



AERO:SBC Basic Unit Template

Subject/Course:	Portuguese for Foreigners/ Psychology
Grade Level:	10th Grade – Intermediate (2-3 years of learning)
Topic/Concept:	Health & Beauty
Estimated Time Required:	8 weeks
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Desired Results:

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

I - COMMUNICATION

(Interpersonal, Interpretative, Presentational Modes)

1.1 Students will converse, provide and obtain information, express feelings, emotions, and ideas, and exchange opinions in the target language.

1.2 Students will understand and interpret writing and speech on a variety of topics in the target language.

1.3 Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied.

II – CULTURES

2.1 Students will demonstrate an understanding of the practices and perspectives of the cultures studied and the relationship between them.

2.2 Students will demonstrate an understanding of the products and perspectives of the cultures studied and the relationship between them.

2.3 Students will demonstrate an understanding of the concept of culture through comparisons of the target cultures and their own.

III – CONNECTIONS

3.1 Students will use the foreign language to reinforce and further their knowledge of other disciplines. □

3.2 Students will understand and appreciate the elements of language and culture studied that can only be comprehended in the target language and its culture(s).

IV – COMMUNITIES

4.1 Students use the language both within and beyond the school setting.

4.2 Students show evidence of becoming life-long language learners.

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

1 – Our habits determine our way of life.

2 – Every country/culture has its own beauty patterns.

3 – People go to many lengths to pursuit beauty patterns.

4 – Our practices combined may determine our health condition.

5 – There is a psychological side to the pursuit of beauty. It has to do with self-image.

6 – Information can be obtained about any topic through various types of media and in many languages, but it needs to be filtered.

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

1 – What is beauty?

2 – How do other countries/cultures define beauty?

3 – How can we pursuit beauty and what is the cost of it?

4 – What are positive and negative practices in the pursuit beauty?

5 – How can we obtain and filter valid information on topics?

6 – What do experts say about the pursuit of beauty and health?

7 – What is the psychological impact of pursuing beauty?

8 – What do my friends have to say about beauty, health and bullying?

9 – How do I deal with beauty and health?

10 – Am I a balanced person in terms of health and beauty?

11 – What are the positive and negative habits I have?

12 – How does bullying affect our beauty pattern?

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

Evidence of Learning:

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 (summative assessment):

By the end of 8 weeks, the students will have a broad comprehension of the specific vocabulary, grammar, and types of genre revolving around the topic. Students will be able to reflect and connect on their own and others' practices.

Summative assessment:

1. Week 8 (Reporting and presenting)

Student must present a final report on research done through the weeks.
Student must make a final presentation in PPT/Prezi/Video.

2. Provide the scoring guide/rubric for the culminating task (summative assessment).

Criteria	1 - Attempts the standard	2 - Approaches the standard	3 - Meets the standard	4 - Exceeds the standard
Portuguese for Foreigners				
I – Oral Communication – speaking	Student can express himself in main ideas and in a coherent way. Mistakes often interfere in communication.	Student can express himself in semi-complex detailed terms and in a coherent way. Mistakes sometimes interfere in communication.	Student can express himself in complex, in depth terms and in a coherent way. Mistakes rarely interfere in communication.	Student can express himself on a variety of simple and complex, detailed and in depth terms in a coherent way. Mistakes never interfere in communication.
II – Oral Communication - Listening	Student can understand main concrete ideas on familiar topics	Student can understand concrete and abstract ideas and opinions on familiar topics	Student can understand concrete and abstract ideas and opinions on both familiar and unfamiliar topics	Students can understand concrete and abstract ideas and opinions on both familiar and unfamiliar topics in detail.
III – Visual Interpretation	Student will interpret the main ideas in graphics, visual aids, polls, videos, etc.	Student will interpret the main ideas and re-tell main ideas in graphics, visual aids, polls, videos etc.	Student will interpret detailed ideas and re-tell main ideas in graphics, visual aids, polls, videos, etc.	Student will interpret and present detailed ideas in graphics, visual aids, polls, videos, etc.
IV– Written Communication	Student can write the main ideas of a topic in simple sentences. Mistakes often interfere in communication.	Student can write in complex language. Mistakes sometimes interfere in communication.	Student can write in complex language, giving supporting details. Mistakes rarely interfere in communication.	Student can write in complex language, giving supporting details and persuading opinion. Mistakes never interfere in communication.
IV – Reading Comprehension	Student can understand the main ideas on familiar topics	Student can understand ideas on familiar topics in some detail	Student can understand ideas on both familiar and unfamiliar topics	Student can understand ideas on both familiar and unfamiliar topics in detail

