



Spanish 2 - Unit 2 - Festivales

Unit Focus

In this unit students will explore the many different and unusual festivals celebrated in Spain. Using Google Earth and other online resources, they will locate where in Spain a festival takes place and the history of how each festival began. They will further investigate the festival and its effect on the area's local economy. After taking a "tour" around Spain and visiting each festival during group presentations, students will individually choose which festival about which they would like to create a children's book. They will compare what happens at the festivals in Spain to celebrations and traditions in the United States and locally in Madison. Students will learn about foods and festival related vocabulary and will practice stem changing verbs and simple past preterite to describe what they want and can do at each festival and what happened at the festival the day before.

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)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)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)	<i>Students will be able to independently use their learning to...</i> T1 Gather information from a variety of resources and perspectives to build cultural context. T2 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations. T3 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 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people. U3 One can use language skills to pursue personal interests and broaden his/her opportunities.	<i>Students will keep considering...</i> Q1 What does the source or text say? What does it mean? Q2 What am I trying to say and how do I say it? Q3 How do I select and use information to support my ideas? Q4 How are other cultures different from my own, and from each other?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 festival related vocabulary K2 stem changing verbs K3 how to use online resources	<i>Students will be skilled at...</i> S1 Using simple vocabulary to accompany pictures in order to tell a story S2 Asking questions orally and in writing to compare cultural norms ex. What do you do that is

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

K4 Basic information on different festivals in the Spanish speaking world

K5 Basic preterite -ar,-er,-ir and -car,-gar,-zar, ir and ver and dar.

similar in your family? How is your culture's celebration different?

S3 Using online resources ethically and responsibly to gather information

S4 Using the stem changing verbs and past preterite in context.

S5 Using adjectives to describe festivals.