

## Young Scholars of Western Pennsylvania Charter School

### Spanish 5

- Unit Title

Abuela / Grandma

Essential Question(s)

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Enduring Understanding/Objectives

#### **Enduring Understanding(s)**

SWBAT

#### **Outcomes/Objectives/Progress Indicators**

SWBAT identify and describe family members and compare their families with those of their classmates and a typical Spanish-speaking family. SWBAT discuss and compare family traditions. SWBAT discuss popular Hispanic celebrations in NYC. SWBAT identify popular Hispanic artists in NYC. SWBAT give basic information about NYC and discuss important landmarks, theaters, museums, etc. in NYC. SWBAT plan a trip using various modes of transportation.

Language/Communication

#### **Language Functions**

- Describe family members
- Express likes/dislikes
- Give directions
- Tell age

- Expressing hypothetical events

### **Grammatical Structures**

- Tener
- Gustar/encantar
- Regular ar, er, ir verbs in present tense
- Possessive adjectives
- the verb ir
- Conditional tense

### **Vocabulary**

- Family
- landmarks
- transportation
- airport
- planning a trip
- art-related vocabulary
- theater
- directional words
- music
- Numbers
- Things to do

### **Culture**

- Discuss popular Hispanic celebrations in NYC
- Identify popular Hispanic artists in NYC
- Discuss and compare family traditions

### Subject Content (Connections)

### **Math**

- Graph music likes

- Graph populations
- Numbers

### **Science**

- Museums
- Modes of transportation – most environmental

### **Social Studies**

- Landmarks of NYC
- Celebrations in NYC
- NYC Spanish-speaking population (i.e. Puerto Ricans and Dominicans)
- theater
- traditions with grandparents
- maps
- transportation

### **Music**

- Marc Anthony
- salsa
- Hispanic artists from NYC (J.Lo)

### **Art**

- Illustrate story
- art gallery
- quilt of grandparent
- cubism

### **ELA**

- story parts (plot)
- writing process
- create an adventure story with grandparent or important adult

### **PE**

- Giving directions
- TPR

- salsa dance
- health

### Learning Activities and Performances

#### **Beginning**

Introduce family members, physical descriptions, personality traits and age

Possessive adjectives

#### **Middle**

Landmarks and celebrations in NYC

Spanish-speaking population

#### **End**

- Unit Title

La Arquitectura de Espana / Architecture of Spain

### Essential Question(s)

#### **Essential Question(s):**

Where are the major architectural styles in Spain? What are their characteristics? Where are these styles visible in Spain (what buildings)?

### Standard(s)

Communication, Culture, Connections, Comparisons, Communities

### Enduring Understanding/Objectives

#### **Enduring Understanding(s)**

SWBAT identify and compare major architectural styles and buildings of Spain, identify locations where these styles can be seen, and design and describe their own buildings using particular styles

#### **Outcomes/Objectives/Progress Indicators:**

SWBAT identify major architectural styles of Spain, name and locate the regions of Spain, locate where architectural styles can be found, identify major buildings (Sagrada Familia, Parque Güell, Gaudi apartment buildings, La Mezquita, La plaza mayor, La Catedral de Sevilla, El Alcazar de

Segovia La Alhambra de Granada, La Catedral de Santiago de Compostela etc), name their architects, and describe the characteristics, create a passport, create their own buildings that reflect the major Spanish architectural styles using recycled materials, discuss the importance of recycling and reusing materials, identify the major materials that make buildings and name the rocks where they come from, read and write a biographical paragraph, read and write an informative paragraph/monument description, identify Spanish buildings by listening to their descriptions, graph various attributes of different Spanish buildings, compare styles and sizes of buildings, and compute area and perimeter of major buildings in Spain, identify and describe festivals associated with particular buildings

Language/Communication

### Language Functions

- Describe buildings according to style and size
- Compare buildings according to style and size
- Express location of major buildings in Spain
- Describe architects
- Identify major styles of architecture in Spain

### Grammatical Structures

- Ser/estar
- Tener
- Hay
- adjective and noun agreement
- Subject/adj agreement

### Vocabulary

- Architectural styles
- Attributes of styles
- Dates (years, numbers beyond 1000)
- Directional terms (N-S-E-W)
- Numbers to express height, area, perimeter
- Regions of Spain
- Passport components

### Culture(s)

- Identify and describe architectural styles of Spain

- Identify major buildings in Spain
- Compare architectural styles and buildings
- Describe architects
- Locate and name regions of Spain
- Identify and describe and experience festivals associated with buildings

### Subject Content (Connections)

#### **Math**

- Symmetry
- Fractions with windows
- Graphing (circle/bar) attributes of different buildings
- Calculate area and perimeter
- Geometric shapes associated with windows and buildings

#### **Science**

- Materials/rocks used for different buildings
- Identifying where materials come from
- Comparing attributes of different materials
- Discuss recycling and reusing materials for architecture
- Discuss importance of recycling and reusing for environment

#### **Music**

- Identify and experience songs and dances associated with festivals that surround buildings
- TPR?

