



Grade 6 Spanish - Unit 2 - Las Aventuras

Unit Focus

In this second unit of sixth grade, students will use the High Frequency Words (HFW) in a variety of contexts as we explore the adventures of different characters.

Students will receive comprehensible input through a movie talk, and reading a variety of ministories.

At the culmination of this unit, students will analyze a new story as they focus on the listening modality in their PBA.

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) Madison Public Schools Profile of a Graduate • Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	<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 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations. T3 Initiate communication on and respond effectively to a given topic based on interactions/exchanges. T4 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 What am I trying to say and how do I say it? Q2 How do I make sense of what I read if I don't understand every word? Q3 How do I use acquired high frequency words to comprehend various texts?

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 High Frequency Words: el cangrejo, el pez, un aro, la pelota, la comida, hacia, la semilla, la cueva K2 [1st and 3rd person singular (present tense)] Verbs: baja, se cae, se choca con, sigue, sube, agarra, quiere, quiere + infinitive, tiene dolor, tiene miedo, tira, me duele, se pone, abre, yo salgo, yo sé, vuelve K3 Cognates: el coco, la isla, la palma K4 Basic cultural information about the Mayas (Mayan ball game, cacao/chocolate, cenotes)	<i>Students will be skilled at...</i> S1 Reading contextually to develop vocabulary S2 Communicating about what others are doing in the 3rd person singular of the verb (él/ ella) S3 Identifying cognates in texts in the target language in order to make meaning S4 Character analysis S5 Compare & contrast featured characters