

Teacher: Donegan Grade: 6 th Subject: Spanish in NYC	Unit of Study: Spanish in New York City
Time Frame/Dates	<ul style="list-style-type: none"> ▪ 9 weeks
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ SWBAT locate/identify all 21 Spanish-Speaking countries. ▪ SWBAT locate/identify the neighborhoods/boroughs of New York City. ▪ SWBAT discuss Hispanic immigration to New York City. ▪ SWBAT discuss Hispanic immigration in relation to building communities. ▪ SWBAT make connections between Hispanic immigration and celebrations of culture (i.e. Puerto Rican Day Parade, cultural events in NYC). ▪ SWBAT recite the Spanish vocabulary terms for places around NYC and locate them on a Google map. ▪ SWBAT state where they are going using the verb “IR”. ▪ SWBAT understand the differences between the English and Spanish alphabet. ▪ SWBAT correctly pronounce Spanish words and phrases based on their knowledge of the Spanish alphabet. ▪ SWBAT identify greetings and farewells appropriate to geographic locations and relationships to people. ▪ SWBAT politely greet someone in Spanish. ▪ SWBAT introduce themselves in Spanish. ▪ SWBAT state their name, age, birthday, and where they are from. ▪ SWBAT state how they are feeling. ▪ SWBAT use polite phrases such as “please”, “thank you”, “you’re welcome”, and “excuse me”. ▪ SWBAT recite sports vocabulary in Spanish. ▪ SWBAT say which sports they like or dislike. ▪ SWBAT identify the most popular Hispanic sports (soccer and baseball) and make connections to Hispanic sports figures on New York teams. ▪ SWBAT identify numbers 0-100 utilizing jersey numbers, scores, and stats. ▪ SWBAT identify common Hispanic first and last names. ▪ SWBAT discuss styles of popular music in Spanish-speaking countries. ▪ SWBAT identify famous Hispanic musicians. ▪ SWBAT state which styles of music they like or dislike. ▪ SWBAT recite animal vocabulary in Spanish. ▪ SWBAT identify masculine and feminine nouns. ▪ SWBAT identify definite articles. ▪ SWBAT change singular nouns to the plural. ▪ SWBAT describe animals using colors, sizes and other adjectives.

	<ul style="list-style-type: none"> ▪ SWBAT understand adjective agreement. ▪ SWBAT identify famous Spanish artists. ▪ SWBAT describe paintings using colors, shapes and other adjectives. ▪ SWBAT order a meal at a Spanish restaurant. ▪ SWBAT identify and differentiate main dishes and ingredients of Spanish-speaking countries. ▪ SWBAT make connections between geography, climate, and crops grown in Spanish-speaking countries. ▪ SWBAT discuss imports/exports. ▪ SWBAT research real Spanish restaurants around New York City and read their menus. ▪ SWBAT make comparisons between mealtimes in Spanish-speaking countries and the United States. ▪ SWBAT recite clothing vocabulary in Spanish. ▪ SWBAT use colors and adjectives to describe clothing. ▪ SWBAT respond to the question, “How much/How many?” ▪ SWBAT use numbers 0-1000 to discuss prices of clothing items in shops along 5th Avenue (Zara-Spanish store with location in NYC). ▪ SWBAT design an outfit and describe it to the class in Spanish using colors and other adjectives.
Enduring Understandings	<ul style="list-style-type: none"> ▪ Language acquisition is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of the target language. ▪ Real-world and situational practice in the target language increase the ability to make choices when using a new language. ▪ Language acquisition is a process, not a result. ▪ Actively thinking about what I already know helps me better understand. ▪ When listening, watching the speaker closely or examining other visual clues help me to understand more. ▪ When reading, looking at pictures, charts, titles and other visual cues will help me to better understand. ▪ To have a natural conversation I have to do more than just ask and answer questions. I have to listen to what the speaker is saying to me and respond appropriately.
Essential Questions	<ul style="list-style-type: none"> ▪ What are the most effective strategies for learning new vocabulary and cultural practices? ▪ How can I better understand what I hear and read when I have just begun learning a new language? ▪ How do I start, carry on, and end a conversation more effectively? ▪ How do I make myself clearly understood when speaking and writing? ▪ What choices can a language-learner make to communicate clearly?
Assessments	<ul style="list-style-type: none"> ▪ Vocabulary and grammar quizzes ▪ Listening and speaking assessments ▪ Teacher informal/formal observation