#### **Art**

- Design different architectural forms with wooden blocks
- Design buildings in different architectural styles using recycled materials
- Make windows (with tissue or glass demonstration)
- Design mosaics (Gaudi)
- Identify major architectural styles and buildings of Spain (La Mesquita, Gaudi Sagrada familia, Parque Guel, other Gaudi structures, La Plaza Mayor, La Alhambra de Granada, LA

Catedral de Sevilla, La Catedral de Santiago de Compostela, La Alcazar de Segovia)

### **Social Studies**

- Passports
- Directional words
- Geography of Spain (regions)
- Regions/architectural Styles
- History of Spain (who ruled, e.g. Moors)
- History of buildings (dates when constructed, etc)
- Festivals associated with buildings

### **ELA**

- Journal writing
- Comprehend and interpret monument descriptions (informative texts)
- Comprehend and interpret biographies of architects
- Create monument descriptions and biographies
- Identify Major buildings by listening to their descriptions
- Present descriptions of own self created buildings
- Info gaps comparing (architects/buildings and naming regions)
- Festival reenactments?
- Mock interviews with architects?

### **PE/Health**

- Safety procedures
- TPR
- Role plays of festivals
- Harmful materials

Learning Activities and Performances

### **Beginning**

Passports

Regions of Spain

Locate all buildings that will be discussed

Different buildings (monument descriptions, biographies, create buildings with recycled materials)  
 – La Mesquita, Gaudi Sagrada familia, Parque Guel, other Gaudi structures, La Plaza Mayor, La Alhambra de Granada, LA Catedral de Sevilla, La Catedral de Santiago de Compostela, La Alcazar de Segovia)

Create biographies/monument descriptions

Materials/ rocks where they come from

recycling

Windows – symmetry, materials, create, geometric shapes

### **Middle**

Calculate perimeter, area, etc

Compare buildings according to size, height, area, perimeter, styles

Graph buildings according to different attributes

### **End**

Festivals associated with buildings

Fantasy trips (different festivals)

IPA? With monument description and graph

- Unit Title

Cuarto de mis suenos / Room of my dreams

Essential Question(s)

Can you identify the rooms in your house? Can you identify the objects in each room of the house? What are the similarities and differences between homes in the US and other Spanish speaking countries? What would the room of your dreams look like? What chores do you (not) have to do at home? What chores do children from Spanish speaking countries (not) have to do at home? Can you describe your neighborhood/house/room? What do you like about your house/room/neighborhood? Where is your room/house/neighborhood?

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Enduring Understanding/Objectives

**Enduring Understanding(s)**

SWBAT understand the cultural similarities and differences between homes in the US and other Spanish speaking countries.

**Outcomes/Objectives/Progress Indicators**

SWBAT label the rooms of a house. SWBAT identify the objects in each room of the house. SWBAT compare and contrast US homes with homes in Spanish speaking countries. SWBAT describe the room of their dreams. SWBAT demonstrate the chores they do and do not have to do at home. SWBAT describe the chores Spanish speaking children do and do not have to do at home. SWBAT describe their neighborhood/house/room. SWBAT explain what they like/dislike about their house/room/neighborhood. SWBAT express where their house/room/neighborhood is located.

## Language/Communication

**Language Functions**

- Stating what one has to do
- Describing neighborhoods/homes/rooms

**Grammatical Structures**

- (No)Tener que
- Hay...
- Es...
- Esta...
- Me gusta...
- Prepositions

**Vocabulary**

- Las tipas de casas
- Los cuartos de la casa
- Las cosas de la cocina
- Las cosas del comedor
- Las cosas del salon
- Las cosas del bano

- Las cosas de la habitacion
- Los quehaceres
- Adjectivos para describir el barrio/casa/cuarto

### **Culture(s)**

- Typical homes in Spanish speaking countries
- objects found only in Spanish speaking homes
- Comparing homes from C1 and C2
- Daily chores in Spanish speaking countries
- Spanish/Hispanic currency

### Subject Content (Connections)

#### **Art**

- create own dream room (any way they want)
- Label parts of the house outside on the sidewalk

#### **Music/Drama**

- act out chores, charades
- Los quehaceres music video

#### **PE**

- TPR
- calories burned doing different chores

#### **Math**

- use a budget to buy furniture
- dimensions of dream room
- calculate area, vote on favorite room/house from Spain + graph

#### **SS**

- compare rooms from hispanic countries with their own
- architecture of houses and where they are from
- weather/climate related to house types and features

**ELA**

- comprehend furniture ads in Spanish
- write descriptions of houses, dream houses, neighborhood
- comparing houses
- describing chores that they do and chores for each room
- comprehending real estate ad
- write own ad

## Learning Activities and Performances

**Beginning**

Label parts of the house (on paper, on sidewalk with chalk, etc.)

Identify objects in each room of the house

Matamoscas to review vocab

Describe C1 house in complete sentences

Locate rooms/things in the house using prepositional phrases

Introduce chores TPR

Los quehaceres music video / Create skits

Explain what chores need to be done in each room of the house

Info gap chores in the rooms of the house

**Middle**

Introduce Spanish speaking country

Read/discuss/compare real estate ads in C1 and C2

Compare C1 and C2 houses + chores

Write real estate ad

**End**

Give students a budget and they pick their favorite house from real estate ads in Spanish speaking countries

Buy different furniture and appliances for their house using their budget