



# AERO:SBC Basic Unit Template

<b>Subject/Course:</b>	Spanish Novice
<b>Grade Level:</b>	Grade 4/5
<b>Topic/Concept:</b>	Energy
<b>Estimated Time Required:</b>	6 weeks, 2 45 minute classes per week
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In their Homeroom class students have learned the concepts of renewable and nonrenewable energy in their Mother tongue so the Spanish class will focus on the energy resources in certain Spanish-speaking countries, how to express these ideas in Spanish, and how to create an impactful campaign using the “tu” command structure.

## Desired Results:

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

Grade 5

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

**1.3 e. Produce and present audio or video recorded announcements, posters, advertisements, skits and short plays.**

1.4 Students will demonstrate an understanding of the nature of language through comparisons of the target language and their own language or dialect.

**1.4 a. Cite and use examples of borrowed words and cognates in the target language compared to the borrowed words in their own and understand why languages in general might need to borrow words.**

**1.4 f. Understand that languages have different grammatical syntactical functions.**

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

**2.2 b. Identify the different environments of the target cultures and examine the impact of these environments on the lifestyles of the target communities.**

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

**3.1. a. study a variety of content topics in the target language.**

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

**Energy exists in different forms and we depend on it for our future.**

**Language and media may provoke and persuade a variety of audiences.**

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

**What are the names for types and sources of energy in Spanish?**

**What are some types of renewable and nonrenewable energies?**

**Why and how should we conserve energy?**

**What form of language in Spanish could we use to persuade others?**

**How could we make our message more effective?**

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

Content knowledge:

- We need energy to run our daily lives. Energy sources are renewable or nonrenewable. Non-renewable sources of energy are finite.
- We should encourage others to conserve energy so that we can preserve our environment.
- Different countries use different energy sources depending on their environment.

Vocabulary knowledge:

- names of forms of energy in Spanish
- names for actions that we can do to conserve energy
- names of household appliances, forms of transportation

Grammatical knowledge:

- The infinitive and third person form of common verbs (imperative "tu")

Pragmatic knowledge:

- Suggest and persuade others using the imperative mood ("tu" command)
- List or state the energy sources in a country

## 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):

Assessment in the Presentational mode

You are a member of an environmental pressure group in a Spanish-speaking country and you are creating a campaign. Your objective is to sensitize people about energy resources and how to conserve energy.

The campaign outcome can take the form of a poster, short video (Pixton) or other media.

You need to include -

- the types of energy consumed in the country and how a person or family can conserve energy in their lives.
- use of the third person of the present tense ("tu" command) to make suggestions.
- an impactful slogan.
- use of images and short phrases or sentences to make a campaign that will impact your audience.

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

<b>Criteria</b>	<b>1 - Attempts the standard</b>	<b>2 - Approaches the standard</b>	<b>3 - Meets the standard</b>	<b>4 -Exceeds the standard</b>
Content	The product contains a minimal amount of the required elements - slogan, the forms of energy consumed in the Spanish-speaking country, and how to conserve energy.	The product contains most of the required elements - slogan, the forms of energy consumed in the Spanish-speaking country, and how to conserve energy.	The product contains all the required elements - the forms of renewable and non-renewable energy consumed in the named Spanish-speaking country and at least three suggestions how to conserve energy.	The product contains all the required elements to a thorough level including original ideas not mentioned during class time.
Targeted language use	The product does not contain use of the "tu" command and minimal use of the new terms learned.	The product contains sometimes inaccurate or inappropriate use of the "tu" command and a few of the new terms learned.	The product contains appropriate and mostly accurate use of the "tu" command and a basic range of the new vocabulary learned.	The product contains appropriate and accurate use of the "tu" command and a range of the new vocabulary learned as well original use of language.
General language use	The product shows limited integration of standard sentence structure, word order and conventions.	The product has some examples of standard sentence structure, word order and conventions (capitals,	The product uses standard sentence structure, word order and conventions (capitals, spelling, punctuation)	The product uses standard sentence structure, word order, and conventions usually accurately. Language structures are

		spelling, punctuation).	mostly accurately.	recycled from previous units. More complex language use is present.
Persuasive skills	The images and format used are inappropriate to the task.	The product makes some use of images and format to attract the audience.	The product uses images and format which attract and persuade the audience.	The product uses impactful images and format which attract and persuade the audience in an original and creative manner.

