**Español IV Unit 6 Lesson 2- España- Fuera de la ciudad**

**Unit Summary:** In this lesson we compare and contrast the cities of Toledo and Granada- learning about their histories, unique cultures and main attractions. We will learn vocabulary for traveling and visiting historical sites so we can talk about experiencing historical places. Grammatically we will learn how to form the past perfect tense to talk about what had happened in comparison with the preterite as well as the future perfect to discuss what will have happened.

**Lesson 1 Feb 19/21 Prior Knowledge-**  culture of Spain and geography learned in past years and lessons

**Learning Target- The students will pronounce and define new vocabulary from unit 6 lesson 2 and will be able to describe flamenco- its music and dance.**

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| **Success Criteria- I can….** | **What do I need to remember/ know?** | **I got this!** |
| Describe in my own words what I will learn this unit- comparing this to what we already know. |  |  |
|  Pronounce and define the new vocabualry about traveling and visiting historical places. |  |  |
| Read pages 358-359- vocab in context. |  |  |
| Describe the music and dance called flamenco. |  |  |

**Performance of Understanding:**

The students will describe in their own words what we are doing this lesson and compare it to what they already know.

Students will pronounce and begin to define the new vocabulary.

Students will read about and describe flamenco music and dance.

**Assignment: Study vocabulary list; create a practice activity for a partner.**

**Lesson 2 February 25**

**Prior Knowledge-**  New vocabulary, unit plan expectations.

**Learning Target-** Students will review flamenco music and dance in Spanish. They will apply new words to describe what they have learned about Granada so far. Students will learn more about Granada and La Alhambra and will compare this city to what they already learned about Madrid and Barcelona using vocabulary from the lesson.

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| **Success Criteria- I can….** | **What do I need to remember/ know?** | **I got this!** |
| Explain in my own words flamenco music and dance. |  |  |
| Recall vocabulary words about travel and historical places and identify words that are more difficult.  |  |  |
| Review about a trip to Granada in Spanish- applying vocabulary in context. |  |  |
| Describe the city of Granada and compare this to what we already know about cities in Spain.  |  |  |

**Performance of Understanding:**

Do now- review vocabulary and paired activities created for homework.

Students will describe the city of Granada with new vocabulary.

Students will compare the city of Granada with Barcelona and Madrid (more modern cities.

Students will recall and describe flamenco music and dance.

**Assignment:** **Apply unit 6 lesson 2 vocabulary and Granada city facts- 10 sentences.**

**Lesson 3 Feb 27**

**Prior Knowledge-**  Unit 6 lesson 2 vocabulary and Granada city information

**Learning Target-** Students will further apply new vocabulary, will continue to describe Granada and will begin to learn about Toledo.

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| **Success Criteria- I can….** | **What do I need to remember/ know?** | **I got this!** |
| Further apply new vocabulary to describe Granada and La Alhambra in Spanish as well as flamenco.  |  |  |
| Apply vocabulary words about travel and historical places and identify words that are more difficult.  |  |  |
| Listen to authentic video and read authentic information about La Alhambra and understand.  |  |  |
| Continue to describe the city of Granada and compare this to Toledo by reading p. 361 and taking notes. |  |  |

**Performance of Understanding:**

Students will share sentences from homework in groups to further apply and understand vocabulary.

Students will review what they know about Granada and La Alhambra in a snowball review.

Students will answer questions about reading and video about La Alhambra.

Students will read page 361 about Toledo and take notes.

**Assignment: Vocabulary practice, study notes about Toledo from page 361- what do we need to know?**

**Lesson 4 March 2**

**Prior Knowledge-**  Unit 6 lesson 2 vocabulary, Granada facts and Toledo information, past participles

**Learning Target-** Students will focus on the history of Toledo- reviewing new vocabulary in context, comparing it to Granada. Students will conjugate and apply the past perfect tense to show sequence of events in the past with the preterit.

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| **Success Criteria- I can….** | **What do I need to remember/ know?** | **I got this!** |
| Review new vocabulary to describe Granada and La Alhambra in Spanish- preparing for a quiz.  |  |  |
| Continue to discuss Toledo- its history using vocab.  |  |  |
| Conjugate verbs in the past perfect and explain how it is different from the present perfect.  |  |  |
| Read about the history of Toledo with the past perfect tense on page 366 and take notes.  |  |  |

**Performance of Understanding:**

The students select most difficult vocabulary words and will quiz a partner on them- preparing for a quiz on the vocabulary and Granada.

We will organize what we know about the history and culture of Toledo into usable chunks of information.

Students will conjugate past perfect and preterite tenses and will apply these in a reading about the history of Toledo.

**Assignment: Vocabulary and Granada quiz, practice past perfect.**

**Lesson 5 March 4**

**Prior Knowledge-**  Unit 6 lesson 2 vocabulary, Granada and Toledo information, past perfect, preterite.

**Learning Target-** The students will quiz on Granada and vocabulary and review Toledo information and will continue to form and apply the past perfect tense, comparing it to the preterite.

