

Unit 5 (Encuentros 2 Unit 3) | Theme: Andes Centrales

Content Area: **World Language**
Course(s): **Spanish II**
Time Period: **Marking Period 3**
Length: **5 weeks**
Status: **Published**

Summary

This unit examines clothing and shopping habits in the Andean region. Students describe clothing, give commands, and reflect on the cultural meaning of traditional dress.

Standards

Priority Content Standards

WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication

Supplemental Content Standards

Interdisciplinary Connections (Standards)

Please select relevant "Standards for Mathematical Practice (2023)", science and engineering practice standards "Grades 9-12/6-8 (2023)", ELA anchor statements, Social Studies practice standards. (3-6 total are suggested)

Planning and Carrying Out Investigations
Obtaining, Evaluating, and Communicating Information
Using Mathematics and Computational Thinking

Developing and Using Models
 Constructing Explanations and Designing Solutions
 Analyzing and Interpreting Data
 Engaging in Argument from Evidence
 Asking Questions and Defining Problems

Career Readiness, Life Literacies, and Key Skills PRACTICES

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Standards

Select the Performance Expectations.

ClimateChange Education

Stage I: Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to describe clothing, shopping habits, and fashion choices while analyzing the role of traditional clothing in Andean culture.</i>	
<i>Mastery</i>	
<u>Enduring Understanding</u> <i>Students will understand that...</i>	<u>Essential Questions</u>

- Communication is the ability to understand and be understood in real world contexts.
- Language and culture are mutually dependent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities.

- What does clothing reveal about cultural identity?
- How do I describe what people wear and where they shop?
- How do traditional and modern fashions coexist in the Andes?

Acquisition

Students will know . . .

Vocabulary, grammar, and culture relating to:

Vocabulary

- Clothing and accessories
- Shopping terms and descriptions
- Styles and preferences

Grammar

- Preterite tense of regular -ar, -er, -ir verbs
- Preterite of ser, ir, decir, tener, estar, hacer
- Preterite of stem-changing -ir verbs

Culture

- Quechua and Aymara traditions
- Éqecos (Andean good luck dolls)
- Fashion in Bolivia: “cholitas” and

Students will be skilled at . . .

- Describing what people wear
- Using the preterite to narrate past shopping experiences
- Analyzing clothing as a form of self-expression

<p>“cholets”</p> <ul style="list-style-type: none"> • The Galápagos Islands 	
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Stage II: Assessment Evidence

STAGE II Assessment Evidence	
Practices	Assessments
<ul style="list-style-type: none"> • <ul style="list-style-type: none"> • Vocabulary/ grammar exercises • Mini dialogues (Interpersonal mode) • Picture Prompts (Interpretive and presentational modes) • Written, oral and listening tasks (Interpretive and presentational modes) <p>Other Evidence:</p> <ul style="list-style-type: none"> • Playing games to practice unit vocabulary (bingo, jeopardy, kahoot, quizlet, etc.). • Oral activities <ul style="list-style-type: none"> ○ Presentations, dialogs and skits. ○ Class discussions. ○ Answering direct response questions using previously acquired vocabulary. ○ Peer conversations • Written practices to help them learn to express their ideas using simple words and sentences (lower level of sophistication) • Listening activities 	<p>Unit Evaluation (Interpretative, presentational modes)</p> <p>Common Formative and Summative Assessments</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> • Checking for Understanding (Interpersonal Mode) • Interpretive readings (Interpretative Mode) • Listening Activities (Interpretive Mode) • Writing Activities (Presentational Mode) • Picture Prompt Activities (Presentational Mode) • Students’ conversations / Communicative Activities (Interpersonal Mode) <p>Summative assessments:</p> <ul style="list-style-type: none"> • Assessment (Interpretive Mode, Interpersonal Mode and Presentational Mode) • Unit summative assessment: (Interpretive Mode, Interpersonal Mode and Presentational Mode)

- Listen to songs in Spanish.
- Listen to short dialogues in both formal and informal Spanish and answer questions about what they heard.
- Listen to conversational videos via Text resources and other media sites

- Reading activities.
- Group and paired activities (Estudiante A / Estudiante B, Diálogos)
- Using individual whiteboards to practice unit grammar and vocabulary

Modifications

The following are a list of general accommodations that be made for students depending on their needs and or individualized education plan (IEP):

1. Instructional Modifications

- **Simplified instructions** (e.g., break down multi-step directions).
- **Reduced language complexity** (use simple grammar and vocabulary).
- **Use of native language support** when appropriate.
- **Modified curriculum** (focus on communication rather than grammar mastery).
- **Alternative assessments** (e.g., projects, oral presentations instead of written exams).

