

Young Scholars of Western Pennsylvania Charter School

Spanish 4

- Unit Title

Vamos a Ecuador / Let's Go to Ecuador

Essential Question(s)

What are homes like in Ecuador? How do they compare to my home? What is the daily routine of a school age child in Ecuador and how does it compare to my own? Which countries in the world are Spanish speaking? What animals live in the Galapagos and what are their habitats like?

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Enduring Understanding/Objectives

Enduring Understanding(s)

SWBAT describe homes, daily routines of school age children in Ecuador and compare them with their own homes and daily routines. SWBAT locate Spanish speaking countries on the world map and describe basic facts about one of these countries. SWBAT identify animals and habitats of Galapagos Islands.

Outcomes/Objectives/Progress Indicators:

SWBAT interpret a description of a home in Ecuador, and describe home in Ecuador and compare it with their own. SWBAT identify Spanish speaking countries on the map and describe basic facts about one of these countries. SWBAT describe their own daily routine and comprehend and interpret a daily routine of a school age student from Ecuador.

Language/Communication

Language Functions

- Express location
- Describe daily routine
- Describe home

Grammar Structures

- Estar for location
- Present tense regular AR, ER, Ir verbs (vivir, comer, hablar)
- reflexives

Vocabulary

- House, furniture
- Vivir, hablar, comer
- Daily routine reflexive verbs
- Animals of Galapagos islands
- Countries
- Foods, sports, animals, products, population, etc of their particular country that they research

Culture(s)

- Where Spanish is spoken in the world
- What homes are like in Ecuador and why and how they are different/same
- What daily routines are like of a school age children in Ecuador and why and how they are different/same

Subject Content (Connections)

Math

- Numbers in millions
- Comparing equalities (population, etc)
- Graphing populations
- Graphing popular sports/dishes, etc of countries
- Graphing favorite animal of Galapagos
- Time
- Making change
- Currencies
- Buying with a budget (furniture for a house)

Science

- Climate in Ecuador

- Animals and plants of Galapagos
- Habitats/food chain

Music

- Musical instruments from Ecuador
- Popular music from Ecuador
- Songs to remember animals/rooms in the house

Art

- Latin American art of houses/furniture

PE

- TPR animals

Social Studies

- Geography of countries where Spanish is spoken
- Comparing homes in Ecuador/US
- Comparing daily routines Ecuador/US
- Project: Investigating basic facts of a country that is Spanish speaking (flag, capital, population, popular sport, animals, main dish, info gap or human bingo with country descriptions)

ELA

- Design in writing, a brochure of a country where Spanish is spoken
- Comprehend and interpret a description of a country
- Comprehend and interpret a description of a home in Ecuador
- Comprehend and interpret description of daily routine of school age child in Ecuador
- Discuss and compare countries that are Spanish speaking
- Compare Homes/daily routines of Ecuador/US in writing

Learning Activities and Performances

Beginning

- Geography of countries where Spanish is spoken
- Present brochure/ppt of US (flag, capital, population, popular sport, animals, main dish, nationality in Spanish, etc)
- Individual projects researching basic facts of a country that is Spanish speaking (flag, capital, population, popular sport, animals, main dish, info gap or human bingo with country

descriptions...and making a brochure or ppt)

- o Human bingo with countries (find someone who's country is ...)
- o Info gap comparison of countries

Middle

- o Introduce focus on Ecuador
- o Describe home(s) with rooms and furniture using images of Ecuador
- o Maybe use latin american artists pictures of homes/furniture
- o Students do venn diagrams/compare Ecuadorian homes and their own homes
- o Budget activity – buy furniture for home with certain budget (use Ecuadorian currency/exchanges, etc)
- o Describe and
- o Introduce daily routine of school age imaginary “person” from Ecuador
- o Students discuss/compare/share in an info gap, their daily routines

End

- o Galapagos islands
- o Discuss animals and habitats of Galapagos islands
- o Survey and graph favorite animal from Galapagos
- o Mystery animal guessing game (Students describe an animal and ask others to guess what it is)
- o Food chain – label using animals from Galapagos
- o IPA -

- Unit Title

Las profesiones / Professions

Essential Question(s)

Where do people work in the community and what do they do (ar verbs)?

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Enduring Understanding/Objectives

Enduring Understanding(s)

SWBAT identify and describe job functions and work places.

Outcomes/Objectives/Progress Indicators:

SWBAT

Language/Communication

Language Functions

- Describe job functions and work places
- Conduct an interview
- Respond to interview questions

Grammatical Structures

- ar verbs in the present tense
- subject pronouns (Yo, tú, etc.)
- Yo quiero ser
- Me gustaría ser
- gender agreement and neutral gender occupations (i.e. dentista, artista)
- Gustar/encantar
- Regular ar, er, ir verbs in present tense
- Possessive adjectives
- the verb ir

Vocabulary

- Professions (doctor, teacher, taxi driver, vet, president, etc.)

