

# Busque y compare



## Unit Introduction

Have you ever given instructions in Spanish? Have you ever thought of the type of language used in commercials? During this term students will continue practising the usage of past tenses and will learn about audiovisual culture from Spanish speaking countries. They will research a variety of films, books and TV shows from Spain and other latin countries to talk about them by writing reports, descriptions, critics, etc. Students will be able to learn a lot of topic related vocabulary and also some new grammar. This term, students will learn how to properly place the pronouns in sentences when talking about others' experiences. Finally, students will be exposed to several socio-cultural audiovisual aids to support their learning of the target language.

# Unit Priority Standards

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

# Unit Transfer Goals

- Communicate effectively demonstrating cultural competence in order to function in a variety of situations and for multiple purposes in local and global communities.
  - 1.1) Language should be appropriate to the situation, audience, and the desired goal.
  - 1.2) Language correction is key to making communication possible.
  - 1.3) Different cultures and languages have different ways of communicating.
- Investigate, explain, and reflect on aspects of the target culture and language present in authentic materials in order to access and evaluate diverse perspectives.
  - 2.1) Through the study of authentic texts and social interactions, we can develop a variety of perspectives from diverse cultures.
  - 2.2) Learning about another language and culture helps us to better understand our own.
- Reflect on the nature of language in order to develop effective language-learning strategies.
  - 3.1) Understanding how languages work helps us to develop strategies that allow us to acquire another language successfully.

Unit Essential questions	
1. How do I determine the most effective language to promote an idea? 2. Why don't I use the same words, expressions, etc. with everyone?	
Acquisition of Knowledge Skill	
<i>Students will know...</i> 1. Vocabulary pertaining to publicity, values, media, house chores, etc. 2. Affirmative and negative "imperativo" conjugation form. 3. Many usages for imperativo	<i>Students will be skilled at...I can...</i> 1. Recommend products to other people 2. Give advice about what is the best product for someone else. 3. Give instructions to other about house chores 4. Describe and present an advertisement 5. "Imperativo" can be used for many purposes 6. Negative "imperativo" has similarities with "subjuntivo" 7. ODP and OIP pronoun placement is after the verb in "imperativo"

## Unit Plan

### Weekly

<b>Week 1:</b> 12/4-15/4	
<b>Learning Target(s):</b>	How do you state the type of commercial?
<b>Acquired Knowledge:</b>	<input type="checkbox"/> Learn and use vocabulary regarding movie genre and plots
<b>Skills, Activities, Due Dates and Assessments:</b>	<input type="checkbox"/> Reading comprehension activity <input type="checkbox"/> Vocabulary practice <input type="checkbox"/> Grammar learn/review <input type="checkbox"/> Listening and speaking practice

<b>Week 2:</b> <b>18/4-22/4</b>	
<b>Learning Target(s):</b>	How does one express preferences regarding commercials?
<b>Acquired Knowledge:</b>	<input type="checkbox"/> Communicate their preferences regarding audiovisual materials
<b>Skills, Activities, Due Dates and Assessments:</b>	<input type="checkbox"/> Writing expression activity <input type="checkbox"/> Vocabulary practice <input type="checkbox"/> Grammar learn/review <input type="checkbox"/> Listening and speaking practice

<b>Week 3:</b> <b>25/4-29/4</b>	
<b>Learning Target(s):</b>	What expressions and vocabulary helps me better communicate my purposes?
<b>Acquired Knowledge:</b>	<input type="checkbox"/> Choose among a variety of audiovisual and state their characteristics and preferences
<b>Skills, Activities, Due Dates and Assessments:</b>	<input type="checkbox"/> Reading comprehension activity <input type="checkbox"/> Vocabulary practice <input type="checkbox"/> Grammar learn/review <input type="checkbox"/> Listening and speaking practice <input type="checkbox"/> Quiz Reading + Use of Language

<b>Week 4:</b> <b>2/5-6/5</b>	
<b>Learning Target(s):</b>	How does one communicate instructions to others?
<b>Acquired Knowledge:</b>	<input type="checkbox"/> Learn and use expressions and vocabulary to better narrate stories (conectores adversativos y causales)
<b>Skills, Activities, Due Dates and Assessments:</b>	<input type="checkbox"/> Writing expression activity <input type="checkbox"/> Vocabulary practice <input type="checkbox"/> Grammar learn/review <input type="checkbox"/> Listening and speaking practice

