



Grade 6 Spanish - Unit 1 - ¡Yo tengo Talento!

Unit Focus

In this first unit of sixth grade, students will describe their own personal talents and interests, as well as the hobbies and talents of others. Students' knowledge of the structure of the language will be expanded upon, as they will use first, second, and third person verb forms to communicate. Vocabulary throughout the unit will be personalized each year based on students and their own interests.

At the culmination of this unit, students will create an audio recording to be a contestant on Polson tiene Talento by demonstrating their comprehension of the learned content and the use of the 1st person singular in the target language. This unit will push students to persevere, find ways to communicate their talents, using circumlocution as needed, all while remaining engaged in the task.

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) - Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (C. 5.2) 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 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 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 do I describe my talents and those of others?

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 1st, 2nd, and 3rd person singular (present tense) of jugar, tocar, and hacer. K2 First person singular (Yo) of verbs in the present tense K3 Personalized vocabulary - deportes, instrumentos, actividades K4 Talents of people abroad/talents of people who live in the United States.	<i>Students will be skilled at...</i> S1 Identifying and describing talents of self and others. S2 Comparing and contrasting talents S3 Responding to questions that are asked in the 2nd person singular of the verb. S4 Communicating about yourself in the 1st person singular of the verb (yo). S5 Communicating about what others are doing in the 3rd person singular of the verb (él/ ella) S6 Reading contextually to develop vocabulary S7 Identifying cognates in texts in the target language in order to make meaning contribute to their identity.