Task Rubric

[Presentational Rubrics](#)

[Interpersonal Rubrics](#)

[Interpretive Rubrics](#)

PERFORMANCE TASK(S):

[IPA Template](#)

OTHER EVIDENCE

STUDENT SELF-ASSESSMENT & REFLECTION

Stage 3- Learning Plan

Summary of Key Learning Events and Instruction

