

## Unit #1: Spain - Global Issues and Challenges; Interdisciplinary/Stem

### Unit Outline: Buen Viaje 3 Textbook

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| <p><b>Unit Overview:</b><br/><b>Spain - Global Issues and Challenges; Interdisciplinary/Stem</b></p>  | <p>Theme: <b>Spain - Global Issues and Challenges; Interdisciplinary/Stem</b></p> <p>Topic: <b>Countries and Capitals, Food, Geography, Governments, Landforms, social issues; art, Weather, History, Historical Figures, Historical Sites, Timelines, Historical Events</b></p> <p>Essential Questions:</p> <ul style="list-style-type: none"><li>• How has geography impacted people's lives?</li><li>• How do the type of government and its implementation affect the quality of life?</li><li>• How does the climate in different regions affect food and culture?</li><li>• What impact do major historical events have on people's lives and the future of a country?</li></ul> |
| <p><b>Proficiency Level of Tasks in This Unit:</b></p> <p><a href="#">Standards Alignment Tools</a></p>   | <p>Levels of Can-do statements used:<br/>Spanish 3cp: Novice high - Intermediate mid<br/>Spanish 3hn: Intermediate low - intermediate high</p>   |
| <p><b>Language Grammar Structures &amp; Vocabulary:</b></p> <p><i>Overview of the content students will know by the end of this unit</i></p>          | <ul style="list-style-type: none"><li>• Students will know how to express the simple past tense.</li><li>• Students will know how to change verbs in order to express who did the action and when.</li><li>• Students will know how to recognize a regular verb, stem changing and spelling change verbs in the simple past tense.</li><li>• Students will know basic vocabulary of geography and how it relates to Spain- hill, country ...</li></ul>   |
| <p><b>Learning Targets — Communication:</b></p> <p><i>Interpretive, interpersonal and presentational</i></p> <p><a href="#">Can-Do Statements</a></p> | <p><b>Interpretive:</b></p> <p>Listening:</p> <ul style="list-style-type: none"><li>• I can understand a clear and repeated announcement about a flight's departure time and/or gate.</li><li>• I can understand that an event is being postponed or cancelled.</li></ul>  |

- I can understand what information is being offered in a TV ad, YouTube clip or radio announcement.
- I can understand a tour guide's description of a city's history and attractions.
- I can follow a conversation about a person's recent experience of a trip.
- I can understand some simple information from a movie trailer.
- I can understand a recorded narrative about the geography, culture and history of Spain.

**Reading:**

- I can understand information in readings about Spain's geography, history and culture.
- I can understand simple captions under photos.
- I can identify destinations and major attractions on a travel brochure.
- I can understand descriptions of how food is prepared in a recipe or how it was prepared.

**Presentational:**

**Speaking:**

- I can talk about what I did over the weekend or on vacation.
- I can give information about Spain's geography and landscape.
- I can participate and perform a skit.
- I can present my ideas about something I learned.
- I can describe a place I have visited or want to visit.
- I can report on a social event that I attended.
- I can recount some details of historical events in Spain's history.
- I can give information about the past and what I did yesterday.

**Writing:**

- I can write a summary about the geography and some details on the history of Spain.
- I can write about what happened over the weekend.
- I can write about a food I prepared.
- I can write a conversation about an experience in a restaurant.

**Interpersonal:**

- I can talk about what I did, ate, learned.
- I can respond to questions about what I did with my friends.
- I can have a conversation about a trip that I went on.

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|   | <ul style="list-style-type: none"> <li>I can have a conversation with a waiter about an order.</li> </ul>  |
| <p><b>Preliminary ideas</b><br/> <b>Learning Targets — Culture:</b><br/> <i>Intercultural <a href="#">Can-Do Statements</a></i></p>   | <ul style="list-style-type: none"> <li>I can talk about the basic history of Spain.</li> <li>I can discuss the geographical regions of Spain.</li> <li>I can locate many major cities in Spain on a map.</li> <li>I can discuss the food of Spain and “tapas”.</li> </ul>  |
| <p><b>Communicative Goal:</b><br/> <i>What will students be able to do by the end of this unit?</i></p>   | <ul style="list-style-type: none"> <li>Students will be able to discuss geography of Spain in the target language.</li> <li>Students will be able to have conversations about what they did yesterday, last night, last week, etc.</li> <li>Students will be able to ask and answer questions about the past.</li> </ul>   |
| <p><b><u>Authentic/Other Resources:</u></b><br/> <i>What types of audio, video or text (readings) are related to this unit’s theme or topic?</i></p>  | <p>Movie: “El Laberinto del Fauno”<br/> Songs: “Ayer” Gloria Estefan<br/> “Cuando Te Vi” Los Fabulosos Cadillacs<br/> “Te Busqué” Nelly Furtado<br/> “Todo Cambió” Camila<br/> “Eres Mi Religión” Maná<br/> “Geografía” La Oreja de Van Gogh (geography vocab)</p> <p>Videos:<br/> Historia de Andalucia<br/> <a href="https://www.youtube.com/watch?v=NoyUDDUN5u8&amp;feature=related">https://www.youtube.com/watch?v=NoyUDDUN5u8&amp;feature=related</a><br/> Andalucía, un recorrido por la historia y el arte<br/> <a href="https://www.youtube.com/watch?v=-HacnoqZYnl&amp;feature=related">https://www.youtube.com/watch?v=-HacnoqZYnl&amp;feature=related</a><br/> Granada <a href="https://www.youtube.com/watch?v=T3qvnrdOH4E&amp;feature=relmfu">https://www.youtube.com/watch?v=T3qvnrdOH4E&amp;feature=relmfu</a></p> |
| <p><b><u>Instructional Strategies and Resources:</u></b><br/> <i>Overview of helpful instructional strategies for this unit (communication, diverse learners, technology, career connections, etc.) Films</i></p> | <ul style="list-style-type: none"> <li>Verb conjugation practice games - pasas</li> <li>Written dialogues by students to include grammar/verb tense and vocabulary words</li> <li>Bingo games for vocabulary and grammar</li> <li>Kahoot games for practice</li> <li>Ask and answer questions using the preterite tense</li> <li>Pre-reading and reading template</li> </ul>   |
| <p><b><u>Pre-Assessment of Prior Knowledge DDM:</u></b></p>   | <ul style="list-style-type: none"> <li>DDM is based on preterite and imperfect and given at the beginning of the semester and at the end</li> </ul>  |

*How will students show what they  
already know about this topic?*