

UNIT PLAN CONTEXT	
Language / Course: Spanish 1MS (grade 6)	Length of Unit: 3-4 weeks
Proficiency Checkpoint and Proficiency Target: Checkpoint A - Novice High	
Meaningful Unit Title: Nuestros adornos	
NYS World Language Anchor Theme: A. Identity & Social Relationships	NYS World Language Anchor Topic: A. Celebrations, Customs, & Traditions
Integrated NYS World Language Topics: A. Identity A. Celebrations, Customs, & Traditions B. Travel B. Communities & Neighborhood B. Shopping	
Brief Unit Overview: How we choose to show up in the world is often expressed by the clothing we wear. In this unit, students will interpret authentic resources relating to clothing and other adornments. They will exchange information about the clothes they wear, express preferences about the ways we choose to adorn our bodies, and describe clothing that others are wearing. They will identify cultural products and practices relating to the <i>Festival del Cuy</i> in Peru and compare ways in which the <i>cuy</i> is dressed for competition and the ways we dress our own pets.	
Inquiry Question(s): How/why do we decorate our bodies? Is it true that “clothing makes the man”? When is it appropriate to dress up our pets?	

STANDARDS AND FUNCTIONS	UNIT-LEVEL CAN-DO STATEMENTS	ACCEPTABLE EVIDENCE
1. Interpretive Communication [understand, interpret, analyze]	<ul style="list-style-type: none"> I can understand the main idea and some details in an authentic resource I can understand the events that occur in the <i>Festival del Cuy</i> 	<ul style="list-style-type: none"> by answering questions about a news story about the <i>Festival del Cuy</i>. by listing events based on flyers and ads advertising the event.
2. Interpersonal Communication [exchange information, express feelings, express preferences, express opinions]	<ul style="list-style-type: none"> I can exchange information about clothing I can exchange opinions about the clothing that our <i>cuy</i> should wear for the contest I can express preferences about clothing I can express opinions about the importance of our clothes and decorations 	<ul style="list-style-type: none"> in a conversation with a classmate to compare what we have packed in our suitcases. in a conversation with a classmate to agree on clothing, colors, and styles. in a conversation with a classmate about what we most like to wear. in a conversation with a small group about what certain clothes, colors and patterns represent.
3. Presentational Communication [describe, inform, narrate, explain, persuade]	<ul style="list-style-type: none"> I can narrate items of clothing that <i>cuy</i> is wearing I can persuade my classmates that pets wearing clothing is acceptable/unacceptable. I can explain the <i>Festival del Cuy</i> 	<ul style="list-style-type: none"> in a fashion show presentation. in a class debate. in an article for the school newspaper.
4. Cultural Practices & Products [identify, describe, explain]	<ul style="list-style-type: none"> I can identify cultural products and practices related to the <i>Festival del Cuy</i> 	<ul style="list-style-type: none"> by examining ads and flyers about the event.
5. Cultural Comparisons [compare]	<ul style="list-style-type: none"> I can compare cultural practices related to dressing animals 	<ul style="list-style-type: none"> by completing a Venn diagram.

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 people and animals wearing different clothing. List the clothes and put a check next to the items of clothing that you might like to wear.	With a partner, exchange information about the list of clothes that you listed and express feelings about each one. Which clothing do you have in common? Which ones are different? How does each article of clothing make you feel?	Dress up a photo (drawing, clipart) of you or a person with the clothing you chose. Explain the clothing you chose to your classmates.

LANGUAGE TOOLBOX		
Key Language Functions	Supporting Language Structures	Supporting Vocabulary
<ul style="list-style-type: none"> Describe articles of clothing Express preferences about what you wear Express opinions about pets wearing clothing 	<ul style="list-style-type: none"> Present tense verbs llevar and tener Verb “to be” w/descriptive adjectives I like to + verb; I prefer... because Comparatives (but...) 	<ul style="list-style-type: none"> Clothing Colors and patterns Body parts Comparatives Descriptive adjectives Pets

RESOURCES AND MATERIALS	
Authentic Resources	Other Materials
<ul style="list-style-type: none"> Video: “Junín: Los cuyes más “fashion” se lucen con sus trajes en Huancayo” with EdPuzzle questions: https://edpuzzle.com/media/622a0f38c1754542bbeae8be Infographic: ¿Qué ropa llevar? from Despegar.com: https://www.pinterest.com/pin/202169470756001272 Flyers and Ads for the Festival del Cuy: https://www.pinterest.com/miscositaspix/los-cuyes-est%C3%A1n-de-moda/ 	<ul style="list-style-type: none"> Ropa de Verano vocabulary pictures: https://sonoraele.com/a1a2-las-rebajas-del-verano-vienen-con-pronombres/ Ropa de Verano vocabulary pictures: http://myonlinespanish.blogspot.com/2013/12/que-frio-que-me-pongo.html

Resource: [NYS World Language Standards Authentic Resources Wakelet](#)