



# Spanish 3 - Unit 1 - Esperanza para el futuro (Hope for the future)

## Unit Focus

In this first unit of Spanish 3, students will explore the difficulties of life in Guatemala and, more importantly, what is being done to improve the situation there. Students will read *Esperanza*, a true story about a family forced to emigrate from Guatemala to escape violence and create a more hopeful future. Students will view a variety of video clips as well as a documentary, such as "Living on One Dollar a Day," to better understand daily life in Guatemala. Students will independently explore the efforts of two charitable groups who are working to improve the socioeconomic situation and political climate. After examining Guatemala as a model, students will open up their investigation to the entire global community. Ultimately, students will find an actual charitable organization anywhere in the world to which they will apply for an internship, showcasing their new knowledge of the future and conditional tenses (will and would) to explain in the application how the experience will help them to realize their own hopes for the future, how their efforts will help to improve the situation in the community in which they will work, and explain in which area of the internship program they would like to participate. If we work together, there is hope for the future!

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>ACTFL World Readiness Standards for Learning Languages</b> <ul style="list-style-type: none"><li>• Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C.1.2)</li><li>• 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)</li><li>• 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)</li><li>• 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)</li><li>• 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)</li><li>• 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)</li></ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. <b>T2</b> Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure) <b>T3</b> Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) <b>U2</b> Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) <b>U3</b> How we see the world (the judgments we make, the people we relate to) is dependent upon experience (personal, historical, current events). <b>U4</b> Knowledge of another language and culture help one to participate in the global community (real and virtual). <b>U5</b> The examination of cultural practices creates opportunities to better understand and appreciate another culture and its people.	<i>Students will keep considering...</i> <b>Q1</b> What does the source or text say? What does it mean? <b>Q2</b> What am I trying to say and how do I say it? <b>Q3</b> How are other cultures different from my own, and from each other? <b>Q4</b> How do I use my target language to work with others to achieve a common goal? <b>Q5</b> How do cultural practices reflect the beliefs and values of a people?

## Stage 1: Desired Results - Key Understandings

<b>Madison Public Schools Profile of a Graduate</b> <ul style="list-style-type: none"> <li>Decision Making: Make responsible decisions, based on potential outcomes. (POG.4.2)</li> <li>Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG.5.1)</li> </ul>	<b>Acquisition of Knowledge and Skill</b>	
	<b>Knowledge</b>	<b>Skill(s)</b>
	<i>Students will know...</i> <b>K1</b> Future tense (regular and irregular verb forms) <b>K2</b> Por vs. Para application <b>K3</b> Conditional tense (regular and irregular verb forms) <b>K4</b> Vocabulary associated with global challenges <b>K5</b> Main ideas and themes from the novel Esperanza <b>K6</b> Basic knowledge of the Guatemalan Civil War and the resulting difficulties of daily life	<i>Students will be skilled at...</i> <b>S1</b> Reading and interpreting texts at the intermediate level. <b>S2</b> Using the future tense to make predictions, plans, and goals <b>S3</b> Using the conditional tense to explain what they would do in a situation <b>S4</b> Deciding between por or para in context <b>S5</b> Using the past, present, and future tenses to talk/write about what happened, is happening and will happen in the novel Esperanza and in Guatemala.