

Young Scholars of Western Pennsylvania Charter School

Spanish 7

- Unit Title

Tito Puente - Rey del Mambo / Tito Puente - King of Mambo

Essential Question(s)

Who is Tito Puente? Why is he famous? How does my childhood compare to Tito Puente's and other students in my class?

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Enduring Understanding/Objectives

Enduring Understanding(s)

SWBAT identify a prominent Latin American Musician and recognize his music, talk about his life in the past, and describe their own past lives.

Outcomes/Objectives/Progress Indicators:

SWBAT

Language/Communication

Language Functions

- Narrating continuous past actions (imperfect)
- Asking questions about continuous past behaviors
- Expressing age
- Comparing childhood memories
- Cohesion/transition words

Grammatical Structures

- Imperfect
- Cohesion words
- Present review

Vocabulary

- Pastimes/interests/activities
- Cohesion words
- Question words
- Instruments
- Music genres
- Music categories
- Music terms

Culture(s)

- LA Music
- Tito Puente
- Birthday celebratinos
- LA artists

Subject Content (Connections)

Art

- Focus is Picasso cubism (students do a cubism painting of a childhood memory)
- Scrapbook of students' childhood memories (in form of Tito Puente story)

Music

- Life of Tito Puente (who he is and his music, his story)
- Pinata/birthday songs
- TPR/role play past times
- Different instruments/categorize (winds, percussion, strings, brass) those in the story (bongos, timbales, congos, etc)
- Rhythms of Latin Am. Music (mambo, salsa, merengue)

- Music genres (favorites)
- Favorite songs now and then of the students

PE/Health

- Healthy/unhealthy foods ate now and then (used to)
- Outdoor activities (active/inactive) used to do

Math

- Age (comparing, stating)
- Numbers of years, figuring out how old someone is by their birthday (word problems)
- Money/Chores (summing, multiplying, etc)
- Timelines (Tito Puente and students lives)
- Counting beats?
- Graphing age, favorite activities, favorite songs, musicians, etc

Social Studies

- History of the piñata
- Tito Puente life/music
- Birthday celebrations
- Compare childhood activities with someone from C2
- LA music genres/songs/artists

Science

- Categorize music, pasttimes, instruments

ELA

- Time capsule representing students' lives (show and Tell) what used to do
- Time capsule for Tito Puente
- Time capsule of a LA artist
- Poems (concrete, haiku, diamante, or acrostic)
- Human bingo about past times (what did when you were...)
- Writing about their childhoods
- Presenting on artist on themselves (time capsule)
- Comprehending, summarizing, interpreting story (Tito Puente)

- Story map/character maps
- Describe and present on cubism painting of themselves during a past event or age

Learning Activities and Performances

Beginning

Pre/during reading activities for Tito Puente story

Story map

Instruments/play/name.categorize

Musical genres/instruments/artists – categorize

Graph favorite music/artist/etc

PACE – imperfect with Tito story

Talk about students lives – make timeline and scrapbook about their lives (what they used to do and like)

Talk about what used to eat (healthy/unhealthy) what used to do (active/inactive)

Graph favorite past activities when they were X yrs old

Chores (word problems, summing/multiplying etc)

Middle

Cubism

Talk about what used to do at birthdays

Pinata/Las mananitas birthday song – talk about C2 birthday celebration/compare C1/C2

Students paint cubism from their childhood birthday

End

Presentation on Time capsule of themselves and cubism painting

- Unit Title

La mujer que brillaba mas que el sol / The Woman Who Shone Brighter than the Sun (mini lesson - will continue in 8th grade)

Essential Question(s)

What happens in the story “La Mujer que brillaba mas que el sol? What is the moral of the story? How does the story compare with a legend from the US? Why does the sun shine? Why is water

important and how can we conserve it? What are the major landforms in Mexico? What are the different types of people in Mexico and the US? How can we promote tolerance of others?

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Enduring Understanding/Objectives

Enduring Understanding(s)

SWBAT comprehend, interpret and rewrite/recreate a legend from Mexico and compare it to an American legend, describe sun, why it shines, and how far it is, describe various aspects of Mexican geography and people, and discuss water conservation/pollution

Outcomes/Objectives/Progress Indicators:

SWBAT comprehend, interpret, and recreate a the story “La mujer...”. SWBAT compare a “La mujer...” with a legend from the US using the preterite/imperfect. SWBAT describe why the sun shines and identify its distance from the Earth. SWBAT discuss the importance of and issues with water conservation in the US and Mexico. SWBAT discuss how to promote tolerance among the variety of people in the US and Mexico.

Language/Communication

Language Functions

- Retelling story/past actions using preterite/imperfect
- Describing characters in the past
- Expressing opinions about conservation (why)
- Describing sun and why it shines
- Describing location of landforms

Grammatical Structures

- Preterite vs imperfect
- Expressing location and feelings with ESTAR
- Comparisons of characters and ways to conserve water and legen
- DEBER or tener que for plan of water conservation

Vocabulary

- Story vocabulary

- Things that shine/don't shine
- Landforms
- Large numbers
- Geography of Mexico
- Astronomy terms
- Water conservation/water cycle

Culture(s)

- Mexico
- Understanding legend from Mexico
- Tolerance towards many different ppl in Mexico (campesinos, indigenas, mujeres, etc)
- Comparing legends in US and Mujer que Brillaba

Subject Content (Connections)

Art

- Amate style represented in the book
- Design a new part of the story (what happens next) and illustrate it in Amate style
- Art contest?