2. Presentation Accommodations

- **Visual aids and cues** (pictures, icons, gestures).
- **Written and spoken instructions** provided together.
- **Captions on videos** (especially for listening comprehension).
- **Enlarged or high-contrast text** for visual impairments.

- **Use of assistive technology** (e.g., screen readers, speech-to-text tools).
 - **Preview of vocabulary and grammar topics** before new units.
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3. Response Modifications

- **Allowing verbal responses** instead of written ones (or vice versa).
 - **Use of alternative formats** (typed vs. handwritten, audio recordings).
 - **Extended time** for responses and assessments.
 - **Reduced number of questions or items** without penalizing performance.
 - **Use of multiple-choice instead of open-ended questions**, if needed.
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4. Environmental & Behavioral Supports

- **Preferential seating** (e.g., near the teacher or away from distractions).
 - **Quiet workspace** for tests or assignments.
 - **Frequent breaks** or chunked tasks for students with attention difficulties.
 - **Positive behavior reinforcement and cues.**
 - **Clear routines and visual schedules.**
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5. Social and Communication Supports

- **Peer pairing or buddy systems.**
 - **Role-play and interactive games** to support communication practice.
 - **Scripted dialogues** for students with social communication needs.
 - **Explicit teaching of social norms and cultural context.**
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6. Grading and Evaluation Modifications

- **Modified grading criteria** focusing on effort, participation, or improvement.
- **Use of rubrics with clear, simplified expectations.**

- **Feedback focused on strengths and progress.**

Acceleration

The following are lists of general acceleration strategies/ activities that be offered to students depending on their ability/ proficiency level:

Acceleration Strategies for Gifted Learners

1. Independent Study or Projects

- Allow students to choose a topic related to the language or culture and explore it in depth (e.g., music, history, literature, cuisine, current events).
- Can be presented as multimedia, presentations, essays, or portfolios.

2. Tiered Assignments

- Provide tasks that match or exceed the student's proficiency level (e.g., using more complex verb tenses or vocabulary earlier).
- Allow for open-ended questions and tasks requiring analysis, synthesis, or evaluation.

3. Novel or Authentic Texts

- Assign authentic reading and listening materials (e.g., news articles, podcasts, poems, or short stories in the target language).
- Provide discussion or analysis tasks afterward.

4. Advanced Grammar and Vocabulary

- Introduce complex grammar structures (e.g., subjunctive mood, idiomatic expressions) earlier than the class.
- Use higher-level vocabulary in assignments and conversations.

5. Foreign Language for Specific Purposes (FLSP)

- Tailor mini-units to student interests (e.g., business Spanish, medical French, travel-focused vocabulary).

6. Dual Language Exploration

- Let them compare two world languages or translate between their native language and the target one.

- Introduce etymology and language families.

7. Mentorship or Peer Tutoring

- Allow them to tutor classmates or lead group discussions.
 - Pair with a language teacher or native speaker mentor for conversation practice.
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Sample Enrichment Activities for Gifted Students

- **Create a digital storybook or video diary** in the target language.
- **Write and perform a short play or skit** using extended vocabulary and grammar.
- **Translate songs, poems, or short stories** from English to the target language.
- **Create a blog, vlog, or podcast** about language and cultural topics.
- **Debate or discuss current global issues** in the target language.
- **Join or create a language club** or participate in language competitions.
- **Explore cultural comparisons**—e.g., compare government systems, education, or family life across countries.

Stage III: Learning Plan

- Lesson D1.1: La llegada/ Un sorbete de volcán
- Lesson D1.1: Vocabulario (Las ropa y Los complementos)
- Lesson D1.3: Gramatica (verbos regulares en -ar)/ Comunicacion
- Lesson D2.1: Una Carrera de llamas/ D1 Review
- Lesson D2.2: Desafio 1 Quiz/ Vocabulario (Describir la ropa)
- Lesson D2.3: Gramatica (verbos regulares en -er y en -ir. Pretérito/ Comunicación
- Lesson D3.1: El Carnaval de Oruro/ D2 Review
- Lesson D3.2: Desafio 2 Quiz/ Vocabulario (Tiendas y establecimientos)
- Lesson D3.3: Gramatica (verbos irregulares en el pretérito- Ser, ir, decir, Tener, estar y hacer)
- Lesson D3.4: Comunicacion / D3 Review
- Lesson D4.1: Desafio 3 Quiz/ La montaña de plata
- Lesson D4.2: Vocabulario (Las compras)/ Gramatica (verbos en -ir con raíz irregular en el pretérito)
- Lesson D4.3: Comunicacion / D3 Review
- Lesson D4.4: Desafio 4 Quiz/ Unit 1 Review games

- Unit 5 (Andes Centrales) Test

Modifications

Acceleration

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion
Provide a brief description of how this unit addresses DE&I.

Specific Resources for Unit

Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.