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| Name of Unit/Course: | | |
| **Overall Unit Information (Required for MOOC participants)** | | **Self-Check** |
| **UNIT OR COURSE GOAL(S)** | * Myths or Reality? - In this unit, students will describe what archaeologists do, identify and describe some extraordinary phenomena, give opinions about mysterious events, discuss the contributions of the Maya and Aztec civilizations, compare some myths and legends from the Spanish-speaking world with those of the United States, and create their own myth based on the information they have read about myths and legends in the Spanish-Speaking world, all in the target language using the class’ Schoology site and class wiki site.   This unit will use a blended model of learning (online and classroom learning). | See A1 |
| **STANDARDS** | Name of standards: Georgia Performance Standards  Link to standards: [https://www.georgiastandards.org/standards/Georgia Performance Standards/Modern Languages Level III.pdf - Final Assessment Students take the Unit 7 Exam](#https://www.georgiastandards.org/standards/Georgia%20Performance%20Standards/Modern%20Languages%20Level%20III.pdf%20-%20Final%20Assessment%20Students%20take%20the%20Unit%207%20Exam)  Location information: Dawson County High School  Grade/Year: 10th-12th grades (roughly age 15-18 years old)  Subject: Spanish III  Standard (as written):  **MLIII.P1.A** – Summarize and communicate main ideas and supporting details from a variety of authentic language materials  **MLIII.P1.C** – Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate  **MLIII.P2.A** – Prepare and present culturally authentic poetry, skits or stories  **MLIII.P2.B** – Prepare and present original essays, poetry, skits, or stories in the target language  **MLIII.CCC1.B** – Relate topics studied in other subject areas to those studied in the target language class  **MLIII.CCC2.C** – Compare aspects of the cultures studied, such as language, clothing, foods, dwellings, and recreation, with the students’ own culture  **MLIII.IP2.A** – Participate in extended oral and written activities reflecting the present  **MLIII.IP2.F** – Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics  **MLIII.INT1.A** – Identify main ideas and supporting details from a variety of sources  **MLIII.INT1.B** – Understand culturally authentic materials and information  **MLIII.IP1.D** – Give detailed descriptions  **MLIII.IP1.F** – Ask questions and provide responses on topics and events found in a variety of print and non-print resources  **MLIII.CCC3** – The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language  **MLIII.CCC3.A** – Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied  **MLIII.CCC4.B** – Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural knowledge | See A2 |
| **LEARNER CHARACTERISTICS** | These learners are 10th – 12th graders in a rural Georgia high school.  Non-native English speakers: 0%  Special Education or IEP: 0%  Countries: Students represent 1 country  SES: 40% students live in low socio-economic homes | See B1 |
| **TECHNOLOGY REQUIREMENTS** | Internet connected computer  Webcam or video camera and cord  Schoology account  Wikispaces account  Telephone  eBOOK copy: Realidades 3 Digital Edition ©2014 | See D5 |
| **PREREQUISITE SKILLS** | Successful completion of high school level Spanish I and Spanish II course  Wikispaces for group projects  Prior blogging experience  Safe and effective Internet research ad navigation (information literacy skill)  MAC computer use (iPad, desktop or laptop)  Telephone communication skills  Synchronous communication software skills | See A4 & D6 |
| **INTRODUCTORY COMMUNICATION PLANS** | This is a blended unit plan. Students will still attend classes daily to continue learning process. However, students are still expected to participate in online discussion forums (2) with peers and post a weekly blog reflection on a question or topic related to the unit. Phone communication will not be necessary unless a student is absent or cannot attend a synchronous session. Students will be expected to participate in 2 synchronous sessions to check on individual progress toward learning goals. All student language should be appropriate for a learning context. Students are expected to follow the communication rules outlined in the syllabus and taught at the beginning of the year. | See A4 B9 & B10 |
| **UNIVERSAL DESIGN PRINCIPLES CONSIDERED** | Multiple forms of representation: webpages, videos, transcripts, textbook  Multiple forms of expression: quizzes, blogs, discussion forums, wiki, essays, exam  Multiple forms of engagement: phone, webcam, forums, in-person feedback and communication | See B4 |
| **NUMBER OF MODULES OR WEEKS** | This will be a four-week blended unit. Each Monday students will be given access to new unit information for the week and all online assignments will be due on the following Monday morning. | See A3 |

