



Spanish 4 - Unit 1 - La entrada a Sudamérica

Unit Focus

"The Hidden Gems of Latin America" is the theme for all four units of the Spanish 4 course.

In the first unit of Spanish 4, students will travel to Colombia, the gateway to South America! Students will explore their identity as travelers as they learn about different locations and regions of Colombia. They will discover the beauty of the country that is embedded in the rich culture, learning about famous Colombian artists, musicians, and of course, the coffee. Building off of their prior knowledge of the present, future, and conditional tenses, students will use the future and conditional tenses to research the country, design a future vacation and make recommendations to avoid travel problems. Ultimately, each student will act as a travel agent, and use all of the information he/she has learned about Colombia, supplemented with internet research, to customize a vacation to Colombia for the family of a classmate. ¡Viajemos a Colombia!

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 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) • Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C.5.2)	<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 Gather information from a variety of resources and perspectives to build cultural context. T3 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 readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U3 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. U4 One can use language skills to pursue personal interests and broaden his/her opportunities.	<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 cultural products and practices reflect the beliefs and values of a people? Q4 How will knowing another language help me explore my interests? Q5 How does experience shape my perceptions of the world? Why is it important to be worldly?

Stage 1: Desired Results - Key Understandings

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)
- Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Travel related vocabulary

K2 Future tense

K3 Ir + a + infinitive (simple future)

K4 Conditional tense

K5 Cultural knowledge of Colombia

Skill(s)

Students will be skilled at...

S1 Reading, writing, and speaking about travel experiences

S2 Comprehending and interpreting text at the intermediate level

S3 Using the future tense to create future travel plans

S4 Using travel expressions correctly in order to have a successful trip

S5 Revising written work

S6 Using the conditional tense to communicate about travel