



Spanish 5 - Unit 2 - Navegando Sudamérica

Unit Focus

In the second unit of our exploration, students will focus on their own personal travel interests in an investigation of South America, mirroring the travel explorations of Spain from Unit 1. Students will also further advance their grammatical study with the application of the imperative mood in the context of travel as well as giving and receiving directions, which builds on the knowledge of the subjunctive mood from Unit 1. Students will conduct research on their assigned country and present their findings based on their individual travel preferences. Throughout the unit, students will express recommendations and possible travel situations, in which they employ the highest level of grammatical structures. Other skills in this unit include presentational and interpersonal speaking, reading of authentic articles, as well as listening comprehension of peers' ideas. Students will work on the skills of analyzing and self-awareness by incorporating their knowledge of South America, their personal interests, and teacher and peer feedback into informative writing as they blog about travelling through South America as their preferred type of traveller.

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) - Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture	<i>Students will be able to independently use their learning to...</i> 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 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U3 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)	<i>Students will keep considering...</i> 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 Is what I'm saying understood? Q4 How can one city/region/country engage travelers/residents who have varied interests?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Formation of the imperative mood, specifically formal commands.	<i>Students will be skilled at...</i> S1 Using the imperative mood (formal commands) to give and receive directions.

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 - Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) - Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)	K2 Subjunctive - basic concepts (willing - recommendations, requests (querer), suggestions, relative clauses, impersonal expressions) K3 Vocabulary relating to travel, food, and transit K4 Basic knowledge of various South American countries.	S2 Using the subjunctive (present) to express wants, make suggestions, and make recommendations. S3 Communicating about information related to an assigned country in South America. S4 Using circumlocution when communicating to stay in the target language. S5 Reading and interpreting texts at the intermediate level
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