



# **AERO:SBC Basic Unit Template**

<b>Subject/Course:</b>	Portuguese Advanced Language - PAL - ADV
<b>Grade Level:</b>	10
<b>Topic/Concept:</b>	Brazil, a country formed by countries
<b>Estimated Time Required:</b>	8 weeks
<b>Developed by:</b>	Breno Deffanti

## **Desired Results:**

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

- **COMMUNICATION:**

- *Interpersonal Mode*

- 1 - Initiate, develop, discuss, and present orally or in writing solutions to important issues and problems of the target cultures;

- 2 - Describe and justify states of being and feelings.

- *Interpretative Mode*

- 3 - Understand the cultural nuances of meaning in written and spoken language, as expressed by speakers of the language in formal and informal settings;

- 4 - Understand the cultural nuances of meaning in expressive products of the culture, including selections from various literary genres and the visual arts.

- *Presentational Mode*

- 5 - Write organized and original compositions, journal entries and reports, and produce various media presentations on a variety of topics.

- **COMPARISON:**

- 6 - Analyze and infer cross-cultural similarities and differences as observed in practices, perspectives, expressive products, and literary genres of the target cultures and students' own cultures.

- *Comparisons to One's Native Language*

- 7 - Understand how the elements of a language may reflect the ways in which people organize information and view the world (addressed but not directly assessed).

- CULTURAL:

8 - Hypothesize about the global influence of historical and current events, political structures, value systems, scientific discoveries, and artistic expressions from the target cultures.

- CONNECTION:

9 - Correlate knowledge and understanding of global trends to the study of the contemporary target culture.

- COMMUNITY:

10 - Communicate orally or in writing with members of the target cultures on a variety of personal interest, community, or world concerns.: Essays and a

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

- Aspects of Brazilian culture influenced by immigrants;
- "Bráz, Bexiga e Barra Funda" is an essential work in Brazilian literature;
- Brazilian Portuguese as a language composed by foreign words;
- Different tests have specific requirements that test-takers should understand.

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

- How has the immigration process formed the Brazilian society?
- How does literature reveal the formation process of Brazilian society?
- How are constituted the contemporary immigrations in Brazil?

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

- *Immigration in Brazil:*

- The historical context of immigration;
- The formation of São Paulo;
- Features of immigration in Brazilian culture;
- Situation and causes of Haitian and Bolivian Immigration in Brazil.

- *Linguistic Approach*

- The influence of immigration in the Brazilian Portuguese word formation process.

- *Reading Bráz, Bexiga e Barra Funda*

- Localization of the work in literary movements;
- A formal understanding of the work;
- The historical aspects of the work;
- The Brazilian vestibular approach to the work.

- *Contemporary Immigration in Brazil*

- The causes of Haitian and Bolivian immigration;
- The questioning of Haitian and Bolivian immigration;
- Semantics aspect: differences between "imigração/immigration", "migração/migration" and "refugiados/refugees"
- Textual Genders
  - The linguistics and textuales basics aspects of a Brazilian vestibular essays.

## 5. 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):

- Students will perform two different summative assessment: a presentation (Summative 1- S1) and an essay (Summative 2 - S2)

○ *S1 - Presentation:*

- The assessment will be held in the end of the 4th week
- The student will perform a presentation to an audience composed by the teacher and classmates
- The presentation will focus on questions based upon the reading of *Bráz, Bexiga e Barra Funda*.
  - The questions will be provided by the teacher based on the following themes: the factory, the immigrant, the workers, the automobile, the soccer.
    - Across these questions, the students will be supposed to make a comparison between what is narrated in the book to what they experience.
    - The student will explain how the novel describes the immigration process of the time by selecting key vocabularies and why a novel was, at its time, an authorized textual gender to describe reality
- Reassessing:
  - Mandatory for grades below 3;
  - The student needs to write an action plan, detailing which criterias will be worked

○ *S2 - Essay*

- The assessment will be held in the end of the 7th week
- The students will write an essay based on the brazilian vestibular standard
- The theme will focus on problems about the Bolivian and Haitian immigration in Brazil
  - The student will need to portrait the situation of Bolivian and Haitian immigrants in Brazil;
  - Benchmark #7 won't be assessed
- Reassessing:
  - Mandatory for grades below 3;

- The student needs to write an action plan, detailing which criterias will be worked.

