



Spanish 4 - Unit 3 - A la frontera y adelante (To the border and beyond)

Unit Focus

Spanish 4 students will journey across the border to Mexico as they explore historical and current events and other aspects of mainstream culture. Students will acknowledge and possibly debunk stereotypes relating to Mexico, and also devise travel safety tips. They will read authentic newspaper articles and use the information to offer advice to travelers, as well as to people with an array of problems. Ultimately, students will research Mexican products and connect them to cultural practices, creating their own how-to videos.

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.3 CONNECTIONS - <i>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</i> • C.3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures 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 Gather information from a variety of resources and perspectives to build cultural context. T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	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 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. U3 How we see the world (the judgments we make, the people we relate to) is dependent upon experience (personal, historical, current events).	<i>Students will keep considering...</i> Q1 What does the source or text say? What does it mean? Q2 What am I trying to say and how do I say it? Q3 How do cultural differences impact how people react and interact? Q4 How do I use my target language to work with others to achieve a common goal? Q5 What lies beneath turmoil? Q6 How does perception change? How has my perception of Mexico and the world changed?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 formal commands K2 informal commands K3 direct object pronouns K4 unit vocabulary	<i>Students will be skilled at...</i> S1 giving instructions using formal commands S2 giving instructions using informal commands S3 using direct object pronouns in context S4 using unit vocabulary in context

Stage 1: Desired Results - Key Understandings

C.5 COMMUNITIES - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

- C.5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Madison Public Schools Profile of a Graduate

- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)
- Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)

K5 basic cultural information related to Mexico, including historical and current events, "cool" sights (personalized by students), safety, and misconceptions about Mexico.

S5 explaining/opining about historical and current events from Mexico
S6 making good decisions regarding safe travel