**Español IV Unit 6 Lesson 1- España Nombre : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Clase: \_\_\_\_\_\_\_\_\_\_**

**Unit Summary:** Spain is where it all began! In this unit we will compare and contrast the cities of Madrid and Barcelona- learning about their histories, unique cultures and main attractions. We will learn vocabulary for life in cities / towns so we can talk about a typical day living in a city like Madrid or Barcelona. Lastly we will learn how to form past participles as adjectives and the present perfect tense to talk about what has happened.

**Lesson 1 Date: January 2**

**Prior Knowledge-**  culture of Spain and geography learned in past years and lessons

**Learning Target- Welcome to Spain!** Students will label a map of Spain with its important geographical features, and will read about and watch videos to glean information these features and the about the culture and history of Spain. We will then discuss the RAFT project for the unit and what it entails.

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| **Success Criteria** | **I got this!** |
| I can label a map of Spain including most important geographical features. |  |
| I can discuss with a partner the important geographical features of Spain. |  |
| I can read about and analyze the culture of Spain including foods and passtimes. |  |
| I can describe in my own words the important cultural influences present in Spain. |  |
| I can pronounce and begin to identify new vocabulary from this unit. |  |

**Performance of Understanding:**

The students will work in pairs to begin to learn about Spain culture.

We will label and review map of Spain and watch a video about geography.

We will discuss RAFT and students will begin thinking of topics.

Students will evaluate what they learned today in a closing activity.

**Assignment: Study culture pages. RAFT proposal. Journals due.**

**Lesson 2 Date : Jan 6 (journal due)**

**Prior Knowledge-**  Map and geography of Spain, cultural information learned last class, new vocabulary list.

**Learning Target-** Students will continue to apply what they learned about the culture of Spain and about life in the city . We will discuss Madrid with the new vocabulary as well as videos about the city of Madrid. What does this city have to offer?

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| **Success Criteria** | **I got this!** |
| I can find the most important geographical features on a blank map of Spain. |  |
| I can describe the culture and geography of Spain. |  |
| I can describe the city of Madrid and all that it has to offer in Spanish. |  |
| I can recall and begin to apply unit 6 lesson 1 vocabulary. |  |

**Performance of Understanding:**

The students will label a blank map of Spain to review what we learned last class.

Students will recall and apply vocabulary from Unit 6 Lesson 1.

Students will learn about the city of Madrid.

Students will read about a family living in Madrid to apply new vocab.

**Assignment:**  **Practice new vocabulary- write 10 sentences with vocab. RAFT proposal. Study culture and map.**

**Lesson 3 Date: January 8 (RAFT proposal due)**

**Prior Knowledge-**  Map and geography of Spain, cultural information about Spain, unit 6 lesson 1 vocabulary.

**Learning Target-** Students practice map and culture of Spain. Then we will review vocabulary for life in the city and the family antics of Amparo while learning more specifics about the city of Madrid and of Spain.

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| **Success Criteria** | **I got this!** |
| I can describe the most important geographical features of Spain. |  |
| I can recall and apply the new vocabulary- using words in context. |  |
| I can describe the city of Madrid in Spanish with details and compare it to US cities. |  |

**Performance of Understanding:**

The students will review the map and culture of Spain preparing for a quiz.

Students will describe the city of Madrid comparing it to US cities.

Students will recall and apply new vocab and will share sentences from homework.

Students will hand in RAFT proposals.

**Assignment: Map and culture quiz. Practice vocab.**

**Lesson 4 Date : January 14**

**Prior Knowledge-**  Unit 6 lesson 1 vocabulary, Spain map and culture

**Learning Target-** Students will apply the lesson vocabulary. We will also learn how to form past participles and use them as adjectives to describe the result of an action.

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| **Success Criteria** | **I got this!** |
| I can recall Spain geography and culture on a quiz. |  |
| I can recall and apply the new vocabulary- using words in context. |  |
| I can apply new vocabualry about city life as I read about Amparo’s life in Madrid in the text. |  |
| I can describe Madrid and its important landmarks. |  |

**Performance of Understanding:**

Students will quiz on the culture and geography of Spain.

Students will recall and apply vocabulary from Unit 6 Lesson 1- quiz next Friday

Students will describe the city of Madrid and its important landmarks.

