

Young Scholars of Western Pennsylvania Charter School

Spanish 8

- Unit Title

La mujer que brillaba mas que el sol / The Woman who Shone Brighter Than the Sun

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 landform

Grammatical Structures

Preterite vs imperfect

Expressing location and feelings with ESTAR

Comparisons of characters and ways to conserve water and legend

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/campesins/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

Antiguo Egipto / Ancient Egypt

Essential Question(s)

What are the names of well-known Egyptian Gods? How would you describe each God? What are the names of famous pyramids? When were these pyramids built? What are they made of? Where are these pyramids located? How did Ancient Egyptians communicate? What did Ancient Egyptians eat and drink? What types of activities did Ancient Egyptians do? What is a mummy? What are important events that took place in Ancient Egypt? Where is Egypt/Africa on the map? What are some inventions from that time?

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Enduring Understanding/Objectives

Enduring Understanding(s)

SWBAT understand the traditions of Ancient Egyptians.

Outcomes/Objectives/Progress Indicators:

SWBAT name and describe well-known Egyptian Gods. SWBAT name and describe famous Egyptian pyramids. SWBAT create a timeline using dates of when pyramids were built. SWBAT compare and contrast pyramids in Egypt and Mexico. SWBAT communicate using hieroglyphics. SWBAT talk about what Ancient Egyptians use to eat and drink. SWBAT discuss what activities Ancient Egyptians use to do. SWBAT describe what a mummy is. SWBAT identify important events that took place in Ancient Egypt. SWBAT locate Egypt and Africa on the map.

Language/Communication

Language Functions

- Describe Gods
- Describe patterns (shapes)
- Discuss past events using preterite and imperfect
- Describe architecture (pyramids, etc.)
- Compare pyramids, Gods, etc.
- Identify important structures from Ancient Egypt.
- Locate Egypt, Africa, Mexico, North America on a map

Grammatical Structures

- Preterite and Imperfect
- Fue construido por...
- Estuvo...
- Fue..
- Tuvo...
- “Used to...” with imperfect
- Habia
- Hacia # anos

Culture(s)

Compare and contrast pyramids in Egypt and Mexico

Subject Content (Connections)

Art

- Egyptian art
- Create board game
- Create mummy
- Create pyramid
- Face painting

Music/Drama

- Egyptian song/dance

Science

- DNA
- Calender
- Pattern of stars
- Hieroglyphics
- Sacred animals

SS

- Timeline
- Geography/map of Egypt and Africa vs. Mexico and North America
- Compare pyramids of Egypt and Mexico

- Food/drink
- Daily life
- Sacred animals

Math

- Calculate sizes of pyramids
- Pyramid of Khufu at Giza (largest Egyptian Pyramid - weighs as much as 16 empire state buildings)
- Timeline of ancient inventions
- Calender
- Hieroglyphics
- Compare/contrast different calendars

PE

- TPR
- Egyptian games
- Egyptian song/dance

ELA

- Read “Antiguo Egipto”*
- *covered in ELA middle school class
- Book activities

Learning Activities and Performances

Beginning

- Introduce Egypt/Africa - locate on the map
- Language they speak in Egypt
- Introduce Egyptian vocabulary
- Brain storm with class: what Egyptian vocabulary can you think of in English?
- Students look up these words using dictionaries
- TPR?
- Matamoscas to review
- Introduce Ancient Egyptian Gods
- Label / draw / describe the different Gods (preterite)
- Identify the great ancient Egyptian pharaohs.
- Describe the daily routines of the ancient Egyptians (what they used to do - imperfect)
- Discuss what they used to eat/drink (imperfect)

Middle

- Writing using hieroglyphics
- Build a pyramid out of blocks
- Create timeline of ancient inventions

End

- Choose a God, Pharaoh, or invention: research, create poster, and present to class

- Unit Title

Un caso grave de rayas / A Bad Case of the Stripes

Essential Question(s)

What are the issues with bullying? How can we advocate against bullying? What are common illnesses in the US and Hispanic speaking countries in the past years? What is the story Un caso grave de rayas about?

Standard(s)

Communication, Culture, Connections, Comparisons, Communities

Enduring Understanding/Objectives

Enduring Understanding(s)

SWBAT describe events in the past relating to illnesses and vaccinations common in US and Hispanic speaking countries. SWBAT advocate for anti-bullying and describe how they feel during an embarrassing situation.

Outcomes/Objectives/Progress Indicators:

SWBAT describe illnesses that the US and other countries have reported on. Students will be able to advocate for anti-bullying using art and slogans. Students will be able to comprehend and interpret and discuss the story Un Gravo Caso de rayas Students will be able to write poems about themselves during an embarrassing moment. Students will be able to compare bullying in the US and other countries. Students will be able to interpret, discuss, and present on 2 issues (bullying and illnesses/vaccinations) using preterite and commands.

Language/Communication

Language Functions

Describing non-habitual past events using preterite

Expressing opinions using “I think that...”

Expressing emotions in the past

Expressing pain

Grammatical Structures

Preterite regular and tener

Pienso que

Doler

Sentirse

Tener

Commands

Vocabulary

Illnesses

Emotions

Patterns

Body parts, muscles, bones

Events in the story

Characteristics of story characters

Culture(s)

Comparing bullying issues in the US and other countries

Comparing illnesses in US and other countries

Subject Content (Connections)

Art

- Illustrate an event in the story (make a class book)
- 3D art/realism
- create self portrait with pattern of choice (similar to story)
- illustrate a time when you (the student) was embarrassed and describe how you felt and write poem about it (acrostic, concrete, haiku, diamante, etc)

Music/drama

- skits with bullying scenarios
- song?

PE/Health

- characteristics of illnesses
- illnesses
- body parts (could get into muscles/bones and more advanced body parts)

Math

- Graphing illnesses (according to what is most common in the world/classroom/what students have had)
- Statistics of bullying (predictions and reporting and graphing and percents)

Social Studies

- Pledge of allegiance
- Schools (comparing, it is the setting of the story)
- Character Education = anti-bullying
- Comparing bullying in US and other countries
- Comparing illnesses/vaccinations in US and other countries

Science

- Illnesses
- Classify illnesses according to characteristics (e.g. tummy ache/headache, etc)
- Make a table of illnesses and check the characteristics associated
- Muscles/bones
- Vaccinations (what illnesses have vaccinations, debate about vaccinations, benefits and repercussions)

ELA

- Poetry about time when they were embarrassed (concrete, diamante, haiku, or acrostic, etc)
- Activities associated with story (character map, story map, cause/effect map, story retelling, roleplay, sequencing events with pictures and retelling, recreating and changing a part of the story)

Learning Activities and Performances

Beginning

- Introduce bullying and emotions
- Illustrate time when student was embarrassed and describe how felt and write poem
- Statistics of bullying in US and other countries
- Commands – anti-bullying slogans
- Pre-during-post reading activities associated with the story
- Coconstruction of Past tense regular verbs
- Make class book about story (Each student has a page) using past tense
- Create self-portrait with pattern of choice and describe what illness (imaginary) student had
- Pledge of allegiance (I think its in story)

Middle

- Illnesses
- Body parts, muscles, bones
- Comparing illnesses/vaccinations in US and other country(ies)
- Debate about vaccinations

End

- 3D art to advocating for anti-bullying (commands)
- Anti-bullying skits
- Report on illnesses (preterite)