Psychology				
I - Knowledge	The student recalls few ideas, concepts and/or processes in Psychology. The student applies understanding to solve simple problems.	The student recalls some ideas, concepts and/or processes in Psychology. The student applies understanding to solve simple problems.	The student uses ideas, concepts and/or processes in Psychology correctly to construct scientific explanations. The student applies understanding to solve complex problems.	The student uses ideas, concepts and/or processes in Psychology correctly to construct scientific explanations. The student applies understanding to solve complex problems including those in unfamiliar situations. The student analyses and evaluates information and makes judgments supported by scientific understanding
II – Inquiry	The student attempts to state a focused problem or research question. The method suggested is incomplete. The student attempts to evaluate the method and respond to the focused problem or research question.	The student states a focused problem or research question and makes a hypothesis but does not explain it using scientific reasoning. The student selects appropriate materials and equipment and writes a mostly complete method, mentioning some of the variables involved and how to manipulate them.	The student states a focused problem or research question and makes a hypothesis but does not explain it using scientific reasoning. The student selects appropriate materials and equipment and writes a mostly complete method, mentioning some of the variables involved and how to manipulate them.	The student states a clear focused problem or research question, formulates a testable hypothesis and explains the hypothesis using scientific reasoning. The student selects appropriate materials and equipment and writes a clear, logical method, mentioning all of

		<p>The student partially evaluates the method. The student comments on the validity of the hypothesis based on the outcome of the investigation.</p>	<p>The student partially evaluates the method. The student comments on the validity of the hypothesis based on the outcome of the investigation.</p> <p>The student suggests some improvements to the method or makes suggestions for further inquiry when relevant.</p>	<p>the relevant variables involved and how to control and manipulate them, and describing how the data will be collected and processed.</p> <p>The student evaluates the method, commenting on its reliability and validity.</p> <p>The student comments on the validity of the hypothesis based on the outcome of the investigation.</p> <p>The student suggests realistic improvements to the method and makes suggestions for further inquiry when relevant.</p>
<p>III – Reflection</p>	<p>The student states how Psychology is applied and how it may be used to address a specific problem or issue in a local or global context.</p> <p>The student states the effectiveness of Psychology and its application in</p>	<p>The student describes how Psychology is applied and how it may be used to address a specific problem or issue in a local or global context.</p> <p>The student describes the effectiveness of Psychology and its application in</p>	<p>The student describes how Psychology is applied and how it may be used to address a specific problem or issue in a local or global context.</p> <p>The student describes the effectiveness of Psychology and its application in</p>	<p>The student explains how science is applied and how it may be used to address a specific problem or issue in a local or global context.</p> <p>The student discusses the effectiveness of science and its application in</p>

	solving the problem or issue.	solving the problem or issue.	solving the problem or issue. The student describes the implications of the use and application of Psychology interacting with at least one of the following factors: moral, ethical, social, economic, political, cultural and environmental.	solving the problem or issue. The student discusses and evaluates the implications of the use and application of science interacting with at least two of the following factors: moral, ethical, social, economic, political, cultural and environmental.
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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 formative assessments at the points in the plan when you will need them.

Formative assessments are in bold and italic.

Week 1 (Reading and Summarizing)

Teacher gives vocabulary input: Review on descriptions, sports and exercises, practices, verbs of action

Teacher gives grammar input: Review of verb tenses, indefinite articles, prepositions

Student must make a general report on articles about beauty

(research may be done on any language preferred, but report MUST be done on the target language)

Week 2 (Reading, summarizing and reporting)

Teacher gives vocabulary input: Food, nutritional information, diseases, symptoms, disabilities

Teacher gives grammar input: Adversative conjunctions, conjunctions,

indicative complex-future.

Student must general report on articles in eating disorders in different languages (research may be done on any language preferred, but report **MUST** be done on the target language)

First Draft presentation

Week 3 (Interviewing)

Teacher gives vocabulary input: Verbs of possibility

Teacher gives grammar input: Verb Poder, review of imperatives, abstract and concrete nouns, adverbs of frequency,

Students must make an interview with specialists (School psychologist, PE teacher and nutritionist)

Students must make an interview with colleagues about beauty, health and bullying

Week 4 (Project management, feedback and information gathering)

Students must record a one-week intake

Students must do reading on the bullying phenomena

Students must present a second draft presentation

Week 5 (Reflection)

Teacher gives vocabulary input: Verbs of existence

Teacher gives grammar input: differences between the verb *Haver* and *Ter*

Student must do a self-evaluation of diet

Student must have a consultation with the school nutritionist

Student must present self-evaluation report

Week 6 (Connections)

Teacher gives vocabulary input: body parts

Teacher gives grammar input: Present Tense – subjunctive, comparatives, superlatives

Students must do research on Carnival

Students must present a third draft presentation

Week 7 (Communities)

Teacher gives grammar input: adverbs of place

Students must research on Brazilian body worship

Student must present a final draft presentation

Students must present a Reflection Report

Summative assessment:

Week 8 (Reporting and presenting)

Students must have the final report turned in
Students must make a final presentation in PPT/Prezi/Video