



## Grade 1 Spanish - Unit 1 - Todos ayudan (Everyone helps)

### Unit Focus

In unit one of first grade, students will be taking an adventure to Machu Picchu, Perú, with a new friend named Billy. Students will be exposed to Perú and its culture, including items of clothing, like chullos and ponchos. Throughout the unit students will create graphic sentence strips to add to their handmade ponchos reflecting the high frequency words they have learned in each section of the unit. The concept of asking for help and being helpful is also addressed in this unit. Students will ultimately participate in a PBA where they will help Billy's abuela in Perú design a poncho to sell in her store, listening carefully to her instructions and accurately representing what she says on a poncho. Students will acquire high frequency words using comprehensible input and the TPRS method. Students will learn TPR gestures for each high frequency word, and demonstrate listening comprehension of engaging texts containing high frequency vocabulary by using accurate images and gestures. High frequency words for the unit include expressions of weather, family members, and high frequency verbs.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p><b>World Readiness Standards for Learning Languages</b> <i>World-Readiness Standards for Learning Languages (All)</i> <b>C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b></p> <ul style="list-style-type: none"> <li>• C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions</li> <li>• C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</li> <li>• C.1.3 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</li> </ul> <p><b>C.2 CULTURES - Interact with cultural competence and understanding</b></p> <ul style="list-style-type: none"> <li>• C.2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</li> </ul>	<p>T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.</p> <p>T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.</p> <p>T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)</p>	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p>U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication)</p> <p>U2 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)</p>	<p>Q1 What does the source or text say? What does it mean?</p> <p>Q2 What am I trying to say and how do I say it?</p> <p>Q3 How does Spanish help us explore the world?</p> <p>Q4 How can I help?</p>
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
	<p>K1 High Frequency Words (Ayuda, Es, El chullo, El poncho, El abuelo, La abuela, Hace calor, Hace frío, Hace fresco, Hace sol, Yo, ¿Quién?, Mi, Me gusta, ¿Qué es?, No sé)</p> <p>K2 Cognates: La familia, El papá, La mamá, Tormenta, El bebé, Animales, Favorito</p>	<p>S1 Demonstrating listening comprehension of texts with high frequency vocabulary by using accurate images and appropriate gestures.</p> <p>S2 Identifying high frequency words in context.</p> <p>S3 Asking for help and understanding how to help others.</p>

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

<p><b>Student Growth and Development 21st Century Capacities Matrix</b>  <i>Critical Thinking</i>                  • Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.</p>	<p>K3 RECYCLED VERBS: LLAMAR (ME, TE, SE), ESTAR (as in, ¿Cómo estás?), HABER (as in, Hay), COMER, TENER</p> <p>K4 NEW VERBS: SER, GUSTAR (ME, TE, LE), HACER (as in, Hace sol), ESTAR</p> <p>K5 Basic culture of Peru, including clothing.</p>	
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