

Anoka-Hennepin Secondary Curriculum Unit Plan

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| Department: | World Language | Course: | Spanish III | Unit 1Title: | When I Was Little | Grade Level(s): | 9-12 |
| Assessed Trimester: | Tri A | Pacing: | 3 Weeks | Date Created: | 6/2014 | Last Revision Date: | 6/2014 |

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| Course Understandings: <i>Students will understand that:</i> <ul style="list-style-type: none">Knowledge, comprehension, and ability to manipulate the vocabulary and grammatical structures of the target language including the present, present progressive, future, preterite, and imperfect tenses allow them to communicate effectively both orally and in writing in the target language. (1.1, 1.2, 1.3)There are native speakers who are not used to communicating with second language learners and will be able to comprehend and respond to those speakers. (1.1, 1.2)There are diverse strategies which can be used to derive detail from unfamiliar authentic materials and literary samples. (1.2)Vocabulary, pronunciation, and syntax may vary by geographic location within a language (Spanish only) (1.2)Cultures are more complex than their stereotypes may indicate. (2.1, 2.2)Social and geographic factors affect cultural practices. (2.1)People contribute to their culture and will be able to recognize the contributions of artists, musicians, writers, and/or historical figures to the target culture. (2.2)High level exposure to the target language is essential to building proficiency in the target language (1.2) |
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DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

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| Established Goals | |
| ACTFL Standards for Foreign Language Learning <ul style="list-style-type: none">1.1: Students engage in conversations, provide and obtain information, express feelings and opinions.1.2: Students understand and interpret written and spoken language on a variety of topics.1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.3.1: Students reinforce and further their knowledge of other disciplines though the foreign language.3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its countries.4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. | |
| Transfer | |
| Students will be able to independently use their learning to: (product, high order reasoning) <ul style="list-style-type: none">Evaluate their own childhood use of and need for possessions after reviewing and reflecting on those of children around the world | |
| Meaning | |
| Unit Understanding(s): Students will understand that: <ul style="list-style-type: none">Interests are dictated by age and where you liveDifferent areas of the world have different influencesDifferent eras play a role in defining character | Essential Question(s): Students will keep considering: <ul style="list-style-type: none">What was important to me then compared to what is important to me now?How was my childhood influenced by the country where I grew up?How does the time in which I grew up define who I am? |
| Acquisition | |
| Knowledge - Students will: <ul style="list-style-type: none">Know the past tense verb formsKnow the word order for past tense sentencesKnow how to use reflexives and choose the | Skills - Students will: <ul style="list-style-type: none">Answer the essential questions in the target language in an academic wayIdentify main and supporting ideas and key vocabulary presented in authentic resources |

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| Reasoning - Students will: <ul style="list-style-type: none"> • | | |
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| Common Misunderstandings <ul style="list-style-type: none"> • Using preterite and imperfect in the wrong situations • Direct Pronouns vs Indirect Object Pronouns • Sentence structure/word order English interference | | Essential new vocabulary <ul style="list-style-type: none"> • Personal belongings, childhood related vocabulary, level 1 and 2 review. |