



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: <i>La capibara contenta</i>	
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?	

STANDARDS AND FUNCTIONS	UNIT-LEVEL CAN-DO STATEMENTS	ACCEPTABLE EVIDENCE
1. Interpretive Communication [understand, interpret, analyze]	<ul style="list-style-type: none"> <li>I can identify the topic, important facts, and activities relating to capybaras and their friends</li> </ul>	<ul style="list-style-type: none"> <li>by answering questions about illustrated articles and videos.</li> <li>by answering questions about a series of images of capybaras.</li> </ul>
2. Interpersonal Communication [exchange information, express feelings, express preferences, express opinions]	<ul style="list-style-type: none"> <li>I can exchange opinions about friendship</li> <li>I can exchange information about my friends</li> </ul>	<ul style="list-style-type: none"> <li>in a conversation with a classmate to compare capybara friendships with my friendships.</li> <li>in a conversation with a classmate to agree on some characteristics that make a good friend.</li> </ul>
3. Presentational Communication [describe, inform, narrate, explain, persuade]	<ul style="list-style-type: none"> <li>I can describe the characteristics of a good friend</li> <li>I can report information about capybaras</li> <li>I can exchange opinions about using animals for food &amp; clothing</li> </ul>	<ul style="list-style-type: none"> <li>in a poster for the classroom about how to be a good friend.</li> <li>in a short audiovisual presentation to younger students.</li> <li>in a simple debate with a small group of classmates.</li> </ul>

4. Cultural Practices & Products [identify, describe, explain]	<ul style="list-style-type: none"> <li>I can identify cultural products and practices related to the capybara</li> </ul>	<ul style="list-style-type: none"> <li>by examining artifacts that use the image of capybaras</li> </ul>
5. Cultural Comparisons [compare]	<ul style="list-style-type: none"> <li>I can compare cultural practices related to eating animals versus keeping them as pets in one's own culture and in Spanish-speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>by completing a Venn diagram with a partner.</li> </ul>

Resource: [NYS Learning Standards for World Languages](#)

Resource: [NYS World Language Performance Indicators for Modern Languages, Categories 1-2](#)

Resource: [NYS World Language Performance Indicators for Modern Languages, Categories 3-4](#)

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 are different?	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.

LANGUAGE TOOLBOX		
Key Language Functions	Supporting Language Structures	Supporting Vocabulary
<ul style="list-style-type: none"> <li>Identify different leisure activities</li> <li>Describe friends</li> <li>Express preferences about activities</li> <li>Explain the things you like to do and the things your friend enjoys</li> </ul>	<ul style="list-style-type: none"> <li>Present tense verbs of action</li> <li>Verb "to be" w/descriptive adjectives</li> <li>I like to + verb; I prefer... because</li> <li>Comparatives (but...)</li> </ul>	<ul style="list-style-type: none"> <li>Names of animals</li> <li>Leisure activities</li> <li>Foods and snacks</li> <li>Clothing</li> <li>Comparatives</li> <li>Descriptive adjectives</li> </ul>

RESOURCES AND MATERIALS	
Authentic Resources	Other Materials
<ul style="list-style-type: none"> <li>Video: "Los Chigüiros" - <a href="https://youtu.be/5XpFY4tQen4">youtu.be/5XpFY4tQen4</a></li> </ul>	<ul style="list-style-type: none"> <li>Student work packet: "The Happy Capybara/La Capibara Contenta" - <a href="https://miscositas.com/capiplan.pdf">miscositas.com/capiplan.pdf</a></li> </ul>

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Video: “<i>Instituto Humboldt: El Chigüiro</i>” - <a href="https://youtu.be/Qup9EahEq94">youtu.be/Qup9EahEq94</a></li><li>• Video: “<i>CHIGÜIRO - Capítulo 1: Chigüiro y el lápiz</i>” - <a href="https://youtu.be/DOCs2pNQ_I">youtu.be/DOCs2pNQ_I</a></li><li>• Video collection Maguaré - <a href="https://maguare.gov.co/chiguero">maguare.gov.co/chiguero</a></li><li>• Article: “<i>Tres animales muy colombianos</i>” - <a href="https://www.culturarecreacionydeporte.gov.co/es/bogotanitos/biodiversidad/tres-animales-muy-colombianos">www.culturarecreacionydeporte.gov.co/es/bogotanitos/biodiversidad/tres-animales-muy-colombianos</a></li><li>• Pinterest image collection of capybaras - <a href="https://www.pinterest.com/miscositaspix/happy-capybara">https://www.pinterest.com/miscositaspix/happy-capybara</a></li></ul> |  |
|---|--|

Resource: NYS World Language Standards Authentic Resources Wakelet