



Grade 6 Spanish - Unit 3 - La Aventura de Brandon Brown

Unit Focus

In this third unit of sixth grade, students will continue expanding their knowledge of the language by reading a novel based on a character traveling to the Yucatan with his family. Students will explore and learn about historical sites and specific features that are quite popular in this region.

At the culmination of this unit, students will create their own adventurous ministry with a partner.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
ACTFL World Readiness Standards for Learning Languages - 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) - Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (C.2.1) - Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (C.4.2) - Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C. 5.2)	<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 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 One can use language skills to pursue personal interests and broaden his/her opportunities. U4 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.	<i>Students will keep considering...</i> Q1 What does the source or text say? What does it mean? Q2 What am I trying to say and how do I say it? Q3 How will the acquisition of high frequency words help me communicate in the target language? Q4 How do cultural products and practices reflect the beliefs and values of a people? Q5 How can I work respectfully and responsibly with my peers? Q6 How can my self-awareness tracker support my progress and success?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 High Frequency Words: duerme, hace ruidos, llega (a), piensa, se sorprende	<i>Students will be skilled at...</i> S1 Identifying cognates in texts in the target language in order to make meaning S2 Reading to interpret text and develop vocabulary

Madison Public Schools Profile of a Graduate

Stage 1: Desired Results - Key Understandings

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)
- Self-Awareness: Examining current performance critically to identify steps/ strategies to persist. (POG.4.1)

K2 Forms of the verb: IR - fui/fuiste/fue (preterite); voy,vas/va (present); quiere ir (wants to go - future)
K3 Main ideas, vocabulary and grammatical concepts from the novel, Brandon Brown versus Yucatán

S3 Identifying high frequency words in context.
S4 Communicating in the 1st, 2nd, and 3rd person of the verb
S5 Applying cultural knowledge to writing with high frequency words.
S6 The ability to use my self-awareness tracker to monitor by work progress