



## Grade 1 Spanish - Unit 2 - ¡Aquí está el mapa! (Here is the map!)

### Unit Focus

In unit 2 of first grade we continue our adventure in Perú. Students will continue to be exposed to Perú and its culture including llamas, alpacas, and some of the food grown there. Throughout the unit students will go on an adventure with Billy and Camila following a map that will lead them to The Lost City of Machu Picchu. Students will ultimately participate in a two part PBA where they will create two products; (1) their own maps to "sell" at the Abuela's store and, (2) a sign letting customers know that there are maps, and other favorite items, for sale at Abuela's store. 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 feelings, expressions of needing/finding something, and interrogative words.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<b>World Readiness Standards for Learning Languages</b> <i>World-Readiness Standards for Learning Languages (All)</i> <b>C.1 COMMUNICATION</b> - <i>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</i> • 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 <b>C.2 CULTURES</b> - <i>Interact with cultural competence and understanding</i> • 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.	T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.	
	T2 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	T3 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
<b>Student Growth and Development 21st Century Capacities Matrix</b> <i>Collaboration/Communication</i> • Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.	U1 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication)	Q1 What does the source or text say? What does it mean?
	U2 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.	Q2 How does Spanish help us explore the world?
	U3 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?
	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
	K1 High Frequency words: (¿Dónde?, Necesita , Excava , Triste, Feliz, Encuentra, Vámonos/Va , Comida, ¿Por qué?)  K2 Números 0-20	S1 Demonstrating listening comprehension of texts with high frequency vocabulary by using accurate images and appropriate gestures.

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

K3 Cognates: Montaña, Valle , Círculo , Triángulo, Rectángulo , Óvalo , Línea, Línea curva , Mapa, Explora, Aventura, Idea

K4 RECYCLED VERBS: LLAMAR (ME, TE, SE), ESTAR, HABER (as in, Hay), COMER, TENER, SER, GUSTAR (ME, TE, LE), HACER (as in, Hace sol)

K5 NEW VERBS: NECESITAR, IR (as in, Vámonos/Va)

K6 Basic culture of Peru - animals, foods, etc.

S2 Identifying high frequency words in context.

S3 Demonstrating understanding of cultural products of Peru.