

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	World Language	Course:	Spanish III	Unit 3Title:	What is Entertainment?	Grade Level(s):	9-12
Assessed Trimester:	Tri A	Pacing:	4 Weeks	Date Created:	6/2014	Last Revision Date:	6/2014

<b>Course Understandings:</b> <i>Students will understand that:</i> <ul style="list-style-type: none"><li>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)</li><li>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)</li><li>There are diverse strategies which can be used to derive detail from unfamiliar authentic materials and literary samples. (1.2)</li><li>Vocabulary, pronunciation, and syntax may vary by geographic location within a language (Spanish only) (1.2)</li><li>Cultures are more complex than their stereotypes may indicate. (2.1, 2.2)</li><li>Social and geographic factors affect cultural practices. (2.1)</li><li>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)</li></ul>
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DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals	
<b>ACTFL Standards for Foreign Language Learning</b> <ul style="list-style-type: none"><li><b>1.1:</b> Students engage in conversations, provide and obtain information, express feelings and opinions.</li><li><b>1.2:</b> Students understand and interpret written and spoken language on a variety of topics.</li><li><b>1.3:</b> Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</li><li><b>3.1:</b> Students reinforce and further their knowledge of other disciplines though the foreign language.</li><li><b>3.2:</b> Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its countries.</li><li><b>4.1:</b> Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</li></ul>	
Transfer	
<b>Students will be able to independently use their learning to: (product, high order reasoning)</b> <ul style="list-style-type: none"><li>Create an 21st century advertisement for a product or experience highlighting a cultural form of entertainment in the target culture/s</li><li>Write a critique of an entertainment-related experience that reflects the customs of the target culture</li></ul>	
Meaning	
<b>Unit Understanding(s):</b> <b>Students will understand that:</b> <ul style="list-style-type: none"><li>Entertainment is defined differently in different cultures</li><li>Strategic language can be used to influence others</li><li>People stay connected in different ways</li><li>Technology has changed the way we look and spend our free-time</li></ul>	<b>Essential Question(s):</b> <b>Students will keep considering:</b> <ul style="list-style-type: none"><li>What is entertainment?</li><li>How do people from other cultures spend their time compared to how I spend my time?</li><li>How do people stay connected?</li><li>What is the impact of technology on free-time activities?</li></ul>
Acquisition	
<b>Knowledge - Students will:</b> <ul style="list-style-type: none"><li>Know the vocabulary for genres of books, music, and movies</li></ul>	<b>Skills - Students will:</b> <ul style="list-style-type: none"><li>Define entertainment</li></ul>

<ul style="list-style-type: none"><li>Know the entertainment customs in the target language country/ies</li><li>Know the formal command forms</li><li>Know that there are more verbs like gustar that follow the same pattern (Spanish)</li></ul> <b>Reasoning - Students will:</b> <ul style="list-style-type: none"><li></li></ul>	<ul style="list-style-type: none"><li>Understand others’ definitions of entertainment.</li><li>Recognize different ways of staying connected.</li><li>Understand the impact of technology on my free-time activities.</li><li>Understand the impact of technology on free-time activities around the world.</li></ul>
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<b>Common Misunderstandings</b> <ul style="list-style-type: none"><li>Free time is spent the same way all over the world</li><li>Conjugation of verbs like gustar for the wrong subject (Spanish)</li></ul>	<b>Essential new vocabulary</b> <ul style="list-style-type: none"><li>books, movies, phrases tv show preferences and comparisons, technology, phrases for critiques</li></ul>
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