Spanish 2 - Unit 3 - Deportes Tradicionales

Unit Focus

This unit is focused on the traditional sports of Spanish speaking countries and the fans that love them. The impact sports have on family relationships will also be explored. A great deal of time will be spent on the preterite tense and all its irregular forms, with the emphasis on narrating what happened at an event. Students will also be introduced to direct and indirect object pronouns in relation to sports vocabulary. Students will watch the movie "Goal" to incorporate themes of hard work to achieve dreams. After practice and repetition in the past tense, students will ultimately perform a newscast about a game that has already taken place.

Stage 1: Desired Results - Key Understandings

Standard(s)

ACTFL World Readiness Standards for Learning Languages

- Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)
- Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)
- 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.1.3)
- 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.2.1)
- 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. (C.2.2)
- Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures (C.3.2)
- 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.4.2)

Transfer

Students will be able to independently use their learning to...
T1 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.
T2 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 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.

Essential Question(s)

Students will keep considering...
Q1 What am I trying to say and how do I say it?
Q2 How do cultural differences impact how people react and interact?
Q3 How do I use my target language to work with others to achieve a common goal?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 the regular preterite tense
K2 stem changing preterite
K3 Irregular Preterite Verbs
K4 sports related vocabulary

Skill(s)

Students will be skilled at...
S1 retelling what happened with appropriate enthusiasm
S2 narrating the action of a sporting event

Stage 1: Desired Results - Key Understandings		
Madison Public Schools Profile of a Graduate • Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) • Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	**K5** direct object pronouns	**S3** using the appropriate preterite verb form correctly/spontaneously