



Grade 2 Spanish - Unit 1 - ¡Yo soy único! (I'm unique!)

Unit Focus

In unit one of second grade, students will learn how to talk about themselves by describing some of their physical characteristics and personality traits, as well as their family, in Spanish. Throughout the unit, students will create artifacts to capture interesting facts about themselves, while utilizing the high frequency words and other vocabulary they have learned in each section of the unit.

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. In addition to high frequency words, students will learn about cognates and their value in second language learning.

During this unit the students will participate in a PBA where they will be presenting their "all about me" artifacts to their classmates. The PBA presentations will serve as the content for a video, the final product to this unit, where the teacher will produce a video with clips from all of the 2nd grade students' individual presentations. This video will be shown to the incoming 2nd graders during the following school year.

By the end of the unit, students will have enough information about themselves and their classmates to be prepared to begin unit 2 and discussions of their being "especial/diferente/único" as individuals, and the importance and value of their differences and similarities.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p>World Readiness Standards for Learning Languages <i>World-Readiness Standards for Learning Languages (All)</i> C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</p> <ul style="list-style-type: none"> • C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions • C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics • 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 	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	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication)	Q1 Who am I? Q2 What does the source or text say? What does it mean?
	U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)	Q3 What am I trying to say and how do I say it?
	U3 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)	

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
<p>Student Growth and Development 21st Century Capacities Matrix <i>Collaboration/Communication</i> • Presentation: Students will be able to relay information and ideas to an authentic audience (other than the teacher) to promote collective understanding.</p>	<p>K1 Números 1 - 30 (review)</p> <p>K2 Colores (rojo, azul, blanco, negro, verde, anaranjado, rosa, amarillo, gris, café, morado)</p> <p>K3 High frequency words: Soy, Yo, Tengo, Cumpleaños (mi, de, en), Años, El Hermano, La Hermana, El cuerpo, Rubio, El Perro, El Gato, El Pez (Peces), La mamá, El papá, El bebé, El abuelo, La abuela</p> <p>K4 Cognates: Atlético/a, Artístico/a, Tímido/a, Inteligente, Generoso/a, Imaginativo/a, Creativo/a, Energético/a, Interesante, Honesto, Sociable, Responsable, Organizado/a</p>	<p>S1 Demonstrating listening comprehension of texts with high frequency vocabulary by using accurate images and appropriate gestures.</p> <p>S2 Identifying and using high frequency words in context.</p> <p>S3 Communicating about themselves, including who they are, birthday, age, personality, and family.</p>