# Unit 9:Un viaje por las regiones de España

Content Area: **World Languages**
Course(s): **AP Spanish**
Time Period: **June**
Length: **5 weeks**
Status: **Published**

## Transfer Skills

A trip through Spain: TLW explore the regions of Spain through its history, architecture, art, food, leisure activities, culture, language and geography

## 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.

A wide range of communication strategies and cultural knowledge must be used to solve authentic problems in the language.

Successful communication is knowing how, when and why to convey a message to different audiences.

## 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?

How does the art of a community reflect its public identity?

How does one's identity evolve over time?

How does language shape our cultural identity?

## Content

Vocabulary:

Vocabulary relevant to geography, history, culture, language, food, etc. to Spain

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

Teacher generated practice worksheets

Google Slides

YouTube

newspaper/magazine articles in Spanish

computer

Chromebooks

## Standards

The three modes of communication-Interpretive, Interpersonal, and Presentational-defined in the World Readiness Standards for Learning Langauges, are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Advanced range, as described in the ACTFL Performance Descriptors for Language Learners.

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| 7.1.IH.IPRET.1 | Summarize the main idea, several details, and some inferences of literary or informational texts on a range of topics. |
| 7.1.IH.IPRET.2 | Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses. |
| 7.1.IH.IPRET.4 | Summarize information from oral and written discourse dealing with a variety of topics. |
| 7.1.IH.IPRET.5 | Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. |
| 7.1.IH.IPRET.7 | Infer the meaning of most vocabulary, including some culturally appropriate and idiomatic expressions related to familiar or studied topics, by using context clues and text structures. |
| 7.1.IH.IPRET.8 | Collect, share, and analyze data related to global issues including climate change. |
| 7.1.IH.IPERS.1 | Exchange information in conversations and some discussions on a variety of familiar and some concrete topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. |
| 7.1.IH.IPERS.2 | Explain preferences, opinions, and emotions and give advice on a variety of topics, using connected sentences that may combine to form paragraphs and asking a variety of questions, often across time frames. |
| 7.1.IH.IPERS.3 | Relate personal stories, events, and experiences using connected speech and with accuracy in the present tense and often across time frames. |
| 7.1.IH.IPERS.4 | Engage in oral and written discourse in a variety of situations that sometimes involve a complication, using connected sentences that may combine to form paragraphs. (Show consistent accuracy in the present tense and show some accuracy with other time frames.) |
| 7.1.IH.IPERS.5 | Ask and respond to questions and state opinions as part of a group discussion on topics and situations of a personal, academic, or social nature. |
| 7.1.IH.IPERS.6 | Compare and contrast global issues in a group discussion, with emphasis on climate change and its impact on the target language regions of the world and the people who live in those areas. |
| 7.1.IH.PRSNT.1 | Present detailed information orally and in writing on information gathered from culturally authentic resources, using short paragraphs and often using major time frames. |
| 7.1.IH.PRSNT.2 | Tell and write detailed stories, presentations, speeches on community events and personal experiences, using connected sentences and short paragraphs, often across major time frames. |
| 7.1.IH.PRSNT.3 | Use language creatively when responding to oral, written, and visual prompts on familiar and unfamiliar topics and situations. |
| 7.1.IH.PRSNT.4 | Use language creatively in writing for a variety of purposes. |
| 7.1.IH.PRSNT.5 | Express viewpoints on familiar and researched topics, give reasons to support the claims, and speak and write in strings of connected sentences and some short paragraphs. |