	<ul style="list-style-type: none"> ▪ Sharing of responses (whole group, small groups, and paired) ▪ Q&A sessions (popsicle stick/ball toss) ▪ Whiteboards ▪ Oral presentations
Content (Subject Matter)	<ul style="list-style-type: none"> ▪ Vocabulary: Around the City ▪ Vocabulary: Greetings and Introductions ▪ Vocabulary: Feelings and Emotions ▪ Vocabulary: Sports, Music, Animals, Food, Art, Clothing ▪ Vocabulary: Likes/Dislikes ▪ Language: Verb <i>IR</i> (to go) ▪ Language: Pronunciation of the alphabet ▪ Language: Definite articles ▪ Language: Masculine and feminine nouns ▪ Language: Plural and singular nouns ▪ Language: Adjective agreement ▪ Geography: Spanish-speaking country locations ▪ Geography: The effect of climate and growth of crops/ingredients eaten in Spanish-speaking countries ▪ Geography: Origin of famous Hispanic athletes and musicians ▪ Math: Numbers 0-1000, cost of food and clothing items ▪ Cultural Connection: Immigration to New York City ▪ Cultural connection: Various greetings and farewells which differ based on geographic location ▪ Cultural connection: The difference between formal and informal versions of addressing someone (<i>tú, usted</i>) ▪ Cultural Connection: Popular sports in Spanish-speaking countries/Hispanic athletes ▪ Cultural Connection: Popular musicians and music styles of Spanish-speaking countries ▪ Cultural Connection: Main dishes and ingredients eaten in Spanish-speaking countries ▪ Cultural Connection: Spanish artists and their works
Activities	<ul style="list-style-type: none"> ▪ Complete a color-coded map of the Spanish-speaking countries ▪ Choose a cultural topic and research it in the “Cultures of the World” books ▪ Google Maps: Students will “pin” several NYC locations to their personal Google Map ▪ Write about and share an experience in NYC ▪ Complete online Quizlet exercises reviewing learned vocabulary terms ▪ Students will complete grid with drawings to represent basic questions and phrases used in introductory dialogues. ▪ Unscramble words on index cards to create a sentence or question ▪ Play Spanish “tic tac toe” to review learned questions and phrases ▪ Conversations in pairs to introduce themselves and ask basic questions about their partner

	<ul style="list-style-type: none"> ▪ Small group conversations to introduce themselves and ask basic questions about their group members ▪ Listening exercises-from Easy Español ▪ Pair conversation about what each person likes and dislikes ▪ Students will draw pictures which will form the words of their like/dislike vocabulary ▪ Students will poll classmates about their likes and dislikes ▪ Create a mini poster with students' own personal information in order to build recognition of identification vocabulary (name, age, birth date, like, personality trait) which will be accompanied by an oral presentation ▪ Create simple addition and subtraction problems to ask and answer with other classmates. ▪ Number guessing game- students will think of a number and will indicate to classmates as they are guessing whether the number is higher or lower ▪ Use the MLB website to search for Hispanic baseball players jersey number and place of origin ▪ Numbers crossword puzzle ▪ Read song lyrics from popular Hispanic songs including artists (Jesse y Joy, Juanes, Los Amigos Invisibles, and Prince Royce) ▪ Independent reading ▪ Partner read-aloud with pronunciation focus ▪ Use Spanish-English dictionaries to search for translations of adjectives and animal vocabulary ▪ Read the story "<i>Los leones no comen bananas</i>" ▪ "<i>Super Animal</i>" mini project ▪ View a selection of Spanish artwork and describe it using learned adjectives ▪ Research information about famous Spanish artists ▪ Use "Cultures of the World" books to research main dishes and common ingredients eaten in Spanish-speaking countries ▪ Design an outfit and describe it to the class in Spanish using colors and other adjectives
Standards	<ul style="list-style-type: none"> ▪ 7.1.NM.A.1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes. ▪ 7.1.NM.A.2 Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response. ▪ 7.1.NM.A.3 Recognize a few common gestures and cultural practices associated with the target culture(s). ▪ 7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions. ▪ 7.1.NM.A.5 Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics. ▪ 7.1.NM.B.1 Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.

	<ul style="list-style-type: none"> ▪ 7.1.NM.B.2 Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities. ▪ 7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. ▪ 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases. ▪ 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. ▪ 7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. ▪ 7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics. ▪ 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing. ▪ 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).
Materials/Resources	<ul style="list-style-type: none"> ▪ Supplemental hand-outs ▪ “Cultures of the World” book series ▪ Spanish-English Dictionaries ▪ Mobile computer lab utilizing websites: ▪ https://www.google.com/maps ▪ http://quizlet.com/ ▪ http://www.laits.utexas.edu/spe/ ▪ http://mlb.mlb.com/es/ ▪ http://www.latingrammy.com/es ▪ http://www.mesonsevilla.com/DinnerMenu ▪ http://www.moma.org/collection/object.php?object_id=78630