



Grade 7 Spanish - Unit 2 - La Isla más Peligrosa

Unit Focus

In this second unit of seventh grade, students will review pretense tense verbs using a variety of strategies and approaches. Students will continue this practice as they explore a family's adventure on an island through a novel in the target language. Students will demonstrate their reading comprehension and describe important events in the novel using the present tense. Finally, students will create their own promotional brochure showcasing what the island has to offer!

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) - Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (C.3.1) - Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (C.4.1) - 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 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure) T2 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication) U2 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal) U3 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication)	<i>Students will keep considering...</i> Q1 What does the source or text say? What does it mean? Q2 How do I make sense of what I read if I don't understand every word? Q3 What am I trying to say and how do I say it?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Present tense - regular (ar, er, ir) K2 Present tense - irregular (ir, go verbs) K3 The verb gustar	<i>Students will be skilled at...</i> S1 Expressing present actions in context. S2 Reading and interpreting texts. S3 Demonstrating listening comprehension of texts S4 Identifying high frequency words in context