



AERO:SBC Basic Unit Template

Subject/Course: Spanish SSL

Grade Level: Level 5

Topic/concept: Ecology: Our endangered environments

Estimated Time Required: 3-4 weeks

Desired Results:

1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)

S 1.1 B. 1.1.a 1.1.b 1.1.d

S 1.2 B 1.2.a 1.2.b 1.2.c 1.2.e

S 1.3 B 1.3.a 1.3.c 1.3.g

S 1.4 B 1.4.c

S 2.1 B 2.1.b 2.1.f

S 2.2 B 2.2.a

S 3.1 B 3.1.a 3.1.b 3.1.c 3.1.d

S 3.2 B 3.2.b 3.2.c 3.2.d

S 4.1 B 4.1.a 4.1.b

2. What are the enduring understandings that this unit is built upon?

- what is environment and how it can become endangered;
- in Panama, what endangered environments we can find;
- what organizations we can find in Panama that work to protect the environment;
- how this organizations work;
- how the community can help.

3. In the context of this unit, what specific knowledge or skills do you want the students acquire?

The Students will:

- work in groups
- learn new thematic vocabulary
- attend and understand conferences about the topic in the target language
- ask questions
- research and analyze information in the target language
- deliver an explanatory and argumentative oral presentation
- answer questions
- narrate in the present/past/future
- describe situations, locations, people, animals and things
- analyze the information and offer conclusions.

3. What essential or unit questions will prompt curiosity and focus?

How do some organizations help protect the environment?

How many organizations to protect the environment

Why is important to protect the environment in Panama?

Evidence of Achievement:

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task:

Each group will present to the class and/or guests, an ORAL PRESENTATION, that will include:

- Summary of the research about the topic
- Interview with the Director and/or other professionals of the environmental organizations visited
- Summary of the visit to the organization offices, location of projects, others
- Expository and explicative presentation: what, when, where, who, how, on their specific topic
- Audio and/or Visual support (Power Point, Video)
- Offer examples and/or suggestions on how the community can get involved and help.
- Duration of the presentation: 15 min. minimum

2. Provide the scoring guide/rubric for the task				
Criteria	1 - Attempts the standard	2 - Approaches the standard	3 - Meets the standard	4 - Exceeds the standard
Content Knowledge	Students display a very low understanding of the material. Questions are answered in a very inadequate and poor manner, or they cannot be answer at all.	Students show an inadequate knowledge of the material. They can only answer questions in a very simple way.	Students express a good knowledge of the material and can answer almost any question in an satisfactory way, but can not elaborate.	Students reveal a deep knowledge of the material, explaining and elaborating on the when questions were asked.
Organization	Simple ideas and facts are not always clear and coherent. Ideas and facts are repetitive and vague. There is not an apparent logical order.	Most of the material cannot be understood because lacks clearness and unity. Simple ideas are generally pertinent, but sometimes repetitive.	Most of the material is presented in a logical sequence. Generally very well organized, but not always clear. Ideas are pertinent but not always understandable	The material is presented in a coherent, logical and interesting way. Ideas were presented in a pertinent, clear and easy way to follow.
Language	The mastering of the language is very limited.	The mastering of the language is relatively	The mastering of the target language is	The mastering of the target language is

	The expression is hesitant and accent and intonation interferes with the communication.	good but limited. Some of the expressions are fluent. Intonation sometimes interfere with communication.	good, with mostly fluent expressions Intonation does not interfere with communication.	very good. The expression is fluent and with a trace of authenticity.
Visuals and Technology	Very poor use of technology and visuals. They do not enhance the presentation and can contribute to confusion.	Visuals and technology are not very varied and sometimes hesitant. Do not contribute much to enrich the presentation.	Use of technology and visuals is good. Not much variation but usually related to the material.	Technology and visuals are properly and varied. It supports and enhance the presentation.
Cultural Interaction	The group shows a limited and elemental interaction. The reports and the answers to question express difficulties due to lack of comprehension of the target language.	The group interaction is relatively good but limited. It displays some difficulties in comprehending the more complexes tones of the target language.	The group interaction is adequate, with a certain display of understanding the more complex nuances of the target language	The group interaction is very good. Their report and the answers to complex questions reflect their distinction of the nuances of the target language.
Vocabulary and Grammar	The group shows a very limited and basic use of the vocabulary. There are many mistakes in basic grammar constructions.	The group displays a good but limited use of the vocabulary. Simple grammar constructions are clear, with many mistakes when more complex constructions are attempt.	The group shows an adequate use of the vocabulary. Proper use of grammar structure, but some mistakes when more complex constructions are attempt.	The group shows a variety of vocabulary appropriate to the topic. Complex grammar structures are used with few mistakes and good use of idiomatic expression.

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Instructional Plan

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any interim assessments at the points in the plan when you will need them.

Duration of the activity: 3-4 weeks and students will monitor their own progress. This activity is better completed around Earth week, with collaboration of the Art & Technology Department, the Studies of Panama and Science Department.

Assessments: Final project: by teacher
by appointed special guests

First Lesson:

Introduction to the main theme: Ecology and Environmental protection.

Discussion of the students' prior knowledge about the topic.

Designate the different groups (by language ability) and assign the different specific topics.

Provide the students with the handouts explaining and detailing the Oral Presentation

Provide the groups with the contact information for the different organizations

Provide the students with the Rubrics for Final Presentation assessment.

Second Lesson:

Thematic Vocabulary – Graphic organizers

Update on appointments and organization of the groups

“Bank of questions” for the different professional conferences and Questions for the interviews

Third Lesson:

Attend the presentation of the day

Ask question to the presenter

Fourth Lesson:

Oral discussion of all the conferences attended.

Worksheet – Questions about the conferences- Homework Assessment

Work on research and presentation

Fifth Lesson:

Work on research and presentation

Sixth Lesson:

Graphic organizers – Assessment of research conducted to this point
Work on final presentation

Seventh Lesson:

Work on final presentation
Prepare schedule for presentations
Prepare and send invitations for guests.

Eighth Lesson:

Final Presentation
Question and answers

Ninth Lesson:

Final Presentation
Question and answers

Tenth Lesson:

Analysis and critique the presentations
Discuss assessment and grading
Assessment: Write an Essay: Personal reflection for this activity and their enduring understandings

Materials:

- Internet and Library
- Brochures and handouts
- Graphics organizers
- Technology equipment
- Computers
- Paper, markers.

Topics information

www.stri.org/espanol

www.marviva.net

www.aguilaharpia.org

www.ancon.org