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| Unit Plan Context | |
| Language / Course: Spanish 1MS (grade 6) | Length of Unit: 2-3 weeks |
| Proficiency Checkpoint and Proficiency Target:  Checkpoint A - Novice High | |
| Meaningful Unit Title: *La capibara contenta* | |
| NYS World Language Anchor Theme:  A. Identity & Social Relationships | NYS World Language Anchor Topic:  A. Family & Social Relationships |
| Integrated NYS World Language Topics:  A. Identity B. Leisure B. Food & Mealtaking C. Physical Environment, Climate, Weather, & Geography B. Shopping | |
| Brief Unit Overview: The capybara is one of the most gregarious animals on the planet! He seems to be friends with all the animals, even ones that aren’t other capybaras. With his friends, he does different activities, eats all sorts of foods, and even dresses up in human clothes. In this unit, we will learn about this amiable animal, his habitat, and his habits. Students will examine their own definition of friendship, discuss friend groups, and explore the things that they like to do for fun. | |
| Inquiry Question(s): What makes a good friend? Do you have any friends that aren’t part of your friend group? | |

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| Standards and Functions | Unit-Level Can-Do Statements | Acceptable Evidence |
| 1. Interpretive Communication   [understand, interpret, analyze] | * I can identify the topic, important facts, and activities relating to capybaras and their friends * I can interpret activities that capybaras and their friends do * I can analyze the traits of a good friend | * by answering questions about illustrated articles and videos. * by answering questions about a series of images of capybaras. * by listing the characteristics in an infographic. |
| 1. Interpersonal Communication   [exchange information, express feelings, express preferences, express opinions] | * I can exchange opinions about friendship * I can express preferences about activities * I can exchange information about my friends | * in a conversation with a classmate to compare capybara friendships with my friendships. * In a conversation with a classmate about my daily schedule * in a conversation with a classmate to agree on some characteristics that make a good friend. |
| 1. Presentational Communication   [describe, inform, narrate, explain, persuade] | * I can describe the characteristics of a good friend * I can report information about capybaras * I can describe the activities I do * I can exchange opinions about using animals for food & clothing | * in a poster for the classroom about how to be a good friend. * in a short audiovisual presentation to younger students. * in a calendar page or schedule. * in a simple debate with a small group of classmates. |
| 1. Cultural Practices & Products   [identify, describe, explain] | * I can identify cultural products and practices related to the capybara | * by examining artifacts that use the image of capybaras |
| 1. Cultural Comparisons   [compare] | * I can compare cultural practices related to eating animals versus keeping them as pets in one’s own culture and in Spanish-speaking countries. | * by completing a Venn diagram with a partner. |

Resource: [NYS Learning Standards for World Languages](http://www.nysed.gov/common/nysed/files/programs/world-languages/nys-learning-standards-for-world-languages-2021.pdf)

Resource: [NYS World Language Performance Indicators for Modern Languages, Categories 1-2](http://www.nysed.gov/common/nysed/files/programs/world-languages/proficiency-ranges-and-performance-indicators-for-modern-languages-cat-1-2-1-pager-11x17.pdf)

Resource: [NYS World Language Performance Indicators for Modern Languages, Categories 3-4](http://www.nysed.gov/common/nysed/files/programs/world-languages/proficiency-ranges-and-performance-indicators-for-modern-languages-cat-3-4-11x17_0.pdf)

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| Summative Performance Tasks | | |
| Interpretive Task | Interpersonal Task | Presentational Task |
| View a series of photos of the capybara with titles identifying each activity and animal friend. List the activities that you also do. | With a partner, compare the activities that the capybara enjoys with ones you like to do with your friends. Which ones do you have in common? Which ones do you like the most? | Fill in a calendar/agenda page with a list of the things you like to do most and the friends who also enjoy these activities. |
| Read an infographic with information about the qualities of a good friend – in general, and online. List the qualities that you think are most important. | With a partner, exchange opinions about the characteristics of a good friend. What is a good friend like? What activities do you often do with a good friend? | Describe the characteristics of a good friend in a poster or audiovisual presentation. Include what a good friend is like and some things you do with a good friend. Present the poster/PPT to younger students. |

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| Language Toolbox | | |
| Key Language Functions | Supporting Language Structures | Supporting Vocabulary |
| * Identify different leisure activities * Describe friends * Express preferences about activities * Explain the things you like to do and the things your friend enjoys | * Present tense verbs of action * Verb “to be” w/descriptive adjectives * I like to + verb; I prefer… because * Comparatives (but…) | * Names of animals * Leisure activities * Foods and snacks * Clothing * Comparatives * Descriptive adjectives |

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| Resources and Materials | |
| Authentic Resources | Other Materials |
| **Video: “*Instituto Humboldt: El Chigüiro*” -** [youtu.be/Qup9EahEq94](https://youtu.be/Qup9EahEq94)**Video: “*CHIGÜIRO - Capítulo 1: Chigüiro y el lápiz*” -** [youtu.be/-DOCs2pNQ\_I](https://youtu.be/-DOCs2pNQ_I)**Video collection Maguaré -** [maguare.gov.co/chiguiro](https://maguare.gov.co/chiguiro)**Article: “*Tres animales muy colombianos*” -** [www.culturarecreacionydeporte.gov.co/es/bogotanitos/biodiverciudad/tres-animales-muy-colombianos](http://www.culturarecreacionydeporte.gov.co/es/bogotanitos/biodiverciudad/tres-animales-muy-colombianos)**Pinterest image collection of capybaras -** <https://www.pinterest.com/miscositaspix/happy-capybara> |  |

Resource: [NYS World Language Standards Authentic Resources Wakelet](https://wakelet.com/@NYSWorldLanguageStandardsInitiative)