PE/Health

- Water (clean water, importance of water in diet)
- TPRS with story
- TPR – water cycle

Math

- Identifying large numbers above 1000 to millions/billions
- Distance to sun
- Temperature of sun
- Working with map and distance and calculating distance and/or length of Rivers using scales

Social Studies

- Mexico history (Aztec/Mayas, temples, flag, history of flag)
- Mexico: plants/animals
- Mexico: urban/suburban life

- Mexico: roles of different people elders/young people/campesinps/mujeres
- Mexico: Calendars (ancient/modern/lunar/solar/venus – Mayan)
- Mexico: Geography, rivers, make a dough map of landforms in groups – mountains, plains, rivers, etc) (ask 3rd grade teacher for help she does this)
- Mexico: clothing (traditional vs modern)
- Character education (recycling from last unit) – tolerance, acceptance (morals from story)
- Compare Legend from US and la mujer

Science

- Classify things that shine/do not shine
- Classify animals in story/animals from Mexico
- Sun: why does it shine? Solar flares, distance, astronomy behind sun
- Types of fish in Mexico
- Conservation of water (contamination, pollution)

ELA

- Story activities (comprehending, interpreting, retelling, sequencing, changing a part, role play, puppets, etc)
- Identifying reality and fantasy
- Characteristics of a legend
- Writing poems about art that they create (amate style)
- Rewrite story in a comic strip illustrating in amate style

Music/drama

- TPRS
- Act out story
- Song about sun?? Mexican childrens' song/game (Arroz con leche)

Learning Activities and Performances

Beginning

- Introduce setting of story – picture walk
- Mexico geography and rivers
- River activities (distance, scale, compare to US rivers)

- Landforms of Mexico
- Dough landforms
- Sun – astronomy of the sun (distance, why does it shine?)
- Sun song???
- Classify things that shine/don't shine
- Pre-during- reading activities with story
- Discuss what was real/fantasy
- Coconstruction of uses of preterite/imperfect
- Post reading – rewrite, retell role/play/puppets/comic strip? story using preterite/imperfect... add what happened next and illustrate it using Amate style
- Art contest with Amate paintings

Middle

- Various types of ppl in Mexico vs. US
- Moral of story: Tolerance of ppl of different sub-cultures
- Compare legend from US culture with the story using grammar concept
- Water conservation, pollution, etc
- Water cycle
- Importance of water for all living things
- Water filtration?
- History of Mexico – Aztec/Mayans practice with preterite/imperfect
- History of Flag
- Plants/animals of Mexico (classification)
- Game/song from Mexico??

End

- Unit Title

El Sistema Solar

Essential Question(s)

What planets/moons/stars make up our solar system? What are the different phases of the moon? What does an astronaut do in space? Do you believe in aliens?

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Enduring Understanding/Objectives

Enduring Understanding(s)

Students will understand what makes up our solar system/galaxy as far as planets, stars and moons. Students will understand the different phases of the moon. Students will understand the duties of an astronaut.

Outcomes/Objectives/Progress Indicators:

SWBAT identify the planets in our solar system by name, number of moons, life forms and different characteristics. SWBAT identify different phases of the moon. SWBAT compare and contrast planets by distance from the sun. Students will be able to identify different constellations. Students will be able to discuss the life of an astronaut. Students will create different “aliens.” Students will discuss if they believe in aliens. Students will compare cultural, space stories such as the “Man on the Moon” and the “Rabbit on the Moon.” SWBAT locate Mexico on a map. Students will use TPR to show the rotation/revolution of the planets/sun. Students will express the location of planets by using the verb “estar” and the characteristics of the planets by using the verb “ser.” SWBAT identify numbers into the millions. Students will compare surface temperatures of planets vs. sun. SWBAT describe the lifecycle of a star.

Language/Communication

Language Functions

- Comparing size, distance, moons
- Describing characteristics
- Expressing location

Grammatical Structures

- Present Tense
- Tense
- Estar
- Ser
- Haber
- Comer
- Hacer
- Dormir
- Viajar
- Vivir

Vocabulary

- Colors
- Numbers
- Planets
- Moons
- Stars
- Near/Far-Prepositions
- Opposites
- Constellations
- North/South/East/West

Culture

- “Man on the Moon” vs. “Rabbit on the Moon” (US-Mexico)

Subject Content (Connections)

Math

- Numbers-into the millions
- Graph-distance/size
- Compare size/distance
- Graph surface temperatures

Science

- Phases of moon
- HW-journal moon phases?
- Names of Planets
- Categorize Planets-close/far from sun, big/small, # of moons
- Gas/rock-Where can you land
- Sun-Stars
- Constellations
- Model of the Solar System

Social Studies

- “Man on the Moon” vs. “Rabbit on the Moon”
- What do you see in the moon
- Locate places on the map (Mexico)
- Astronauts

Music

- TPR-Role Play movement of the planets-rotation/revolution around the sun
- Planet Song-different versions on YouTube?

Art

- Bulletin Board
- Solar System Food Model
- Alien art work-create and present

Lang Arts

- Info Gap with Planets
- Create short narrative about aliens

PE

- TPR
- Order of the Planets Game?

Learning Activities and Performances

Beginning

Introduce Planet Vocabulary-Cognates and identify different characteristics

Introduce Solar System Vocabulary

Identify numbers into the millions

Graph surface temperature of planets and sun

Sort Planets by order, size, and number of moons

Record Moon Phases Journal-HW

Lifecycle of a star

Identify different constellations

Constellation art work?

Middle

Compare/Contrast Planets by type-gas vs. rock and where you can land

Astronauts

What do astronauts wear/eat?

How do they travel to space?

Famous Astronauts

End

“Man on the Moon” vs. “Rabbit on the Moon”

Open discussion about aliens

What would aliens look like

Create alien artwork (review body parts)

Present alien art