



Spanish 3 - Unit 3 - Hispanos heróicos (Heroic Hispanic)

Unit Focus

This third unit of Spanish 3, students will focus on Heroic Hispanics, identifying how each person's influence impacts their respective communities. Grammatical study will pivot to focus on the past tenses, while building on their knowledge of the present. Students will employ unit vocabulary to describe the actions and talk about the prestige of historically significant latinos. 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 citizenship and product creation by considering their knowledge of influential Latinos in a video presentation.

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 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)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 through comparisons of the cultures studied and their own. (C.4.2) Madison Public Schools Profile of a Graduate <p>Product Creation: Effectively use a medium to communicate important information. (POG.3.2) Citizenship: Identify, analyze and contribute to critical issues in society in an ethical and responsible manner. (POG.5.1)</p>	<i>Students will be able to independently use their learning to...</i> T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. 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 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 Effective readers, listeners, and viewers access texts in order to build knowledge in cultural context. U4 One's worldview is shaped by their experiences and may be influenced by messages received from notable public figures	<i>Students will keep considering...</i> Q1 How do influencers shape our worldview? What have I done that is influential? Q2 What am I trying to say and how do I say it? Q3 What does the source or text say? What does it mean? Q4 How do cultural products and practices reflect the beliefs and values of a people?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Adjective agreement K2 Numbers (to express age and birth year)	<i>Students will be skilled at...</i> S1 Communicating about identity and cultural practices.

Stage 1: Desired Results - Key Understandings

K3 Preterite tense Regular (ar, er, ir) car/gar/zar dar/ver/ser/ir
Irregular preterite Stem changing preterite
K4 Vocabulary related to describing oneself, others, and being
a contributing member of society.

S2 Describing themselves and others
including present and past actions,
personality, age, and year of events
S3 Using the preterite to communicate
about specific actions and influencer did
and the impact an influencer had on society.
S4 Reading and interpreting texts at the
intermediate level.