

<b>TEKS:</b> <b>Unit 3: Personal &amp; Public Identities</b>	<b>TEKS:</b>	<b>Specifications:</b>
<p><b>INTERPRETIVE COMMUNICATION</b>            In the interpretive mode of communication, students demonstrate understandings of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way” Reading or listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</p> <p>C2: Interpretive Communication: reading and listening. The student will comprehend connected statements from culturally authentic print and digital materials and audio and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication using appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:</p>	<ul style="list-style-type: none"> <li>a) analyze culturally authentic print, digital, audio and audiovisual materials in a variety of contexts;</li> <li>b) paraphrase and analyze the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;</li> <li>c) infer meaning of unfamiliar words or phrases in texts, audio, and audiovisual materials; and</li> <li>d) compare and contrast cultural practices and perspectives from authentic print, digital, audio, and audiovisual materials.</li> </ul>	<p><b>Throughout all listed below, students will draw inferences and make connections to their own life and own culture.</b></p>
<p><b>INTERPERSONAL COMMUNICATION</b>            In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</p> <p>Interpersonal Communication: speaking and writing. The student will negotiate meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student will use a mixture of sentences and connected discourse using appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<ul style="list-style-type: none"> <li>a) ask and respond to questions about and beyond the scope of everyday life with elaboration in spoken and written conversation</li> <li>b) ask and respond to questions in unfamiliar contexts in spoken and written conversation with limited details;</li> <li>c) express and exchange personal opinions, preferences, and recommendations with supporting elaborative statements in spoken and written conversation;</li> <li>d) ask and tell others what they need to, should, and must do using detailed rationale in spoken and written conversation</li> <li>e) articulate requests, offer suggestions, and develop plans with supporting elaborative statements in spoken and written conversation;</li> <li>f) interact and react in spoken conversation using culturally appropriate expressions, register, and gestures; and</li> <li>g) interact and react in writing using culturally appropriate expressions, register, and style</li> </ul>	

<p><b>PRESENTATIONAL COMMUNICATION</b></p> <p>In the presentational mode of communication, students present information, concepts, and ideas in spoken or written form to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</p> <p>C3: Presentational Communication: speaking and writing. The student will present information orally and in writing using a mixture of sentences, and connected discourse with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:</p>	<ul style="list-style-type: none"> <li>a) express and defend an opinion or persuade others orally and in writing with supporting elaborative statements and with recommendations</li> <li>b) narrate situations and events orally and in writing using connected sentences and some connected discourse with details and elaboration; and</li> <li>c) inform others orally and in writing about a variety of topics using connected sentences and some connected discourse with details and elaboration</li> </ul>	
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\*\* The TEKS highlighted above are those that we focus on as summative assessments in this unit.

<b>Unit 3: Personal &amp; Public Identities</b>	Approximate Time: 6 weeks
<b>Unit Overview</b>	In this unit, students will recognize how one’s identity is affected by his/her family, culture and environment. Furthermore, students will understand why they have certain beliefs and how they came to believe what they believe. Students will reflect on what are the aspects that determine who they have become. Moreover, students will analyze how the environment determines the behavior of people in general
<b>Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Culture and environment affect one’s beliefs, values and identity</li> <li>● Our beliefs and values are influenced by our families.</li> <li>● A person’s identity may change over time with more education and life experiences.</li> </ul>
<b>Conceptual Lens:</b> Beliefs & Values Language & Identity Nationalism & Patriotism	<b>Understanding language:</b> Social roles and behaviors in understanding language. <b>Responding to language:</b> Contribute to a conversation about what defines a person’s values and/or beliefs. Describe personality traits and character. <b>Producing language:</b> Will use a diverse selection of adjectives and expressions of conditions. <b>Examining and Evaluating language:</b> express a cause/effect relationship that makes us become who we are.
<b>Guiding Questions:</b>	<ul style="list-style-type: none"> <li>● How do language, culture, beliefs and values influence one’s identity?</li> <li>● How does one’s identity change or develop over time?</li> <li>● How do we adapt and cope with change?</li> </ul>
<b>Learning Targets</b> <b>(based on the ACTFL Proficiency Guidelines)</b>	<b>Proficiency Learning Targets</b> The student will be able to participate in a conversation and deliver a presentation on identity and identity development.  <b>Language Skills</b> The student will be able to express cause/effect relationships and interpret events, as well as use and understand a wide variety of adjectives to describe different personalities and traits.  <b>Grammar Skills</b> The student will be able to use the conditional si clauses with all the different combinations of tenses. Also, the students will be able to use a variety of verbs that mean “to become”.

<p><b>Assessments:</b></p>	<p><b>Formative:</b> Will include but are not limited to the following: bell ringers, exit tickets, Venn diagrams, quick writes, spider web, drawings, partner pair share, KWL charts, PBL, Inside Outside circles, Group reports, white boards, participation card, games, activities and quizzes.</p> <p><b>Summative:</b> <u>Interpretive:</u> Students will read and respond to print media. Make predictions about readings. Reading short stories, authentic articles and cultural readings. <u>Interpersonal:</u> Students ask and answer questions with a classmate and/or a family member. <u>Presentational:</u> Students will make an entry in their digital portfolio that could be a written/oral production.</p>
<p><b>TEKS addressed</b></p>	<p>See TEKS matrix above.</p>
<p><b>Topics of Chapter 3</b></p>	<p><b>Vocabulary &amp; Culture:</b></p> <ul style="list-style-type: none"> <li>• Beliefs &amp; Values</li> <li>• Language &amp; Identity</li> <li>• Nationalism &amp; Patriotism</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• To become verbs (llegar a ser, hacerse, convertirse, volverse, transformarse)</li> <li>• Si clauses with the conditional tense</li> </ul>
<p><b>Facts</b></p>	<ul style="list-style-type: none"> <li>• Change is constant.</li> <li>• There is always a cause/effect relationship.</li> </ul>
<p><b>Language of Instruction</b></p>	<ul style="list-style-type: none"> <li>• Clausulas dependiente e independiente</li> <li>• Clausulas condicionales</li> <li>• Tiempos verbales</li> <li>• Indicativo y Subjuntivo</li> <li>• Verbos que significan “to be”</li> </ul>

## List of Authentic Resources

### Listening:

- Ansiedad por el Status -  
<http://www.notesinspanish.com/category/advanced/page/5/>
- Stereotypes:  
<http://www.notesinspanish.com/2006/08/29/notes-in-spanish-podcast-advanced-35-los-topicos-plus-new-transcript/>

### Reading:

- El Sol
- Conexiones – Ch. 3, 4
- *Dos patrias, Cuba y la noche* – Jose Marti
- *Guantanamo*
- *El olor de la guayaba* – García Márquez (Lee Conmigo 3, p. 104)