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| **Success Criteria- I can….** | **What do I need to remember/ know?** | **I got this!** |
| Recall and apply vocabulary and facts about Granada. |  |  |
| Review the vocabulary and historical information about Toledo that I know.  |  |  |
|  Discuss Spain’s autonomous regions and why they are unique. |  |  |
| Conjugate verbs in the past perfect tense. |  |  |
| Apply the past perfect tense in conjunction with the preterite to show sequence of actions in the past. |  |  |

**Performance of Understanding:**

Quiz on vocabulary and Granada.

Students will compose scenarios using the past perfect and the preterite to show sequence of events in the past.

Students will reflect on what they know about Toledo , the vocabulary and the past perfect.

**Assignment: Practice past perfect with preterite and review history of Toledo; journals**

**Lesson 6 March 6**

**Prior Knowledge-**  Unit 6 lesson 2 vocabulary, Granada and Toledo information, past perfect, preterite.

**Learning Target-** The students will the wrap up past perfect with the preterite and Toledo applying vocabulary and history of Toledo in context.

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| **Success Criteria- I can….** | **What do I need to remember/ know?** | **I got this!** |
| Verify how much I know about the vocabulary and historical information about Toledo. Discuss El Greco.  |  |  |
| Conjugate verbs in the past perfect tense to prepare for a quiz. |  |  |
| Apply the past perfect tense in conjunction with the preterite to show sequence of actions in the past. |  |  |
| Compopse scenarios using the past perfect tense in conjunction with the preterite to show sequence of actions in the past. |  |  |

**Performance of Understanding:**

Students will recall the conjugation of the preterite tense and the past perfect.

Students will describe the city of Toledo and all it has to offer tourists.

Students will describe art of El Greco.

Students will create scenarios with past perfect and preterite.

**Assignment: Prepare for quiz on past perfect and Toledo, journals.**

**Lesson 7 March 10 Quiz on past perfect and Toledo**

**Prior Knowledge-**  Unit 6 lesson 2 vocabulary, Granada and Toledo information, past perfect.

**Learning Target-** The students take a past perfect and Toledo quiz applying vocabulary and history of Toledo in context and will learn about the future perfect to make predictions.

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| **Success Criteria- I can….** | **What do I need to remember/ know?** | **I got this!** |
| Prove how much I know about the past perfect and historical information about Toledo on a quiz.  |  |  |
| Notes on future perfect and practice. |  |  |
| Describe the life and works or El Greco. |  |  |

**Performance of Understanding:**

Students will take a quiz on past perfect / preterite and Toledo.

Students will conjugate the future perfect and use it to talk about what will have happened by a certain time.

Students will summarize what they know about El Greco after watching videos and reading about him.

**Assignment: Practice future perfect- predictions; journals**

**Lesson 8 March 13 Review for exam**

**Prior Knowledge-**  Unit 6 lesson 2 vocabulary, Granada and Toledo information, past perfect.

**Learning Target-** The students will practice the future perfect to make predictions about their futures. We will also review for the exam on unit 6 lesson 2.

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| **Success Criteria- I can….** | **What do I need to remember/ know?** | **I got this!** |
| Use the future perfect to make predictions about what will have happened by when. |  |  |
| Review El Greco. |  |  |
| Review sheet- unit 6 lesson 2. |  |  |

**Performance of Understanding:**

Students will conjugate the future perfect and use it to talk about what will have happened by a certain time.

Students will review what they know about El Greco after watching videos and reading about him.

Students will complete review sheets for unit 6 lesson 2 exam.

**Assignment: Exam**

**Lesson 9 March 17 Exam unit 6 lesson 2**

**Prior Knowledge-**  Unit 6 lesson 2 vocabulary, Granada and Toledo information, past perfect, preterite, future perfect.

**Learning Target-** Students will take an exam on unit 6 lesson 2. We will then review El Greco and begin a poem by Garcia Lorca.

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| **Success Criteria- I can….** | **What do I need to remember/ know?** | **I got this!** |
| Prove how much I know about the vocabulary and historical information about Toledo.  |  |  |
| Apply the past perfect tense in conjunction with the preterite as well as the future perfect. |  |  |

**Performance of Understanding:**

Students will take an exam on unit 6 lesson 2.

Students will describe El Greco and his works.

We will begin talking about Garcia Lorca and defining words for Romance Sonambulo.

**Assignment: Webquest- Garcia Lorca.**

**Lesson 10-11 March 19&24**

**Prior Knowledge-**  Past participles and vocabulary of unit 6 lesson 2.

**Learning Target-** Students will discuss what they learned about Garcia Lorca in a web quest and we will read Romance Sonambulo. They will begin project on poem- choosing favorite lines and explaining why in Spanish.

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| **Success Criteria- I can….** | **What do I need to remember/ know?** | **I got this!** |
| Review words from poem by Lorca.  |  |  |
| Describe the imagery, personification and tone of this poem by Lorca |  |  |
| Describe the life and works of Federico Garcia Lorca. |  |  |
| Read and discuss poem “Romance Sonambulo” and take notes. |  |  |
| Prepare for project. |  |  |

**Performance of Understanding:**

Students will review vocab from Romance…

Students will discuss life and words of Lorca.

Students will read and discuss poem and begin project.

**Assignment: Work on Lorca project.**