Spanish 5 - Unit 1 - Una guía a España

Unit Focus

There are many different types of travelers; art lovers, hipsters, history buffs, etc. In the first unit of Spanish 5, students will act as travelers while taking an adventure through the major cities of Spain. Students will learn how to navigate public transportation systems throughout the country as well as how to read and interpret menus. Later, in the PBA, students will present autonomous regions of Spain to their classmates, in which they will show their expertise of the culture by using the unit grammar and vocabulary, which builds off of the present tense, present subjunctive, and high frequency words learned in prior units. Students will work on the skill of perseverance by initiating communication in the target language and circumlocuting to successfully overcome challenges in speaking.

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

Transfer

Students will be able to independently use their learning to...
T1 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)
T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.
T3 Gather information from a variety of resources and perspectives to build cultural context.

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 products and practices reflect the beliefs and values of a people?
Q3 What does the source or text say? What does it mean?
Q4 Is what I'm saying understood?
Q5 How do regional differences reflect local tradition and customs?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 Formation of the present subjunctive
K2 Subjunctive - basic concepts (willing - recommendations, requests (querer), suggestions)

Skill(s)

Students will be skilled at...
S1 Using the subjunctive to express wants, make suggestions, and make recommendations of what to do/not to do.

Stage 1: Desired Results - Key Understandings		
through comparisons of the cultures studied and their own. (C.4.2) • Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C.5.2) **Madison Public Schools Profile of a Graduate** • Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	**K3** Subjunctive (impersonal expressions) **K4** Basic knowledge of the autonomous communities of Spain **K5** Vocabulary related to travel.	**S2** Explaining how to utilize various transportation systems in Spain (metro in Madrid, RENFE, plane) **S3** Presenting information related to the autonomous communities of Spain. **S4** Incorporating unit vocabulary into communication (describing food, traveling, and connecting to local traditions) **S5** Using circumlocution when communicating (to stay in the target language) **S6** Communicating in the subjunctive mood with impersonal expressions **S7** Reading and interpreting texts at the intermediate level