Spanish 4 - Unit 4 - Financiando por los Pinoleros (Financing for Nicaraguans)

Unit Focus

In this final unit of Spanish 4, students will learn to make recommendations and express subjective thoughts utilizing the subjunctive mood in Spanish. They will learn about the socioeconomic situation in Nicaragua, a country suffering from widespread poverty. They will also explore some current programs that exist to try to alleviate poverty in Nicaragua. Ultimately, students will recommend their own solution to a group of investment bankers, seeking charitable funding for their proposed solutions.

Stage 1: Desired Results - Key Understandings

Standard(s)

World Readiness Standards for Learning Languages
World-Readiness Standards for Learning Languages (All)
C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
• 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.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations
• 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 - Develop insight into the nature of language and culture in order to interact with cultural competence
• 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.
C.5 COMMUNITIES - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

Transfer

Students will be able to independently use their learning to...
T1 Gather information from a variety of resources and perspectives to build cultural context.
T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.
T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)

Meaning

Understanding(s)

Students will understand that...
U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)
U2 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)
U3 Comparison of cultural products and practices with our own creates opportunities to better understand and appreciate each culture and its people.
U4 Knowledge of another language and culture help one to participate in the global community (real and virtual).

Essential Question(s)

Students will keep considering...
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 Is what I'm saying understood?
Q4 How do I select and use information to support my ideas?
Q5 How does the target language/culture compare and contrast with my own? How do I use that comparison to connect with people?
Q6 What lies beneath turmoil?
Q7 How can I be cognizant of global issues and contribute to solutions?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 Present subjunctive conjugations
K2 Use of subjunctive to make recommendations
K3 Impersonal expressions

Skill(s)

Students will be skilled at...
S1 Using present subjunctive to make recommendations in general and offer solutions to specific global issues that affect Nicaragua

Stage 1: Desired Results - Key Understandings		
• C.5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized 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) • Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG.5.1)	**K4** Unit vocabulary **K5** Cultural information relating to Nicaragua (see stage 3) **K6** Use of subjunctive in relative clauses (existence)	**S2** Using impersonal expressions and subjunctive to communicate importance and doubt (in general and relating to specific issues that affect Nicaragua) **S3** Communicating with unit vocabulary to make recommendations, express importance, and explain Nicaraguan culture **S4** Using relative clauses and the subjunctive to communicate about existence