- ar verbs for job functions (enseñar, tocar, cantar, trabajar, comprar, llevar, manejar, explorar, conversar, hablar, practicar, buscar, entregar, argumentar, etc.)
- work places (bank, school, hospital, etc.)
- Numbers in 10,000s
- Arithmetic (por, dividido por, más, menos, son)
- Comparisons (más que/de, menos que/de)

Culture(s)

- Discuss commercials from target culture on how professions are portrayed
- Compare gender roles for professions from target culture and C1
- Compare government from target culture
- Describe Pablo Picasso's Three Musicians
- Describe Diego Rivera Murals
- Use of comma and period in numbers

Subject Content (Connections)

Math

- Salaries
- Graph career choice (before and after)
- Job Rankings
- accountant
- Arithmetic problems and word problems
- Percentages
- Difference between period and comma in numbers

Science

- Scientist, doctor job descriptions
- Being healthy
- Classifying jobs
- Health careers

Social Studies

- careers

- Branches of government
- Government jobs: president, judge, congressman, representative, senator
- laws
- rural vs. urban jobs
- Sorting jobs (urban, suburban, rural)
- mayors
- mock interviews
- mock elections
- mock job fairs

Music

- musician

Art

- Draw choice of profession
- mystery book
- Pablo Picasso's Three Musicians
- Diego Rivera Murals

ELA

- writing a debate
- ar verbs to tell what person does
- story map
- poetry: haiku, tanka, acrostic, concrete
- Interviewing process

PE

- health careers
- vaccinations
- human body
- Mr. Bones Puzzle

Learning Activities and Performances

Beginning

Introduce professions

Memory Game

Job Descriptions

Introduce “Yo quiero ser” and/or “Me gustaría ser” and “¿Qué te gustaría ser?”

Students interview classmates about career choice and graph

Introduce work places and “trabaja”

Introduce ar verbs

Poems on career choice (haiku, tanka, acrostic and concrete)

View Picasso’s painting Three Musicians

Paint a Picasso like portrait of future career choice and present

Middle

Guess highest to lowest paid jobs in order

Salaries of professions

Large numbers (10,000s)

Arithmetic problems

Word problems

End

Careers in the government

Branches of government

Categorize jobs and responsibilities of government branches in graphic organizer

Compare governments in different countries and leadership roles (president, dictator, emperor, king, etc.)

Rural vs. Urban jobs

Career Choice: After – Has it changed?

- Unit Title

Vacaciones en Colombia / Vacations in Colombia

Essential Question(s)

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Enduring Understanding/Objectives

Enduring Understanding(s)

SWBAT

Outcomes/Objectives/Progress Indicators:

SWBAT

Language/Communication

Language Functions

- Describing places
- Giving directions
- Expressing location
- Discussing past events

Grammatical Structures

- Gustar/encantar
- Review of present tense verbs (ar, er, ir, ver, “ir”)
- Estar + prepositions
- Preterit (Past) tense, regular verbs
- Preterit tense of “ir” (fui, fuimos, etc.)
- Time (a la/las)
- Más/menos que/de review and reuse

Vocabulary

- Numbers
- modes of transportation
- Traveling necessities
- Signs

- Beach vocabulary
- Beach activities
- Activities to do on vacation (go to museum, movies, music, sports, games, etc.)
- Winter activities
- Hotel
- Shopping
- Time

Culture(s)

- Modes of transportation
- Popular destinations in Colombia
- Traditional Colombian games “Yerbis” and “La llave”
- Colombian music (Juanes and Shakira)
- Maps and Geography of Colombia
- Passports
- Basic information about Colombia
- Compare hotels in C2 and C1
- Compare airports in C1 and C2
- Compare boarding passes in C1 and C2
- Compare Passports in C1 and C2

Subject Content (Connections)

Math

- Graph favorite vacation spot (beach trip, museums, etc.)
- Graph favorite beach activity
- Graph favorite mode of transportation
- Create an itinerary
- Time
- Word Problems (calculate average rainfall, difference in temperature, distance traveled)
- Fractions with time
- Budget: creating a trip using a budget

- Prices of trip, flight, hotel, etc.

Science

- Animals that live in Colombia
- Plant and Animal adaptations for survival
- Typical plants found in Colombia
- Comparing plants and animals
- Categorizing
- Bugs and beetles
- Types of environments
- Survival
- Categorize vacation activities in a chart
- Sink and float with salt water

Social Studies

- Experiencing fantasy trips to vacation spot in Colombia
- Locate important places on map of South America
- Passport
- Boarding Pass
- Authentic Pictures

Music

- Music of Juanes and Shakira
- Other popular Colombian music
- Music about vacations
- Instruments found in Colombia

Art

- Create a scrapbook about travels to Colombia (paste face in beach scene)

ESL

- Reading an itinerary
- Create a beach poem
- Write a story about a past vacation

- o Reading comprehension strategies
- o Read a vacation story

PE

- o Learn about and play traditional Colombian games such as “La lleva” and “Yerbis”
- o Beach and vacation games
- o TPR for activities

Learning Activities and Performances

Beginning

Introduce Colombia

Have students create a passport with their information (students will use passports to mark progress for this unit when they have met specific learning objectives)

Middle

End

- Unit Title

Vamos a acampar

Essential Question(s)

What is camping like in Hispanic countries (or different sites in 1 country)? What is needed for camping? What does a camping itinerary look like? What are rules and safety at camp sites?