<b>Week 5: 9/5-13/5</b>	
<b>Learning Target(s):</b>	What sort of recommendations / instructions are shown in commercials?
<b>Acquired Knowledge:</b>	<input type="checkbox"/> Understand and think how to create movie or book plots.
<b>Skills, Activities, Due Dates and Assessments:</b>	<input type="checkbox"/> Reading comprehension activity <input type="checkbox"/> Vocabulary practice <input type="checkbox"/> Grammar learn/review <input type="checkbox"/> Listening and speaking practice <input checked="" type="checkbox"/> Quiz Listening + Use of Language

<b>Week 6: 16/4-20/4</b>	
<b>Learning Target(s):</b>	What are the ingredients for creating a good commercial?
<b>Acquired Knowledge:</b>	<input type="checkbox"/> Understand and communicate the required features for a movie plot
<b>Skills, Activities, Due Dates and Assessments:</b>	<input type="checkbox"/> Writing expression activity <input type="checkbox"/> Vocabulary practice <input type="checkbox"/> Grammar learn/review <input type="checkbox"/> Listening and speaking practice

<b>Week 7: 23/5-27/5</b>	
<b>Learning Target(s):</b>	How does one create the best advert?
<b>Acquired Knowledge:</b>	<input type="checkbox"/> Write the plot of a made up movie
<b>Skills, Activities, Due Dates and Assessments:</b>	<input type="checkbox"/> Project practice for presentation <input type="checkbox"/> Vocabulary practice <input type="checkbox"/> Grammar learn/review <input type="checkbox"/> Listening and speaking practice

	<input type="checkbox"/> Quiz Writing + Use of Language
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<b>Week 8:</b> 30/5-3/6	
<b>Learning Target(s):</b>	How does one present an advert in class?
<b>Acquired Knowledge:</b>	<input type="checkbox"/> Communicate a movie/tv show that you enjoyed watching
<b>Skills, Activities, Due Dates and Assessments:</b>	<input type="checkbox"/> Project presentation <input type="checkbox"/> Vocabulary practice <input type="checkbox"/> Grammar learn/review <input type="checkbox"/> Listening and speaking practice

<b>Week 9:</b> 6/6-10/6	
<b>Learning Target(s):</b>	How does one present an advert in class?
<b>Acquired Knowledge:</b>	<input type="checkbox"/> Practice and prepare a class presentation
<b>Skills, Activities, Due Dates and Assessments:</b>	<input type="checkbox"/> Project presentation <input type="checkbox"/> Vocabulary practice <input type="checkbox"/> Grammar learn/review <input type="checkbox"/> Listening and speaking practice

<b>Week 10:</b> 13/6-15/6	
<b>Learning Target(s):</b>	How does one prepare themselves for a Final Exam?
<b>Acquired</b>	<input type="checkbox"/> Final Exam Week

<b>Knowledge:</b>	
<b>Skills, Activities, Due Dates and Assessments:</b>	<input type="checkbox"/> Quiz: Learning Check <input type="checkbox"/> Quiz: Interpretive Listening <input type="checkbox"/> Quiz: Interpretative Reading <input type="checkbox"/> Quiz: Interpersonal Writing <input type="checkbox"/> Quiz: Interpersonal speaking

## Assessment Details

Evidence	
I will check students' understanding throughout the unit by...	
<b>Summative</b> <ul style="list-style-type: none"> <li>Project: standards aligned linked rubric</li> <li>Quizzes: graded quizzes regarding the four skills of communication: one reading, one listening, one writing and one speaking for each Quarter. Reassessments are allowed based on teachers requirements and guidance.</li> <li>Final Exam: Assessing four skills of communication</li> </ul>	<b>Formative</b> <ul style="list-style-type: none"> <li>Exit tickets: every day at the end of class, students will have to complete a non graded online assessment about content learnt in class during that day.</li> <li>Homework: non graded optional homework will be provided to students to practice language skills.</li> </ul>

### Rubrics

- Speaking Rubric – Interpersonal & Presentational**

High School III				
*Only for interpersonal	N. High - I. low	Intermediate Low	I. Low - I. Mid	Intermediate Mid
How well do I understand? Comprehension*	I can understand simple questions and statements. Less frequently I need to hear things repeated again.	I can understand questions and statements. Sometimes I need to hear things repeated again.	I can understand questions and statements, sometimes, from real-life situations.	I can understand questions and statements from real-life situations which may take place face-to-face or electronically.

