# Unit 10: A trip through Spain

Content Area: **World Languages**
Course(s): **Spanish 5 CP, Sports Nutrition**
Time Period: **June**
Length: **7 blocks**
Status: **Published**

## Enduring Understandings

Language learning involves acquiring strategies to fill communication gaps.

Cultural perspectives are gained by using the language and through experience with its products and practices.

Geography influences our society and its institutions.

Learning a different language/culture leads to greater understanding of one's own language and culture.

## Essential Questions

How can I become a more effective reader, writer, speaker and listener in Spanish?

How can I use context clues and key phrases to infer meaning of new words?

How can the use of multiple resources strengthen my written and oral presentations?

What strategies do I need to communicate in linguistically and culturally appropriate ways?

## Content

Vocabulary:

Any vocabulary relevant to geography, history, culture, language, food, etc. to Spain

Any vocabulary presented by student presenters to classmates

## Skills

-Identify new vocabulary in order to interpret authentic texts different locations/traditions in Spain

-Identify the different autonomous communities in Spain and their geographical features, culture, language, celebrations, food, leisure activities, etc.

-Create conversations with classmates on research topics

-Present a summary of a chosen topic on a tradition/place/event in Spain to classmates

## Resources

Google Classroom

Google Slides

Google Docs

Student Notebooks

chromebooks

LCD projector

maps

*AP Spanish-Preparing for the Language Exam* listening comprehension activities and email writiing prompts

CDs/CD player

Sony MP3 digital recorder

Conversation starter cards

Surveys (for conversation)

Spanish online news sites (People en espanol, BBC Mundo, etc.)

## Standards

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| WL.7.1.IM.A.2 | Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. |
| WL.7.1.IM.A.3 | Analyze the use of verbal and non - verbal etiquette (i.e., gestures, intonation, and cultural |

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| | practices) in the target culture(s) to determine the meaning of a message. |
| WL.7.1.IM.A.4 | Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. |
| WL.7.1.IM.A.5 | Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. |
| WL.7.1.IM.A.7 | Infer the meaning of some unfamiliar words in some new contexts. |
| WL.7.1.IM.A.8 | Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. |
| WL.7.1.IM.B.2 | Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities in familiar and some unfamiliar situations. |
| WL.7.1.IM.B.3 | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. |
| WL.7.1.IM.B.4 | Ask and respond to factual and interpretive questions of a personal nature, on school - related topics, and on some unfamiliar topics and situations. |
| WL.7.1.IM.B.5 | Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. |
| WL.7.1.IM.C.2 | Dramatize student - created and/or authentic short plays, skits, poems, songs, stories, or reports |
| WL.7.1.IM.C.3 | Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. |
| WL.7.1.IM.C.4 | Synthesize information found in age - and level - appropriate culturally authentic materials. |
| WL.7.1.IM.C.5 | Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices. |