

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	World Language	Course:	Spanish III	Unit 5 Title:	My Future	Grade Level(s):	9-12
Assessed Trimester:	Tri B	Pacing:	4 Weeks	Date Created:	6/2014	Last Revision Date:	6/2014

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)

DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

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">Participate in an interpersonal post-secondary interviewCreate a cover letter to describe goals, career aspirations, and abilities in the context of applying for a job or internship	
Meaning	
Unit Understanding(s): Students will understand that: <ul style="list-style-type: none">The world is always changing and the need to adapt is always presentThere are cultural differences in post-secondary preparations	Essential Question(s): Students will keep considering: <ul style="list-style-type: none">How will I interact with the world in the future?What will my world look like in ____ amount of years?
Acquisition	
Knowledge - Students will: <ul style="list-style-type: none">Know vocabulary for various professionsKnow the future tenseKnow the various post-secondary options in their own country and in target language countries Reasoning - Students will:	Skills - Students will: <ul style="list-style-type: none">Understand their choices for future interaction in this worldArticulate what their world might look like in # yearsDiscuss future wishes and plans with their peers and in formal situations

<ul style="list-style-type: none">• Correctly use subjunctive or future to refer to future events• Explain the reasoning of their future plans	
Common Misunderstandings <ul style="list-style-type: none">• Post-Secondary options are the same worldwide• Realize/Achieve false cognate (Spanish)	Essential new vocabulary <ul style="list-style-type: none">• profession, service industry, goals, to become, to achieve, dreams, to plan, to realize, vision, ,realistic