

## Young Scholars of Western Pennsylvania Charter School

### Spanish 6

- Unit Title

En la cocina / In the Kitchen

Essential Question(s)

How do kitchens in the U.S. and Spanish-speaking countries differ? What are the main meals in Spanish-speaking countries? What are some typical Spanish foods? How do you prepare food? How do you ask for items in the kitchen?

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Enduring Understanding/Objectives

**Enduring Understanding(s)**

SWBAT

**Outcomes/Objectives/Progressive Indicators**

SWBAT

Language/Communication

**Language Functions**

- Describe kitchens
- Compare kitchens
- Express likes/dislikes
- Socializing
- Exchanging information

- Expressing need
- Making requests
- Giving commands
- Express agreement

### **Grammatical Structures**

- Gustar/encantar
- Commands
- Review of ser, estar, hay, tener
- Prepositions
- Yo necesito
- Preferir
- Estar for food descriptions
- más / menos que

### **Vocabulary**

- Numbers
- Foods
- Meals
- Kitchen descriptions
- Kitchen appliances
- Kitchen furniture
- Cutlery
- Dishes, pots
- Table settings
- Recipe Verbs

### **Culture(s)**

- Typical Spanish foods
- Meal times
- Meals (food, amounts, frequency)
- Metric System

- Comparing kitchens from C2 and C1
- Comparing food and its importance/role/ agriculture
- Tapas
- Basic country information

### Subject Content (Connections)

#### **Math**

- Graph favorite food
- Numbers
- Expressing time
- Measurements for recipes
- Metric system
- Conversions
- Equalities

#### **Science**

- Metric system
- Categorizing food
- Where food comes from
- Agriculture and harvesting crops
- Using 5 senses for food

#### **Social Studies**

- Discussing meal differences
- Comparing kitchens
- Comparing appliances and furniture
- Typical Spanish foods
- importance of food

#### **Music**

- Food songs?

**Art**

- Create a recipe book with pictures
- Still life painting of fruit
- Create 3-D kitchen
- Create health brochure

**ELA**

- Fables: La hormiga y el grano de trigo
- Reading comprehension strategies
- Write a recipe book
- Writing recipes
- Food poetry

**PE**

- Eating healthy
- Calories
- Planning well-balanced meals

**Home Economics**

- Making salsa picante

Learning Activities and Performances

**Beginning**

**Middle**

**End**

- Unit Title

Los deportes / Sports

Essential Question(s)

Where is baseball played in the world? Who are baseball players that speak Spanish? How can I design my own baseball team?

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Enduring Understanding/Objectives

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

SWBAT identify Spanish speaking baseball players, describe how to play baseball, describe a self-created baseball team, and determine where in the world baseball is popular.

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

SWBAT describe how baseball is played, name some Hispanic players, present on a Hispanic player, design and describe a self-created team

Language/Communication

### **Language Functions**

- Giving and receiving directions
- Describing players, teams, stadiums, mascots etc
- Comparing players, teams, stadiums, mascots, stats., etc
- Describing location and nationality
- Expressing likes/dislikes
- Identifying numbers out of order
- Expressing age

### **Grammatical Structures**

- Informal commands
- Gustar (and similar verbs)
- Mas que/menos que
- Mayor que/menor que
- Ser/estar

Subject Content (Connections)

### **Art**

- create own bobble head

- create murals
- visually represent player that was researched
- create logo/mascot
- see pictures of stadiums and describe, compare, write about (recycle architecture vocab/expressions)

### **Music/Drama**

- note different player songs (songs played when they are up to bat) from different countries
- sing take me out to the ball game in Spanish
- note different locker room songs from different countries
- reenact how to play baseball while giving/receiving directions
- Concession stand role plays

### **PE/Health**

- most popular Spanish speaking players (esp on pirates)
- rules/how to play the game
- equipment
- TPR actions
- Positions
- Signs (3rd base coach) info gap activity
- Bases/parts of field
- Terms
- Types of pitches
- Mascots
- Stadiums

### **Math**

- Mystery number game to review numbers
- Comparing ticket prices
- Mean, median, mode (averages of players)
- Graphing likes/dislikes of stadiums, players, mascots, etc
- Tallying scores (every child gets a team and keeps track of their points until the end of the season)

- Weather/C/F conversions
- Scores of games
- Stats of players
- Concession stand prices (word problems?)
- Years players born/age (word problems)

### **Social Studies**

- Where bb is played
- Where bb is most popular
- Where players are from (mark on map)
- Locker room songs (where from)
- Which players speak Spanish/where they are from
- History of baseball

### **Science**

- What is the equipment made of?
- Wooden vs aluminum bats (how are they different/same – experiment of how far balls go?)
- Weather where games are played

## Learning Activities and Performances

### **Beginning**

- Graph likes/dislikes baseball (discuss favorite sport)
- Get perspectives of Spanish speaking people on what sports they like
- Assign each student a team, have them keep track of total runs scores until end of season on a class chart (winner gets reward)
- Players from Hispanic countries (map, songs, stats, personal descriptions)
- Students present to class on a Hispanic player with a visual that they design (bulletin board)
- Background about baseball (history/where/how played)
- PACE like activity with commands on how to play, 3rd base signs/commands IGA

### **Middle**

- Stadiums
- Review architecture

- Give directions to stadiums in different cities (IGAs)
- Concession stand word problems/food/role plays
- Equipment – what it is made of (aluminum vs wood) where materials come from (categorizing equipment)

**End**

Students design their own team (logo, mascot, cheers, determine a new rule, determine signs for 3rd base coach) and share it with the class with a visual representation

- Unit Title

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Essential Question(s)

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Standard(s)

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Enduring Understanding/Objectives

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Language/Communication

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Subject Content (Connections)

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Learning Activities and Performances

**Beginning**

- Geography / IGA on continents
- Introducing / identifying different types of dinosaurs
- Classify according to what they eat, where they live, time period, size, weight, height
- Jigsaw activity (to complete chart of notes)
- Describing, comparing, using superlatives
- Dinosaur guessing game (as a whole class, and then in partners?)

**Middle**

- Math activity (graphing/ calculating: size, how long they have been around,
- Paleontologists (guest speaker: Mr. Fredrick-he might be a paleontologist?)
- Read non fiction text on a new dinosaur and add new info to chart
- Practice writing script for Discovery Channel

**End**

- Watch clips of Land Before Time: describe what they see, what's happening? What happens next? Create their own character with specific characteristics.

**Interpretive:**

Read text on dinosaurs

**Interpersonal:**

Share info in small groups (fill out chart using info gap)

**Presentational:**

Create script for Discovery channel or Land Before Time script