### **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.

Week 1 :

#### **Introducing the topic and recognizing cognates. Creating simple sentences using the vocabulary. Discuss how energy is consumed**

The teacher introduces the unit of energy with a short video showing different types of energy. "What is energy/Que es la energía?"

Pre-activity: Students are given list of key vocabulary of the unit to listen for in the audio/video. Students listen and select words as they hear them.

Students match the picture with the word in Spanish, in pairs (handout) and then as a whole class activity using projected images to say the name of the energy and to answer total questions ("Es la energía hidroeléctrica o solar?" etc.). Identify the cognates.

la energía hidroeléctrica  
la energia solar  
la energía fósil  
la energia eolica  
la energia biomasa

Class brainstorms what household items and forms of transport use energy, and match

the word in Spanish to the photos.

Grammar mini-lesson to study and classify nouns and articles according to gender: Students classify the nouns learned according to gender and use the appropriate article. Classwork/ HW: Students create a scrapbook of the energy sources accompanied by a simple sentence using the model/ models given.

Teacher shares the vocabulary list on Quizlet so that students can practice for HW during the week. Give them a goal to reach.

Week 2:

### **Study a Spanish-speaking country and investigate its energy sources.**

Students play matching games to practice vocab for the previous class and use "decide now" to elicit answers and encourage short phrases or sentences.

Teacher shows students a mini-presentation in the target language (created by the teacher) of the sources of energy in Venezuela including Guri Dam which is a source of hydroelectric power and burning fossil fuel.

Class uses Kahoot to answer questions about the presentation.

Students fill in a gap-writing exercise which has the needed words in a word box.

Students use a simple infographic in the target language to investigate the sources of energy in given countries (Colombia, Panama, Spain, Mexico) and complete the table.

Students share their investigation by naming the sources of energy in the countries investigated.

Quizlet mini-quiz

Week 3:

### **How do we conserve energy.**

Class plays Kahoot to review and practice apparatus that consume energy and sources of energy, using images from week 1.

Class brainstorms ways to conserve energy and uses gestures and TPR to practice and learn the actions (apagar, prender etc).

Students learn verbs (opposites) in the infinitive form which relate to conservation, and



complete phrases using the appropriate verb (apagar las luces, prender las luces, etc).

Classification: students classify the phrases into conserve / waste energy categories.

Students work in pairs to practice the vocabulary (one person says the word and the other the opposite).

Add another vocab list to Quizlet. Students use quizlet for individual practice games and group practice.

Week 4:

**Use the "tu" command to suggest, tell someone what to do.**

Class reviews previous learning: Teacher elicits what actions will conserve energy. Class makes a list of verb infinitives on the board and classifies them into "ar" "er" and "ir". Teacher presents the 3rd person form.

Students watch a video encouraging others to conserve energy and identify the commands. They watch it again without sound, providing the phrases. They complete a writing exercise to fill in the correct verb in the gaps using the phrases learned.

Class discusses the characteristics which make the video effective - attention-grabbing slogan, images, colour, information.

Students use the commands in another context: Play Simon says. Teacher calls, student calls, using classroom instructions, verbs and objects that students are familiar with.

Students complete a writing exercise with common verbs used in the classroom to label pictures with the "tu" command (3rd person form).

Quizlet mini-quiz

Week 5:

**Formative Assessment**

Students complete a listening TPR activity to practice command forms and the related vocabulary.

Teacher projects the command phrases and students fill in the missing verbs in the correct form.

Formative assessment: Students create a presentation of 3 slides about the sources of energy in Trinidad with a slogan and calls to action using the imperative forms.

Students present their slides to their classmates and peer-review for persuasive skills.

Week 6: Summative assessment.

Students are given a vocabulary bank (only the very specialized terms) to create the campaign poster during class time.

