



Spanish 4 Honors - Unit 1 - Las familias contemporáneas

Unit Focus

In the first unit of Spanish IV Honors, students will examine more closely their family norms, travel, and education pursuits. Is their family modern or traditional? What do they do in their free time? Are they interested in travel? What are their career aspirations? These are just a few of the questions that students will be asked to consider as they develop and hone their understanding and application of the subjunctive mood, which was begun in Spanish 3. Throughout this unit, students will be exposed to a variety of unit-related, authentic written and spoken texts, recordings, and prompts to further their growth in the language. To bring closure to this unit, students will investigate and analyze the tourist attractions in one of the Spanish-speaking countries of the world and create a tourist brochure to promote travel to that country.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
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) • 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)	<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 Gather information from a variety of resources and perspectives to build cultural context.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) 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 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U4 The examination of cultural products, perspectives, 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 How do I select and use information to support my ideas? Q3 What is life like in our community and country and how does it compare to the Hispanic world? Q4 How do cultural products and practices reflect the beliefs and values of a people?

Stage 1: Desired Results - Key Understandings

- 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.5.1)

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- 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)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

- K1** Family and community vocabulary
- K2** Conjugations of the present subjunctive
- K3** Present Subjunctive vs. Indicative as it relates to: Recommendations, Impersonal expressions, Doubt, Desire, Emotions, Negation
- K4** Contemporary life vocabulary
- K5** Basic information related to current events and literature

Skill(s)

Students will be skilled at...

- S1** Recognizing when to use the subjunctive vs. indicative in a specific context.
- S2** Recognizing when to use the infinitive versus the subjunctive or indicative.
- S3** Communicating about factual or doubt-causing situations related to family/ community and contemporary life.
- S4** Comparing and contrasting cultural practices, products, and perspectives with their own.
- S5** Reading and interpreting texts at the intermediate level.