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

### ● **Summative 1:**

<b>Criterion A: Oral Activity</b>						
<ul style="list-style-type: none"> <li>● <i>To what extent does the activity show knowledge on the cultural nuances of meaning in Brás, Bexiga e Barra Funda (BBBF) and the subject chosen for the oral activity?</i></li> <li>● <i>Has the student shown awareness and understanding of the meaning of Brás, Bexiga e Barra Funda (BBBF), the subject chosen for the oral activity in relation to the historical context of immigration</i></li> </ul>						
<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The activity shows <b>regular and complete original</b> knowledge on the cultural nuances of meaning in Brás, Bexiga e Barra Funda (BBBF) and on the subject chosen; The student has shown <b>consistent</b> evidence of analysis, synthesis and <b>evaluation</b> in relation to the historical context of immigration	The activity shows <b>regular and complete original</b> knowledge on the cultural nuances of meaning in Brás, Bexiga e Barra Funda (BBBF) and on the subject chosen; The student has shown a <b>consistent</b> evidence of analysis and, synthesis in relation to the historical context of immigration	The activity shows <b>regular</b> knowledge on the cultural nuances of meaning in Brás, Bexiga e Barra Funda (BBBF) and on the subject chosen; The student has shown an <b>appropriate</b> awareness of the significance of the text(s) in relation to the historical context of immigration.	The activity shows <b>satisfactory</b> knowledge on the cultural nuances of meaning in Brás, Bexiga e Barra Funda (BBBF) and on the subject chosen; The student has shown an <b>appropriate</b> awareness of the significance of the text(s) in relation to the historical context of immigration.	The activity shows a <b>limited</b> knowledge on the cultural nuances of meaning in Brás, Bexiga e Barra Funda (BBBF) and on the subject chosen; The student <b>occasionally</b> showed <b>awareness</b> of the significance of the text(s) in relation to the historical context of immigration	The activity shows <b>an insufficient</b> knowledge on the cultural nuances of meaning in Brás, Bexiga e Barra Funda (BBBF) and on the subject chosen; The student has shown <b>almost no awareness</b> of the significance of the text(s) in relation to the historical context of immigration.	The activity shows <b>almost no</b> knowledge on the cultural nuances of meaning in Brás, Bexiga e Barra Funda (BBBF) and on the subject chosen
<b>Criterion B: Understanding of how language is used</b>						
<ul style="list-style-type: none"> <li>○ <i>To what extent does the activity show understanding of the way language is used to create meaning?</i></li> <li>○ <i>Has the student shown an appreciation of how language and style is used to particular effect in the text?</i></li> </ul>						
<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

The work shows an <b>excellent</b> understanding of the way language is used to create meaning. The appreciation of the use of language and style is thorough and detailed.	The work shows a <b>complete</b> understanding of the way language is used to create meaning and complete appreciation of the use of language and style.	The work shows a <b>good</b> understanding of the way language is used to create meaning and good appreciation of the use of language and style.	The work shows an <b>adequate</b> understanding of the way language is used to create meaning and adequate appreciation of the use of language and style.	The work shows a <b>limited</b> understanding of the way language is used to create meaning. There is <b>some appreciation</b> of the use of language and style	The work shows <b>an insufficient</b> understanding of the way language is used to create meaning. There is <b>an insufficient</b> awareness of the use of language and style.	The work shows a <b>almost</b> no understanding of the way language is used to create meaning. There is <b>almost no</b> awareness of the use of language and style.
<b>Criterion C: Organization</b> <ul style="list-style-type: none"> <li>● <i>How well organized is the oral activity?</i></li> <li>● <i>How coherent is the structure?</i></li> </ul>						
7	6	5	4	3	2	1
The oral activity is effectively organized; the structure is coherent and effective and shows <b>originality</b>	The oral activity is <b>effectively</b> organized; the structure is coherent and <b>effective</b> .	The oral activity is <b>well</b> organized; the structure is <b>mostly</b> coherent.	The oral activity is <b>organized</b> ; the structure is <b>generally coherent</b>	<b>Some</b> organization is <b>apparent</b> ; the oral activity has <b>some</b> structure.	The organization is <b>insufficient</b> ; the oral activity has an <b>insufficient structure</b>	<b>No</b> organization is apparent; the oral activity has <b>little structure</b> .
<b>Criterion D: Language</b> <ul style="list-style-type: none"> <li>● <i>How clear, varied and accurate is the language?</i></li> <li>● <i>How appropriate is the choice of register and style? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and idiom appropriate to the further oral activity</i></li> </ul>						
7	6	5	4	3	2	1
The language is <b>very</b> clear and <b>entirely</b> appropriate, with a <b>high</b> degree of accuracy in grammar and sentence construction; the register and style are <b>consistentl</b>	The language is clear and appropriate, with a <b>good</b> degree of accuracy in grammar and sentence construction; register and style are effective and appropriate	The language is <b>clear and appropriate</b> , with an adequate degree of accuracy in grammar and sentence construction; register and style are <b>effective</b>	The language is <b>mostly</b> clear and appropriate, with an <b>adequate</b> degree of accuracy in grammar and sentence construction; the register and style are	The language is <b>sometimes</b> clear and appropriate; grammar and sentence construction are <b>generally</b> accurate, <b>although errors and inconsisten</b>	The language is <b>rarely</b> clear and appropriate, with <b>many errors</b> in grammar and sentence construction and <b>little</b> sense of register and style.	The language is <b>not</b> clear <b>nor</b> appropriate.