What language do I use? <b>Vocabulary</b>  [vocabulary related to the topic]	I can use familiar words and phrases on familiar tasks. I can begin to give more details on a topic.	I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.	I can use a variety of words and phrases on a range of familiar topics and I can begin to use expanded vocabulary within a topic.	I can use words & expressions from a wide range of topics and begin to use expanded vocabulary within a topic. I can give some details and elaborate on a topic.
How accurate are my language structures? <b>Language Control</b>  [Subject / Verb Agreement; Appropriate Verb; Correct Word Order; Spelling,...]	My errors in grammar, word order, and word choice might cause misunderstanding and lack of comprehensibility.	My errors in grammar, word order, and word choice rarely prevent communication when using familiar words and sentences.	My errors in grammar, word order, and word choice might cause misunderstanding and lack of comprehensibility when attempting unfamiliar sentences and vocabulary.	My errors in grammar, word order, and word choice do not prevent communication, but my grammar tends to be less accurate when I attempt to produce more complex structures (e.g., future tense).
How well am I understood during this task? <b>Comprehensibility</b>	I can mostly be understood by someone accustomed to a language learner, but mispronunciation during speech or the use of novel sentences sometimes results in a breakdown in comprehensibility.	I can be understood by someone accustomed to a language learner. I can pronounce in isolation most sounds unique to the language, but mispronunciation during speech or the use of novel sentences sometimes results in a breakdown in comprehensibility.	I can be understood by someone accustomed to a language learner. I can pronounce in isolation most sounds unique to the language, but mispronunciation only occasionally interferes with comprehensibility during speech.	I may have difficulty with one or two sounds unique to the language, but mispronunciation only occasionally interferes with comprehensibility during speech. I can easily be understood by someone accustomed to a language learner.
How well am I understood during this task? <b>Fluency</b>	I can produce a discontinuous discourse with frequent pauses and reformulation to select the appropriate vocabulary or grammar.	I can produce a partially continuous discourse with frequent pauses and reformulation to select the appropriate vocabulary or grammar.	I can produce a partially continuous discourse with some pauses to plan my speech.	I can produce a mostly continuous and understandable discourse with some pauses to plan my speech.
What is my goal? <b>Function</b>	[Can do statement]			

• **Writing Rubric - Interpersonal & Presentational**

High School III				
	N. High - I. low	Intermediate Low	I. Low - I. Mid	Intermediate Mid



<p>What language do I use?</p> <p><b>Vocabulary</b></p> <p>[vocabulary related to the topic]</p>	<p>I can use familiar words and phrases on familiar tasks. I can begin to give more details on a topic.</p>	<p>I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.</p>	<p>I can use a variety of words and phrases on a range of familiar topics and I can begin to use expanded vocabulary within a topic.</p>	<p>I can use words &amp; expressions from a wide range of topics and begin to use expanded vocabulary within a topic. I can give some details and elaborate on a topic.</p>
<p>How accurate are my language structures?</p> <p><b>Language Control</b></p> <p>[Subject / Verb Agreement; Appropriate Verb; Correct Word Order; Spelling,...]</p>	<p>My errors in grammar, word order, and word choice might cause misunderstanding and lack of comprehensivity.</p>	<p>My errors in grammar, word order, and word choice rarely prevent communication when using familiar words and sentences.</p>	<p>My errors in grammar, word order, and word choice might cause misunderstanding and lack of comprehensivity when attempting unfamiliar sentences and vocabulary.</p>	<p>My errors in grammar, word order, and word choice do not prevent communication, but my grammar tends to be less accurate when I attempt to produce more complex structures (e.g., future tense).</p>
<p>How well have I structured my message during this task?</p> <p><b>Organization</b></p>	<p>I can structure a discontinuous discourse with frequent sentences and some string of sentences organized into some sort of paragraphs.</p>	<p>I can structure a partially continuous discourse with frequent sentences and a string of sentences organized into some sort of paragraphs.</p>	<p>I can structure a partially continuous discourse with a string of sentences to display some ideas organized into paragraphs.</p>	<p>I can structure a mostly continuous and understandable discourse with a string of sentences to display some ideas that are well organized into paragraphs.</p>
<p>How well do I address the message?</p> <p><b>Purpose</b></p>	<p>I can state a message that discontinuously shows some key ideas and partially fulfills the communication needs.</p>	<p>I can state a message that shows several key ideas and partially fulfills the communication needs.</p>	<p>I can state a message that shows several key ideas and is partially fulfilling the communication needs.</p>	<p>I can state the purpose of the message with the key ideas and partially fulfill the communication needs.</p>
<p>What is my goal?</p> <p><b>Function</b></p>	[Can do statement]			