



## Spanish 4 - Unit 2 - Vivir como un porteño (Living like a person from Buenos Aires)

### Unit Focus

In the second unit of Spanish 4, students will immerse themselves in the concept of living abroad as a porteno in Argentina and continue investigating "What lies beneath the turmoil?" in another hidden gem of Latin America. Students will learn about daily life in Buenos Aires, including researching how to access the metro and bus systems, viewing traditional dance, and being exposed to customary food. They will read the novel *La guerra sucia* and view the film *Cautiva* as a gateway to explore the historical impact and modern-day ramifications of the Dirty War. Throughout the unit, students will utilize the preterite and imperfect tenses as they blog about their hypothetical experiences in Buenos Aires and other regions of Argentina. Salud, amor, dinero, y tiempo para disfrutarlo!

### Stage 1: Desired Results - Key Understandings

| Standard(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Transfer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>World Readiness Standards for Learning Languages</b><br><i>World-Readiness Standards for Learning Languages (All)</i><br>• C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes<br><i>C.2 CULTURES - Interact with cultural competence and understanding</i><br>• 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.<br>• C.2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.<br><i>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</i><br>• 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<br><i>C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence</i><br>• C.4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.<br>• 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><br><b>T1</b> Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.<br><b>T2</b> Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.<br><b>T3</b> Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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## 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

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

### Acquisition of Knowledge and Skill

#### Knowledge

*Students will know...*

- K1** Preterite tense (all regulars and irregulars)
- K2** Imperfect tense (all regulars and irregulars)
- K3** Imperfect progressive tense
- K4** Use of preterite and imperfect together
- K5** cultural products and practices relating to Argentina
- K6** Vocabulary relating to daily living and the novel "La Guerra Sucia"
- K7** General events of La Guerra Sucia (historic and as told in the novel and film)

#### Skill(s)

*Students will be skilled at...*

- S1** Using the preterite tense to say what happened
- S2** Using the imperfect tense to describe people and places
- S3** Using the imperfect progressive to say what was happening
- S4** Choosing between the preterite and imperfect in context
- S5** Comparing cultural products and practices of Argentina to those of the USA and Puerto Rico
- S6** Using unit vocabulary to communicate about the cultural products and practices of Argentina
- S7** Explaining/opining (with justification) about La Guerra Sucia