



Spanish 4 Honors - Unit 4 - La ciencia y la tecnología

Unit Focus

In this fourth and final unit of Spanish IV Honors, students will probe the constantly-evolving world of science and technology. While investigating and discussing these unit themes, students will be tasked with learning and putting to use the Perfect/Haber tenses, past participles used as adjectives, and the passive voice. 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. Students will be forced to analyze the improvement of a product over time, the limitations of an existing product and imagine and present an innovation to it.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages <ul style="list-style-type: none">• 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 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)• Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1)• 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)	<i>Students will be able to independently use their learning to...</i> T1 Initiate communication on and respond effectively to a given topic based on interactions/exchanges. T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> 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 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. U4 The examination of cultural products 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 How do cultural products and practices reflect the beliefs and values of a people? Q4 How are science and technology impacting us personally, socially, and globally?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 The Perfect/Haber Tenses. K2 Active & Passive Voice	<i>Students will be skilled at...</i> S1 Using the Perfect/Haber tenses to communicate present, past, future, and

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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- Idea Generation: Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations. (POG. 2.1)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

K3 Past participles as adjectives
K4 Science/medical vocabulary.
K5 Basic information related to current events and literature.
K6 Technology vocabulary

conditional events tied to science and technology.
S2 Distinguishing between the uses and intricacies of the active versus passive voice.
S3 Using past participles with not only the Haber/Perfect Tenses, but also as adjectives.
S4 Reading and interpreting texts at the intermediate level.
S5 Communicating about science and technology, incorporating unit vocabulary