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Enduring Understanding/Objectives

Enduring Understanding(s)

SWBAT experience, describe, compare Hispanic camping sites. SWBAT state what would be needed for a camping trip. SWBAT design an itinerary of what to do on camping trip. SWBAT read and write rules that are culturally appropriate for Hispanic camp site.

Outcomes/Objectives/Progress Indicators:

SWBAT describe Hispanic camp sites, comprehend and experience fantasy trip to Hispanic camp site, understand and identify what would be needed for camping trip to Hispanic site, comprehend and plan a camping trip, comprehend and create rules for camping trip.

Language/Communication

Language Functions

- Plan a camping trip
- Hypothesize what would need
- Express need
- State what you are going to do
- Describe a site

Grammatical Structures

- Conditional
- Future
- Commands (rules)
- Para X (in order to)
- Review of present tense (descriptions)

Vocabulary

- Camping activities
- Hispanic camp sites
- Camping rules
- Camping food
- Camping supplies
- Necesitar

Cultures

-Identifying products, practices, perspectives of Hispanic camping sites

-Compare camping in US and Hispanic countries

-Identify, discuss camping rules from Hispanic sites

Subject Content (Connections)

Art

- Create and illustrate a book about camping
- Design a safety poster for camping

PE/Health

- TPR camping activities
- safety for camping
- Create first aid kit
- healthy/unhealthy camping foods
- fantasy trip – going camping

Math

- create a budget for buying camping items for trip
- graph favorite camping foods (class graph and create individual graphs and analyze graph and discuss it)
- graph favorite camping activities
- if time, figure out length of hiking trails from scale on map?
- If time - Create a food log of camping foods (calories, fats, carbs, etc)

Social Studies

- Plan camping trip for Spain or L.A. country (identify and locate camping sites on a map and have students choose one to go to)
- Identifying products, practices, perspectives of Hispanic camping sites
- Compare camping in US and Hispanic countries
- Identify, discuss camping rules from Hispanic sites
- Create own camping rules
- If choose to focus on conditional (discuss what WOULD you need on camping trip)
- If focus on simple future, discuss what going to do on camping trip

Science

- Sort camping activities according to weather/season/like dislike/active/inactive, etc
- Seasons/weather – what would you need for camping trip in each season or during certain weather forecasts?
- Seasons/times of year in different parts of the world

ELA

- Create and illustrate a book about camping in hispanic site
- Describe camping sites and state what they would need
- Plan a camping trip (make an itinerary)
- Read camping rules from Hispanic sites (compare with US)
- Describe picture of Hispanic people camping
- Create camping poems
- Info gap (students describe what they would need for trip – each have different camping site in different season/weather)
- Camping story?? (maybe there is one or teacher can make one up) – incorporate comprehension and interpretation questions – these questions will elicit cultural comparisons and whether students would like to go there/do similar things
- Interactive homework – favorite camping activities of family members
- Bulletin board of camping stories/poems

Music/drama

- TPR – fantasy trip (see Curtain and Dahlberg for details)
- Simulations of different camping activities
- Campfire songs

Learning Activities and Performances

Beginning

- TPR camping activities
- Graph favorite camping activities
- Interactive homework – camping activities
- Sort camping activities according to weather/seasons
- Camping songs
- Fantasy trip to Hispanic camping site – sing songs here too
- Read rules of camping site
- Look at pictures of camping I Hispanic sites and describe what see – compare with pictures of US camping
- Discuss what you would need for a trip there
- Students read about different Hispanic camping sites/compare to US
- Plan what would need
- Plan what will do
- Plan budget for supplies
- Various IGAs – sharing info about camping trips/sites/agendas

Middle

- Hiking trails/camp sites/ figure out distances with maps
- Read camping rules at Hispanic site
- Compare rules with US camping
- Discuss rules/safety
- Design rules for own camping site and associated safety poster
- Create first aid kit
- Discuss and graph camping foods (healthy/unhealthy/favorite)
- Create food log of camping foods

End

- Students create a book about camping, describing their Hispanic camp site, what they would need, what they will do and rules/safety
- Students write an article comparing US and Hispanic camping cultures (3ps)
- Create camping poems (incorporate cultural learning/reactions to perspectives)
- Create bulletin board with stories/poems