



UNIT 3

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| Course: Heritage Spanish 3 | Grade Level: Level 3 |
| Unit Title: Families and Communities - Global Citizenship and Social Networking | Length of Unit: ~ 6 weeks |

Unit Summary: In this unit students will explore their digital footprint and how their online profile interacts with their identity. Students will analyze the way education and family values play an important role in relationships between individuals and communities. Students will practice their communication skills as they interact with authentic and immediate Spanish Language resources from their own lives as well as those from around the Spanish speaking world. Students will now be exposed to all the AP Spanish Language and Culture exam formats.

Stage 1- Desired Results

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| STANDARDS | Transfer | |
| 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 | <i>Students will be able to independently use their learning to...</i> Communicate safely and effectively within and about the digital world. | |
| | Meaning | |
| <i>Listening:</i> (I-H3) I can usually understand the main idea and flow of events expressed in various time frames in conversations and discussions. | ENDURING UNDERSTANDINGS <i>Students will understand that</i> <i>In a globalized society your family learned values and the type of education you receive</i> | ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i> <i>In which way do education and family values shape relationships between individuals and communities?</i> <i>What challenges (or benefits) does globalization present</i> |

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| <p>Interpersonal: <i>Writing:</i> (I-M2) I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p><i>Speaking:</i> (I-H2) I can interact with others to meet my needs in a variety of situations, sometimes involving a complication, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across various time frames</p> | <p><i>play an important role.</i></p> | <p><i>regarding career options and/or relationships among individuals?</i></p> |
| <p>Acquisition</p> | | |
| <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</p> | <p><i>Students will know...</i></p> <p>Related Structures/patterns</p> <ul style="list-style-type: none"> ● Accent mark: <i>Esdrújulas y Sobresdrújulas</i> ● Continue reviewing subjunctive mode, in this case giving advice ex. <i>Recomiendo que, Te aconsejo que..</i> ● Comparatives, | <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> <p>Interpersonal</p> |

concrete topics I have researched, using sentences 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:

2A. J.1 Analyze barriers to effective communication.

2A I.3 Differentiate between the factual and emotional content of what a person says.

2A. J 5 Demonstrate ways to assert one's needs and viewpoints in a respectful manner.

superlatives, and *diminutivos y aumentativos*

Priority vocabulary

- *Hobbies*
- *Social media (Facebook, LinkedIn, Snapchat, Instagram)*
- *Trades vocabulary ex. Nurse assistant, cashier, waiter, busboy*
- *Structural email vocabulary*

- *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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| <p>Task Rubric</p> <p>Presentational Rubrics</p> <p>Interpersonal Rubrics</p> <p>Interpretive Rubrics</p> | <p>PERFORMANCE TASK(S):</p> <p>IPA Template</p> |
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| | <p>OTHER EVIDENCE</p> <p>STUDENT SELF-ASSESSMENT & REFLECTION</p> |
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Stage 3- Learning Plan

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| <p><i>Summary of Key Learning Events and Instruction</i></p> <ul style="list-style-type: none"> ● <i>Community service vocabulary -I have a vocabulary list with all of these words (Armas)</i> |
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