



UNIT 6

Course: Heritage Spanish 3	Grade Level: Level 3	
Unit Title: Global Challenges - Social Welfare and Social Conscience	Length of Unit: ~ 6 weeks	
<p>Unit Summary: Students will discuss social and environmental issues that are affecting our society. Students will be able to independently use their learning to evaluate, analyze, and recognize the different needs that turned into challenges and the different strategies that will help them address global, social welfare and social conscience issues. They will begin to communicate these ideas in formats that mirror portions of the AP Spanish Language and Culture exam</p>		
Student Stage 1- Desired Results		
<p>STANDARDS</p> <p>Interpretive: <i>Reading:</i> (A-L1, A-L2) I can identify the main message or story and some supporting details across major time frames in informational and/or fictional 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 discussions.</p> <p>Interpersonal:</p>	Transfer	
	<p><i>Students will be able to independently use their learning to</i> Communicate effectively about social responsibility regarding the environment.</p>	
	Meaning	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Different people find different issues challenging because one's cultural identity, upbringing, values, etc., influence the challenges they face ● Just because a certain challenge doesn't apply to you personally, </td> <td style="width: 50%; padding: 5px;"> <p>ESSENTIAL QUESTIONS <i>Students will continue to consider . . .</i></p> <ul style="list-style-type: none"> ● How do social/environmental issues affect a society's culture (both positively and negatively)? ● <i>*If time permits*:</i> What role do individuals play in addressing complex societal issues? (service project?) </td> </tr> </table>	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Different people find different issues challenging because one's cultural identity, upbringing, values, etc., influence the challenges they face ● Just because a certain challenge doesn't apply to you personally,
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<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-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>doesn't mean it isn't valid/important</p> <ul style="list-style-type: none"> • Empathy is key in being able to engage in meaningful discourse about social/environmental challenges, and to find lasting solutions 	
Acquisition		
<p>Presentational: <i>Writing:</i> (A-L2) I can state a viewpoint with supporting evidence on some concrete academic, social, and professional topics of interest using paragraphs across major time frames</p> <p><i>Speaking:</i>(I-H3) I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, often across various time frames</p> <p>Intercultural Communication: (intermediate)</p>	<p><i>Students will know...</i></p> <p>Related Structures/patterns:</p> <ul style="list-style-type: none"> • Imperfect subjunctive in nominal, adverbial and adjective clauses • Hypothetical situations • How to use/distinguish sentences in subjunctive vs.indicative clauses • Common conjunctions,connectors and idiomatic expressions to express the subjunctive mode (ej. <i>Antes de que, ,para que,a menos que,sin que,con tal,a corto plazo, a pesar de que, de mal en</i> 	<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. <p>Interpersonal</p>

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.

peor, hay que tener en cuenta, etc)

Priority vocabulary:

- Environment
- Idiomatic expressions (expressing desire, hopes and wishes, etc)
- Causes, correlations and consequences.
- Expressions/words to express social/emotional feelings (benevolence, charity, humanitarianism, kindness, philanthropy, public spirit, selflessness, etc)

- 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.

Evaluation Criteria	Assessment Evidence
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

I have some vocabulary lists for this UNIT (Armas)

