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| --- | --- | --- | --- |
| **Language and Level** | SPANISH----Intermediate Low (8th) |  |  |
| **Theme and Topic** | healthy routines |  |  |
| **Important Question** | What does a healthy daily routine look like?  |  |  |
| **Goals***What should students know and be able to do by the end of the unit?* |  I can have a simple conversation about personal health.I can ask and answer questions about health.I can express my opinion about healthy living. I can understand basic details of articles, videos, and audio of daily routines.I can create and present a presentation on my personal plan for a healthy routine in a hispanic country. |  |  |
| **Performance****Assessment***Do these tasks allow students to demonstrate how well they have met the goals of the unit? The performance assessment tasks are designed to be integrated throughout the instructional unit. The interpretive tasks are designed to inform the content of the presentational and interpersonal tasks.* | **Interpretive Tasks**(This template encourages multiple interpretive tasks.) | reading a home organization blog[www.emprendepymes.es/wp-content/uploads/infografia\_productividad\_emprendedores](http://www.emprendepymes.es/wp-content/uploads/infografia_productividad_emprendedores). pnggraph of personal productivityreading about a typical daily routine of people from a TL country | watching a video of someone cleaning a roomyoutube videos of people describing their morning and evening routines |
|  | podcast or audio of someone describing thier routine from www.laits.utexas.edu/spe/beg15.html |  |  |
|  | **Presentational Task****Create and present a control journal for a hispanic student** | **Interpersonal Task****Share your personal routines for AM, PM, etc. in groups of two. Critique and improve the routine (s) of your partner to increase productivity and health.** |  |
| **Cultures****Examples***For each example, indicate the relationship between the product, practice, and perspective and the role and importance of the product, practice and perspective within the culture.* | **Product:** school schedule **Practice:** double-tracked scheduling **Perspective:** life in a TL rural community  **Product:** market list, ads, local foods, local products **Practice:** shopping for home **Perspective:** role of a market  |  |  |
| **Connections****Examples** | **Other Disciplines / Distinctive Viewpoints** | **Technology Integration** |  |
|  | compare and contrast routines from the TL country and U.S.A.health and wellnessgeography | use of internet to researchrecord conversations using youtube or fotofriend.com<http://www.fotofriend.com/video-booth> |  |
| **Comparisons****Examples** | **Culture** | **Language** |  |
|  | differences in dietdifferences in schedules (school, home)products for cleaning and hygiene | **names of fruits and veg****reflexive as used in English vs. TL****comparisons within TL countries for common names of products/fruits** |  |
| **Communities****Examples** | **Beyond the Classroom** | **Lifelong Learning** |  |
|  | penpalscontact local missionary to provide donations, assistancevisits to hispanic markets/stores | involvement in outreach groups/missionscreating routines for a balanced life |  |
| **Connections to****Common Core** | data analysis for increasing productivityreading non-fictionsproblem-solvingcollaboration |  |  |
| **Toolbox** |  |  |  |
|  Language Functions  | Related Structures / Patterns | Vocabulary Expansion |  |
| describe routines | reflexive verbs, times, frecuency, sequencing words | acostarse, etc., dos veces al día, después, más tarde, etc. |  |
| **compare/contrast routines** | more/less than,  | más que, menos que, tan como |  |
| **express opinions** | I think, I believe, I prefer, I am most comfortable | creo, pienso, prefiero, me hace más cómodo/a |  |
| **analyze opinions****ask/answer****create schedules** | Why/because/ but/ also,interrogative words, infinitive commands  | por qué, porque ,pero, también, tampocoquién, qué, cuándo, dónde, por qué |  |
| **Key Learning Activities** |  |  |  |
| Standards Focus | Learning Activity | Purpose | In-class /Home |
| communication | fotofriend interpersonal interviewinfogap activities | to practice spontaneous conversation | in-class |
| cultures | reading blogs, online articles, video, audio | to obtain vocabulary, learn about target culture | at home |
| comparisons | venn diagram/graphic organizer | compare and contrast | in class and at home |
| community | write a letter to a pen palclassroom visit/skype from local missionary/person in target country | to get authentic, realistic, actual information and input | at home or at school |
| **Resources** |  |  |  |
|   | <http://casasperfectas.blogspot.com/2008/08/los-mandamientos-de-flylady.html> | <http://www.estylodevida.com/archives/282> | <http://www.pontealdia.com/tu-casa/organizacion-y-rutinas-diarias-claves-para-mantener-un-hogar-ordenado-2.html> |