

<b>TEKS:</b> <b>Unit 4: Global Challenges</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 4: Global Challenges</b>	Approximate Time: 6 weeks
<b>Unit Overview</b>	In this unit, the student will study the global challenges that he/she currently faces. The student will focus on and explore economic issues, human rights and diversity issues that affect his/her life and the lives of those in Spanish-speaking countries. Also, the student will research economic issues and will learn the causes and effects of immigration and where their own responsibility lies in ensuring the respect of human rights.
<b>Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Students will understand the causes and effects of immigration and where their own responsibility lies in ensuring the respect of human rights.</li> <li>● Immigrants come to the United States for a variety of reasons, including changing economic conditions and religious persecution in their home countries.</li> <li>● Tolerance is essential to allow diverse populations to live together. It implies the recognition of universal rights and fundamental liberties.</li> </ul>
<b>Conceptual Lens:</b> Economic Issues (Immigration) Human Rights Diversity Issues	<b>Understanding language:</b> Social roles and behaviors in understanding language. <b>Responding to language:</b> Classify and identify information on economic and diversity issues. Determine cause/effect relationships. <b>Producing language:</b> Explore and explain an economic issue using appropriate vocabulary. <b>Examining and evaluating language:</b> Propose a plan of action for a solution.
<b>Guiding Questions:</b>	<ul style="list-style-type: none"> <li>● What political and social issues pose challenges to societies throughout the world? What are the origins of those issues? What are possible solutions to those challenges?</li> <li>● What are human rights and how does a society protect human rights?</li> <li>● What factors might a person have to weigh when considering whether to immigrate to another country? What might it be like to be faced with this decision?</li> <li>● How has immigration influenced the laws and social services we have in the United States today?</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 identify and discuss global issues that we face in our society.  <b>Language Skills</b> The student will be able to research authentic materials, analyze the information

	<p>and learn and use vocabulary related to global issues. Furthermore, the student will be able to present a project to better their community.</p> <p><b>Grammar Sills</b> The student will be able to discuss a global challenge using the subjunctive mood with adverb clauses and direct and indirect object pronouns.</p>
<b>Assessments:</b>	<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 will exchange facts, opinions and ideas about global challenges. <u>Presentational:</u> Students will make an entry in their digital portfolio that could be a written/oral production.</p>
<b>TEKS addressed</b>	See TEKS matrix above.
<b>Topics of Chapter 4</b>	<p><b>Vocabulary &amp; Culture:</b></p> <ul style="list-style-type: none"> <li>• Economic Issues (Immigration)</li> <li>• Human Rights</li> <li>• Diversity Issues</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Direct &amp; Indirect Object Pronouns / Double Object Pronouns</li> <li>• Subjunctive with Adverb Clauses</li> <li>• Sequence of Tense</li> </ul>
<b>Facts</b>	<ul style="list-style-type: none"> <li>• We can take charge and change the world we live in.</li> <li>• Human beings have the responsibility of recognizing and protecting human rights and fundamental liberties.</li> <li>• Immigration is a controversial issue in the United States.</li> </ul>
<b>Language of Instruction</b>	<ul style="list-style-type: none"> <li>• Secuencia de tiempo</li> <li>• Subjuntivo con cláusulas adverbiales (ESCAPA/MATCHED)</li> <li>• Complemento Directo/Indirecto</li> </ul>

## List of Authentic Resources

### Listening:

- Immigration - <http://www.notesinspanish.com/2006/08/29/notes-in-spanish-podcast-advanced-33-inmigracion-en-espana/>
- <https://www.youtube.com/watch?v=wkKFLQ2Pwk8>
- <https://www.youtube.com/watch?v=1eMq-MTw2wA>
- Interracial couple - <http://www.notesinspanish.com/2006/08/29/notes-in-spanish-podcast-advanced-27-inter-racial/>
- Stereotypes you'd like to eliminate:  
<https://www.laits.utexas.edu/spe/sup08.html>

### Reading:

- El Sol
- Conexiones – Ch. 3, 7
- Race - [http://www.pbs.org/race/005\\_MeMyRaceAndI/005\\_00-home.htm](http://www.pbs.org/race/005_MeMyRaceAndI/005_00-home.htm)
- Immigration - [http://internacional.elpais.com/internacional/2014/10/17/actualidad/1413557674\\_499503.html](http://internacional.elpais.com/internacional/2014/10/17/actualidad/1413557674_499503.html)
- <https://immigrationcurriculum.files.wordpress.com/2011/03/immigration-curriculum-final-draft.pdf>
- *Enrique's Journey* – Sonia Nazario