



UNIT 5

Course: Heritage Spanish 3	Grade Level: Level 3
Unit Title: Science and Technology - Technological advances and Access to Technology	Length of Unit: ~ 6 weeks

Unit Summary: Students will examine the factors that have influenced the advances in technology and the role that ethics play in advancements. 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-H1) I can usually follow the main message in various time frames in straightforward, and sometimes descriptive, paragraph-length informational texts</p> <p><i>Listening:</i> (A-L3) I can understand the main message and some supporting details across major time frames in conversations and</p>	<p><i>Students will be able to independently use their learning to recognize and analyze the pros and cons of the advances in the fields of science and technology in the world and how it enhances their opportunities to become part of a global society.</i></p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● <i>“Necessity is the mother of invention”</i> <ul style="list-style-type: none"> ○ Innovation and discovery often result from an overarching <i>need, or problem to be solved</i> ● One’s needs and interests are influenced by one’s culture and values ● Most scientific/technological 	<p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <ul style="list-style-type: none"> ● What factors drive innovation and discovery in the fields of science and technology? ● What role do ethics play in scientific advancement?

<p>discussions.</p> <p>Interpersonal: <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-H1) I can exchange information in conversations and some discussions on a variety of familiar and some concrete topics that I have researched, using connected sentences and asking a variety of questions, often across various time frames</p>	<p>advancements have the potential to be used in positive and negative ways</p> <ul style="list-style-type: none"> • Common established ethical boundaries are important in preventing misuse/abuse of new technologies 	
Acquisition		
<p>Presentational: <i>Writing:</i> (I-H2) I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames</p> <p><i>Speaking:</i>(I-M2) I can state my viewpoint about familiar topics and give</p>	<p><i>Students will know...</i></p> <p>Related Structures/patterns</p> <ul style="list-style-type: none"> • Pros and cons about technology. • Recognize problems and consequences. • Critical Thinking: Argument / Counter argument. • Causes and effects. • Problem- solving skills 	<p><i>Students will be skilled at...</i></p> <p>Interpretive</p> <ul style="list-style-type: none"> • Understand the author's purpose or point of view on a given text/audio sample. • Recognize and compare cultural features on text/audio. • Identify the main idea of a given prompt. • Interpret the key words on a given content.

some reasons to support it, 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.6j. Practice responding to ideas rather than the person advancing them.

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

Priority vocabulary:

- Compound sentences: relative clauses, nominal clauses, adverbial clauses, conditional clauses, etc)
- Conjunctions/Links/connectors/transitional words (*de tal manera, asimismo, así mismo, también, por otra parte, además, sin embargo, etc*)
- Verbs of cause and effect (*querer, desear, sugerir, esperar, aconsejar, opinar, creer, lamentar, sufrir, padecer, soportar, aguantar, resignarse, resignar, etc*)
- Ethical words: *Normas, valores, virtudes, moral, ontología, deontología, axiología, criterio, bondad, reflexión, principio, juicio, deber, dilema, verdad, etc.*
- Philosophical terminology
- STEM vocabulary: *robótica, inteligencia artificial, células madres, genética, clonación, innovación, 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

