



Spanish 3 - Unit 4 - Misterios del mundo (Mysteries of the world)

Unit Focus

Spanish 3 students will take a journey into the mysteries of the Spanish-speaking world, interpreting several legends, including the famous chupacabras: the Mysterious Monster of Latin America and comparing them to legends of their own culture. Students will see how the past tenses are used together for different reasons in the authentic context of legends. Students will embark on a task of creating their own Mysterious Monster of Madison, using the past tenses together, and their imaginations.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages - 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 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) - 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. (C.4.1) - 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) 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)	<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 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.	
	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 Effective readers, listeners, and viewers access texts (e.g., film, interviews, blogs, artwork) and examine the author's, speaker's, or director's choices that affect its use. U3 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.	<i>Students will keep considering...</i> Q1 What am I trying to say and how do I say it? Q2 What does the source or text say? What does it mean? Q3 How do myths and legends reflect the beliefs and values of a people?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Imperfect tense (regular and irregular verb endings) K2 Preterite tense (review) K3 Indirect and direct object pronouns K4 Preterite vs Imperfect application	<i>Students will be skilled at...</i> S1 Reading and interpreting texts at the intermediate level. S2 Deciding between using the preterite or imperfect tenses in context, such as talking

Stage 1: Desired Results - Key Understandings

K5 Vocabulary associated with myths and legends
K6 Details of common legends of the Spanishspeaking world
(Los novios, El sol y la luna, El chupacabras)
K7 Basic knowledge of the imperfect progressive

about their personal past, or well-known legends from the Spanish speaking world.
S3 Comparing legends of the Spanishspeaking world to those of their own culture.
S4 Using the progressive tenses to communicate about what was happening at a specific time in the past.
S5 Using direct and indirect object pronouns correctly in context.