



Spanish 4 - Unit 1 - De vacaciones a la Isla del Encanto! (On vacation to the island of enchantment)

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 Puerto Rico, La Isla del Encanto! Students will explore their identity as travelers as they learn about different locations and regions of Puerto Rico. They will discover the beauty of the island that is sometimes overshadowed by the economic and political turmoil of the island. They will use the present tenses to investigate island culture, turmoil, and hidden gems of Puerto Rico, as well as the future and conditional tenses to 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 Puerto Rico, supplemented with internet research, to customize a vacation to Puerto Rico for the family of a classmate. Viajemos a Puerto Rico!

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - <i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i></p> <ul style="list-style-type: none"> • C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics • C.1.3 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 <p>C.2 CULTURES - <i>Interact with cultural competence and understanding</i></p> <ul style="list-style-type: none"> • C.2.1 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.2.2 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. <p>C.3 CONNECTIONS - <i>Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations</i></p> <ul style="list-style-type: none"> • C.3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.</p> <p>T2 Gather information from a variety of resources and perspectives to build cultural context.</p> <p>T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication)</p> <p>U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)</p> <p>U3 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.</p> <p>U4 One can use language skills to pursue personal interests and broaden his/her opportunities.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What am I trying to say and how do I say it?</p> <p>Q2 What does the source or text say? What does it mean?</p> <p>Q3 How do cultural products and practices reflect the beliefs and values of a people?</p> <p>Q4 How will knowing another language help me explore my interests?</p> <p>Q5 How can I safely experience a country for all that it is, through conflict and beauty? What lies beneath turmoil?</p> <p>Q6 How does experience shape my perceptions of the world? Why is it important to be worldly?</p>

Stage 1: Desired Results - Key Understandings

<p><i>C.5 COMMUNITIES - Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world</i></p> <ul style="list-style-type: none"> • C.5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none"> • 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	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 Travel related vocabulary K2 Present tense - regular and irregular K3 Present progressive tense K4 Future tense K5 Ir + a + infinitive (simple future) K6 Cultural knowledge of Puerto Rico</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Reading and writing about travel experiences S2 Speaking about what is happening in a given situation S3 Comprehending native conversation S4 Communicating about plans S5 Using the future tense to explain what they will do to avoid problems when traveling S6 Designing a trip as a travel agent to Puerto Rico S7 Using travel expressions correctly in order to have a successful trip S8 Revising written work S9 Using the present tenses to communicate about travel</p>