y effective and appropriate to the oral activity.	to the oral activity.	<b>and appropriate</b> to the oral activity.	<b>mostly</b> appropriate to the oral activity.	<b>cies are apparent;</b> register and style are to <b>some extent appropriate</b> to the oral activity.		
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● **Summative 2: Written Essay**

<b>Criteria A: Understanding of the theme</b>						
<ul style="list-style-type: none"> <li>● <i>To what extent does the activity show knowledge on the problems about the Bolivian and Haitian immigration in Brazil</i></li> </ul>						
<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The activity shows regular and original knowledge on the problem about the Bolivian and Haitian immigration in Brazil	The activity shows <b>regular</b> knowledge on the problem about the Bolivian and Haitian immigration in Brazil	The activity shows a <b>good</b> knowledge on the problem about the Bolivian and Haitian immigration in Brazil.	The activity shows <b>satisfactory</b> knowledge on the problem about the Bolivian and Haitian immigration in Brazil.	The activity shows a <b>limited</b> knowledge on the problem about the Bolivian and Haitian immigration in Brazil.	The activity shows <b>an insufficient</b> knowledge on the problem about the Bolivian and Haitian immigration in Brazil.	The activity shows <b>almost no</b> knowledge on the problem about the Bolivian and Haitian immigration in Brazil
<b>Criterion B: Understanding and the appreciation of the texts</b>						
<ul style="list-style-type: none"> <li>● <i>To what extent does the essay show understanding of the texts?</i></li> <li>● <i>Has the student shown an appreciation of the meaning of the texts?</i></li> </ul>						
<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The work shows a <b>complete</b> understanding of the way language is used to create meaning. The appreciation of the use of language and style is <b>thorough and detailed.</b>	The work shows <b>an excellent</b> understanding of the way language is used to create meaning. The appreciation of the use of language and style is <b>thorough and detailed.</b>	The work shows a <b>great</b> understanding of the way language is used to create meaning and a <b>great</b> appreciation of the use of language and style.	The work shows a <b>good</b> understanding of the way language is used to create meaning and <b>good</b> appreciation of the use of language and style.	The work shows an <b>adequate</b> understanding of the way language is used to create meaning and an <b>adequate</b> appreciation of the use of language and style.	The work shows a <b>limited</b> understanding of the way language is used to create meaning; there is <b>some appreciation</b> of the use of language and style	The work shows <b>almost no</b> understanding of the way language is used to create meaning; there is <b>almost no</b> awareness of the use of language and style.

