



Grade 2 Spanish - Unit 1 - ¡Yo soy único! (I'm unique!)

Unit Focus

In this first unit of second grade, students will create personal artifacts that highlight their likes, dislikes, personality traits, and family members. Students will use a variety of high frequency words throughout the unit to support their new learning and understanding of the content.

Students will apply their learning through a variety of strategies and techniques such as CI (Comprehensible Input), TPR (Total Physical Response), TPRS (Teaching Proficiency through Reading and Storytelling), and ASL (American Sign Language).

At the culmination of this unit, students will help a friend recreate their destroyed data as they apply their acquired skills learned in this unit.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages <ul style="list-style-type: none">Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions (C.1.1)Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (C. 1.2)Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (C.1.3) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none">Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)	<i>Students will be able to independently use their learning to...</i> T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful. T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges. T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication) U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U3 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)	<i>Students will keep considering...</i> Q1 Who am I? Q2 What does the source or text say? What does it mean? Q3 What am I trying to say and how do I say it?

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<p><i>Students will know...</i></p> <p>K1 High frequency words: yo, el hermano, la hermana, el perro, el gato, el pez, la mamá, el papá, el bebé, el abuelo, la abuela, casa</p> <p>K2 Verbs: soy, me gusta, no me gusta, tengo, tiene</p> <p>K3 Cognates: atlético/a, artístico/a, tímido/a, inteligente, generoso/a, imaginativo/a, creativo/a, energético/a, honesto/a, responsable, organizado/a, cómico/a, simpático/a, sociable</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Demonstrating listening comprehension of texts with high frequency vocabulary by using accurate images and appropriate gestures.</p> <p>S2 Identifying and using high frequency words in context.</p> <p>S3 Communicating about themselves to include likes/dislikes, personality traits, and family.</p>