Unit 3

Content Area: **World Language**
Course(s): **Spanish 5**
Time Period: **Marking Period 3**
Length: **MP3**
Status: **Published**

Essential Questions

- What types of food are related to different cultures?
- What do you like to eat/drink?
- What do you not like to eat/drink?
- What do you eat/drink?
- Are you hungry/thirsty?
- What is on/in X (dish/drink)?
- What animal gives us X?
- What does the X say?
- How many X are there?

Big Ideas

- Food
    - Hungry/thirsty
- Animals & Habitats

Enduring Understandings

- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.

Grammar

- Basic commands
- Likes and dislikes with the verb to like/please

    - gusta vs. gustan
- Negation
- Idiomatic expressions with the verb to have
- Question words

Cross-Curricular Integration

Integration area: Science

Students will present their favorite caribbean animal and explain why they chose that animal using as much Spanish in their presentation as required according to the teacher rubric that will include translation of: the animals' place of origin (Cuba, Dominican Republic or Puerto Rico), where one might find or see this animal, its eating habits and its predators, where it lives and its appearance. They will also present a drawing of the animal in its natural habitat with labels in Spanish.

Wildlife In Puerto Rico: Discover Amazing Puerto Rican Animals!

Cuba's Animal Underworld | Wild Caribbean | BBC Earth

Inside Monkeyland - Punta Cana, Dominican Republic

Technology Integration

- Through the purposeful use of technology, and at the teacher's discretion:
- Students read, listen to, and view authentic, engaging, and timely materials from the target culture.
- Students practice interpersonal skills as they interact via video, audio, or text in real-time with other speakers of the target language.
- Students collaborate on presentational tasks with their peers or teacher, anytime, anywhere.
- Students work at their own pace as they access online content and/or utilize computer adaptive programs managed by their teacher.
- Students practice discrete skills with engaging online games and applications.
- Students benefit from differentiated instruction where multiple applications can be used to assess students, assign varied tasks, track data, give real-time feedback, and manage classrooms and lessons.

Diversity Integration

Amistad

Students will recognize the role of Spanish individuals in the Amistad event.

- In February of 1839, Portuguese slave hunters abducted a large group of Africans from Sierra Leone and shipped them to Havana, Cuba, a center for the slave trade. This abduction violated all of the treaties then in existence. Two Spanish plantation owners, Pedro Montes and Jose Ruiz, purchased 53 Africans and put them aboard the Spanish schooner Amistad to ship them to a Caribbean plantation. On July 1, 1839, the Africans seized the ship, killed the captain and the cook, and ordered Montes and Ruiz to sail to Africa. Montes and Ruiz actually steered the ship north; and on August 24, 1839, the Amistad was seized off Long Island, NY, by the U.S. brig Washington. The schooner, its cargo, and all on board were taken to New London, CT. The plantation owners were freed and the Africans were imprisoned on charges of mutiny and murder.