<b>Criterion C: Organization</b> <i>How well organized is the essay?</i> <input type="radio"/> <i>How coherent is the structure?</i>						
7	6	5	4	3	2	1
The essay is <b>effectively</b> organized; the structure is <b>coherent, effective and original</b>	The essay is <b>effectively</b> organized; the structure is <b>coherent</b> and <b>effective</b> .	The essay is <b>well</b> organized; the structure is <b>mostly</b> coherent.	The essay is <b>organized</b> ; the structure is <b>generally</b> coherent.	<b>Some</b> organization is apparent; the essay has <b>some</b> structure.	The organization is <b>insufficient</b> ; the essay has an <b>insufficient</b> structure	<b>No</b> organization is apparent; the essay has <b>little</b> structure.
<b>Criterion D: Language</b> <input type="radio"/> <i>How clear, varied and accurate is the language?</i> <input type="radio"/> <i>How appropriate is the choice of register and style? ("Register" refers, in this context, to the student's use of elements such as vocabulary, tone, sentence structure and idiom appropriate to the further essay)</i>						
7	6	5	4	3	2	1
The language is <b>very</b> clear and <b>entirely</b> appropriate, with a <b>high</b> degree of accuracy in grammar and sentence construction; the register and style are <b>consistently effective</b> and appropriate to the essay.	The language is clear and appropriate, with a <b>good</b> degree of accuracy in grammar and sentence construction; register and style are <b>effective and appropriate to the essay</b> .	The language is <b>mostly</b> clear and appropriate, with an adequate degree of accuracy in grammar and sentence construction; the register and style are mostly appropriate to the essay	The language is sometimes clear and appropriate; with an <b>adequate</b> degree of accuracy in grammar and sentence construction; the register and style <b>are mostly appropriate to the essay</b>	The language is <b>sometimes</b> clear and appropriate; grammar and sentence construction are <b>generally accurate, although errors and inconsistencies are apparent</b> ; register and style are <b>to some extent appropriate to the essay</b>	The language is <b>rarely</b> clear and appropriate, with many errors in grammar and sentence construction and little sense of register and style.	The language is <b>unappropriate</b>

**Instructional Plan:**

week	day	
0	1	First Talks: Introducing the course and the essential questions

2	2	Describe and justify states of being and feelings - The historical context of immigration
	3	Analyze and infer cross-cultural similarities and differences as observed in practices, perspectives, expressive products, and literary genres of the target cultures and students' own cultures; Write organized and original compositions, journal entries and reports, and produce various media presentations on a variety of topics: - The Family Album: In an Oral presentation, Students are supposed to tell their family's immigration process in an association with the historical context. Students will be asked to use an adequate vocabulary, stay a 100% in the topic, make use of creative audiovisual resources that suits to the theme; show a full understanding of the topic .
	4	
3	5	Understand the cultural nuances of meaning in written and spoken language, as expressed by speakers of the language in formal and informal settings. - Reading activity (Imigrantes: histórias de fracassos no outro lado do Atlântico) Hypothesize about the global influence of historical and current events, political structures, value systems, scientific discoveries, and artistic expressions from the target cultures. - Selected chapters of Brás, Bexiga e Barra Funda.
	6	
4	7	Preparation for the summative activity
	8	
	9	
5	10	Guidelines for reassessments Introduction to the next topic: the contemporary immigration in Brazil
	11	Correlate knowledge and understanding of global trends to the study of the contemporary target culture - the difference in meaning between "immigration", "migration"and "refugees"
6	12	Understand the cultural nuances of meaning in expressive products of the culture, including selections from various literary genres and the visual arts. - the students are supposed to search for news published on newspapers from their native country and translate it into Portuguese
	13	Initiate, develop, discuss, and present orally or in writing solutions - the students are supposed to showcase their traduction and show any relevant linguistic aspect
	14	Analyze and infer cross-cultural similarities and differences as observed in practices, perspectives, expressive products, and literary genres of the target cultures and students' own cultures - the students are supposed to watch 2 documentaries about the Bolivian and Haitian immigration in Brazil.
7	15	Hypothesize about the global influence of historical and current events, political structures, value systems, scientific discoveries, and artistic expressions from the target cultures - the students will summarize and discuss the issues presented in the documentaries and write a small text



	16	Write organized and original compositions, journal entries and reports, and produce various media presentations on a variety of topics - introduction to the generic and textual characteristics of the Brazilian vestibular essay	
8	17		
	18		Summative 2
	19		Reassessment
Obs:		There was only one day in the week zero	