



Spanish 1 - Unit 3 - ¡A celebrar! (Let's celebrate!)

Unit Focus

During this unit, students will highlight their favorite places to go in and around Madison, and the different activities they do with family and friends at these locations. Students will be able to compare their lifestyle to the main character, as we read a novel throughout the unit. They will also learn about family and adolescent life in Mexico and be able to compare it with their lives (and the main character's) in the United States. The concept of "ir + a + infinitive" will be a focus point as students make predictions for the novel and talk about where they are going to go and what they are going to do at these places. Students will work collaboratively to plan a weekend event in Madison for out of town guests and will share this information on a website they will create using google sites.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - <i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i> • C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions • C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics • C.1.3 Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers C.2 CULTURES - <i>Interact with cultural competence and understanding</i> • C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. C.4 COMPARISONS - <i>Develop insight into the nature of language and culture in order to interact with cultural competence</i> • C.4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	<i>Students will be able to independently use their learning to...</i> T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure) T3 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U2 Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people. U3 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication)	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 How are other cultures different from my own, and from each other? Q3 How do I make sense of what I'm reading if I don't understand every word? Q4 How do I plan an event? Q5 How do I recognize my new language skills in a different context? Q6 How do I express what is going to happen in the near future?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 The verbs ir, jugar, and tener K2 Ir + a + infinitive - to indicate what is going to happen	<i>Students will be skilled at...</i> S1 Reading and interpreting texts (novel, article) at the intermediate level.

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

K3 Places and activities vocabulary

K4 Family and parties vocabulary

K5 Interrogative words (¿Qué? ¿Cómo? ¿Quién? ¿Con quién? ¿Dónde? ¿Cuántos/ Cuántas? ¿Adónde? ¿De dónde? ¿Cuál? ¿Por qué? ¿Cuándo?)

K6 Possessive adjectives (mi/mis, tu/tus, su/sus, nuestro/nuestros, nuestra/nuestras, vuestro/vuestros, vuestra/vuestras)

K7 Main ideas and themes from the novel *El Nuevo Houdini*

S2 Using the verbs ir, tener, and jugar to communicate.

S3 Asking questions using a variety of interrogative words.

S4 Working collaboratively to achieve a common objective.

S5 Using possessive adjectives to tell what belongs to someone or to show relationships.

S6 Comparing and contrasting cultural practices with their own.

S7 Synthesizing possessive activities, vocabulary, and verbs in order to plan and organize a future event.