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| **Module 1 Plan** *(Note: “module” and “lesson” used interchangeably)* **(Required for MOOC participants)** | | **Self-Check** |
| **LESSON OBJECTIVE(S)** | **Objectives:**   * Identify and describe some extraordinary phenomena * Describe what archaeologists do * Give opinions about mysterious events * Talk about the contributions of the Maya and Aztec civilizations * Compare some myths and legends from the Spanish-speaking world with those of the United States.   **Essential Questions:**   * How do other cultures explain phenomena? * What do myths and legends explain? * How have Aztec and Mayan cultures contributed to today’s society? What did they discovered that we still use today? * Why did the Aztec and Mayans disappear? Why is so little known about these cultures? * Are myths and legends of the Spanish-speaking word comparable to those of the U.S.? How do their myths and legends compare to ours? * What influences have the cultures of Central and South America had on our society? * How do the collapses of the Aztecs, Mayans, and Incans relate to contemporary society?   **Grammatical Goals:**   * Negative Constructions * Using Adjectives as Nouns * Using subjunctive with adjective clauses & to show doubt * Using and differentiating between pero and sino | See A1 & A2 |
| **LESSON ASSESSMENT(S)** | **Pre-Assessment:**   * Discussion of ancient civilizations * Pre-Test (online – Schoology)   **Formative Assessments:**   * Discussions of myths and legends and downfalls of ancient civilizations (online and in class) * Observations * Warm-Ups * Online Vocabulary Quiz * Video Responses * Online Homework   **Summative Assessments:**   * Discussion Posts * Creating your own Myth/Legend Project * Final Assessment (Unit 7 Exam) | See A2 A3 C1 C2 & C5 |
| **DESCRIPTION OF LEARNING ACTIVITIES** | **Archaeological Mysteries…**   * Students read about 4 “mysteries” in Central and South America via online resources linked to class Wikipage * Students answer online and in class questions about the mysteries * Then students compare these mysteries to those of their own (here in the US or worldwide) (BLOG POST) * Students discuss what makes something a mystery   \*ALL written assignments and discussions will be conducted in the target language  **Vocabulary Introduction and production**  Students   * Pronounce and define vocabulary then -- * Do analogies using their new vocabulary and previously learned vocab for practice * Practice vocabulary online on Quizlet * Unit 7 Vocabulary Quiz   **Grammar/Reading**   * As homework, students search the internet for a mystery in a Spanish-speaking country and post their findings on Schoology * Students discuss / comment on Schoology whether or not they believe their peer’s information about their mysteries using, “creo que… o dudo.” * Students practice and review the subjunctive mood using expression of doubt * Students read about “Atlántida” (the lost city of Atlantis”) and discuss whether it is a myth or a legend * Students read about “Misterios del pasado” in Central and South America p. 324 (textbook)   **Relating our world to theirs…**   * Students discuss how/why myths and legends are created. (ONLINE and in class) * Students read an article about how the Aztecs explained natural phenomena (article link available on Schoology)   **The Aztecs and Mayas**   * Students read a short summary about the Aztecs and Mayans * Students discuss the contributions of the Aztecs and Mayans * Students are presented with more info about the two civilizations, then asked to compare these civilizations to the Greeks, Romans, and finally to that of our own. * Students read and fill in the blank information relating to the Aztec calendar. * Students discuss what they know and believe about the Aztec calendar. | See A2 A3 B3 B4 & B10 |
|  | **Video Activity / Relating to current media**   * Students watch clips from “Apocalypto” and answer questions about the movie. (Apocalypto is based on the Mayan civilization) * After students finish movie clips, we will discuss 1. Famous civilizations and what undermines them and 2. The relevance of the Mayan collapse to contemporary society (widespread environmental degradation, excessive consumption and political degradation).   Students will then break into groups (one group for each of the following: Aztec, Mayan, Incan) to try to persuade the class of which society contributed the most and which downfall was the worst…  **Myths and Legends**   * Students break down into small groups and read about different Central and South American myths and legends (link to websites on Schoology). Then each group will provide information notes about the readings on the class wiki page and then present what their legend is about. * The entire class reads the short myth “Quetzal nunca muere” (link available on Schoology) * Students discuss and answer questions on the myth (in Schoology). * Students discuss the differences between the Spanish words “pero” and “sino”. (SMART notes – will be posted in notes folder on Schoology site).   **Composing your thoughts and presenting them to others…**   * Students get in partners/groups and are presented guidelines for the Unit 7 Project: Creating a myth… (available on Schoology) * Students will then work on creating a myth to explain a mysterious phenomenon (contemporary or ancient) in Spanish. * Students will create their myth using TooDoo.com or another approved story generator website. Description should include a visual depiction of the god/goddess that they have created based on their myth. * Students will present a summary of their myth and introduce the characters that they have created and explain why (explain why they drew certain objects or why their god/goddess looks the way he/she does.) This presentation will be posted to the class wiki page (as a blog) and an audio clip of the description done by the students will be submitted as well. |  |
|  | **Review**   * Students are given a review sheet (study guide) that summarizes all topics covered during the unit (grammatical and historical). Students complete the study guide as a group and then we go over the study guide together.   **Final Assessment**   * Students take the Unit 7 Exam |  |
| **FORMATIVE EVALUATION & FEEDBACK** | Discussions of myths and legends and downfalls of ancient civilizations  Observations  Warm-Ups  Online Vocabulary Quiz  Video Responses  Online Homework | See A3 C1 C3 & C5 |
| **PHYSICAL LEARNING MATERIALS** | Realidades Textbook  Various worksheets and handouts (also available on Schoology)  Unit Assessment | See A3, A9, B1, B4, & B6 |
| **DIGITAL LEARNING OBJECTS** | Downloadable handouts, rubrics, practice worksheets (found in Unit 7 folder on Schoology)  Websites including:  [www.schoology.com](http://www.schoology.com) (links from here for readings, blog posts, etc.)  Senora Bearden’s wiki page  [YouTube](#www.youtube.com) (video clips from Apocalypto)  [www.quizlet.com](http://www.quizlet.com)  [www.realidades.com](http://www.realidades.com) | See A3, A9, B1, B4, & B6 |
| **PLANS FOR DIFFERENTIATION** | **Enrichment**   * Expanding knowledge of ancient civilizations through additional reading and research of other civilizations in the Spanish-speaking world (Incans, Bribris, Toltecs, etc.) * Incorporating/Using additional theme-related vocabulary once desired vocabulary is mastered   **Remediation**   * Supplemental information about ancient civilizations (info to fill in the gaps) * Additional practice of weak necessary grammatical concepts * Students stay (after school or during FOCUS for additional help) | See B1 B4 & B6 |
| **INTERDISCIPLINARY CONNECTIONS** | * Discussion of ancient civilization and geographies * Writing an essay (using and applying knowledge from English composition) * Studying vocabulary terms and using them in context * Siting references * Using technology to express thoughts and look for information * Using mathematics to aide in comprehension of Aztec and Mayan calendars (deciphering symbols and what they represent (e.g. numbers) |  |
| **TEACHING STRATEGIES** | * Identifying similarities and differences * Setting objectives and providing feedback * Nonlinguistic representations * Generating & Testing hypotheses * Homework / Practice * Cooperative Learning * Guided Practice * Summarizing & Note-Taking * Reinforcing effort & providing recognition * Cues, questions & advanced organizers |  |
| **UNIT VOCABULARY TERMS** | |  |  |  | | --- | --- | --- | | el/la arqueólogo(a) | dudar | el diseño | | la civilización | resolver (o-ue) | la distancia | | | la escritura | cualquier, -a | geométrico, -a | | la pirámide | el intento | el largo | | las ruinas | improbable | el óvalo | | sagrado, -a | probably | el rectángulo | | el símbolo | el/la astrónomo(a) | el triángulo | | la creencia | el eclipse | el círculo | | el/la dios(a) | el/la habitante | el diámetro | | la leyenda | la Luna | redondo, -a | | la nave espacial | el observatorio | pesar | | el origen | el planeta | la tonelada | | la estructura | el pueblo | trazar  Ya que | | la evidencia | la sombra |  | | extraño, -a | la Tierra |  | | el fenómeno | el universo |  | | la función | al igual que |  | | la imagen | o sea que |  | | inexplicable | sino |  | | el misterio | aparecer (z) |  | | la teoría | arrojar(se) |  | | el alto | brillar |  | | el ancho | calcular |  | | el centímetro | convertirse (en) |  | | excavar | contribuir (u-y) |  | | existir | cubrir |  | | Ya que | ponerse (el sol) |  | | medir (e-i) | resolver (o-ue) |  | |  |