Students will hand in RAFT proposals.

**Assignment: Study vocab for a quiz on 1/22 and journals due.**

**Lesson 5 Date : January 17**

**Prior Knowledge-**  Unit 6 lesson 1 vocabulary, Spain map and culture, Madrid

**Learning Target-** Students will apply the lesson vocabulary. We will also learn how to form past participles and use them as adjectives to describe the result of an action.

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| **Success Criteria** | **I got this!** |
| I can recall landmarks of the city of Madrid and its history. |  |
| I can recall and apply the new vocabulary- using words in context. |  |
| I can apply new vocabualry about city life as I discuss Amparo’s family life in the text. |  |
| I can explain to a partner how to form the past participle of regular and irregular verbs. |  |
| I can apply past participles as adjectives to describe the result of an action. |  |

**Performance of Understanding:**

Students will review the city of Madrid on the Do Now and watch videos about Madrid.

Brainstorm- next journal on Barcelona.

Students will recall and apply vocabulary from Unit 6 Lesson 1- quiz next Wednesday.

Students will form past participles and will use them as adjectives (conditions that are the result of an action).

I will hand back RAFT proposals and they will begin to plan.

Tapas party???

**Assignment: Past participles practice. Study vocab for a quiz on 1/22. Find tapas.**

**Lesson 6 Date : January 22**

**Prior Knowledge-**  Unit 6 lesson 1 vocabulary, past participles as adjectives, Madrid.

**Learning Target-** Students will apply the lesson vocabulary to prepare for a quiz and will apply past participles of verbs as adjectives to describe the results of actions.

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| **Success Criteria** | **I got this!** |
| I can recall and apply the new vocabulary- using words in context- quiz next Thursday |  |
| I can explain to a partner how to form the past participle of regular and irregular verbs. |  |
| I can apply past participles as adjectives to describe the result of an action. |  |
| I can apply vocabulary and past participles to describe a picture |  |

**Performance of Understanding:**

Students will recall and apply vocabulary from Unit 6 Lesson 1 for Do Now and Quiz.

Students will describe picture - using past participles as adjectives.

Practice past participles.

Begin Barcelona lesson- Video. More notes for journals.

Talk about Tapas.

Any extra time is for RAFT.

**Assignment: Practice past participles. Work on RAFT. Tapas party.**

**Lesson 7 Date: January 24 (Tapas and Project work day)**

**Prior Knowledge-**  Unit 6 lesson 1 vocabulary, past participles as adjectives.

**Learning Target-** Students will work on PAFT projects and will enjoy TAPAS.

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| **Success Criteria** | **I got this!** |
| I can work on plans for a project about Spain. |  |
| I can describe tapas and how they are different from American food. |  |

**Performance of Understanding:**

Students will learn about and enjoy tapas and will share what they have made.

Students will work of RAFT projects- due Feb 12.

**Assignment: Work on RAFT due Feb 12, Past participles quiz next class. Journals due Jan 31.**

**Lesson 8 Date: January 29**

**Prior Knowledge-**  Past participles and vocabulary of unit 6 lesson 1, Barcelona and Madrid.

**Learning Target-** Students will compare Barcelona to Madrid. They will quiz on past participles and will also apply the past participles to form the present perfect tense of verbs while applying vocabulary from unit 6 lesson 1.

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| **Success Criteria** | **I got this!** |
| I can explain to a partner how to form the past participle of regular and irregular verbs and take a quiz on them. |  |
| I can apply past participles to form the present perfect tense with the helper verb haber. |  |
| I can describe the city of Barcelona and compare it to Madrid. |  |

**Performance of Understanding:**

Students will compare Barcelona to Madrid and describe Barcelona.

Students will form past participles.

Students will apply vocabulary and past participles in context to describe a picture.

Students will learn how to use past participles as adjectives and in passive voice.

**Assignment: Practice and apply present perfect tense and vocabulary. Journal on Barcelona. RAFT due 2/19**

**Lesson 9 Date: January 31 (journals due)**

**Prior Knowledge-**  Past participles and vocabulary of unit 6 lesson 1, Madrid and Barcelona.

**Learning Target-** Students will further describe the city of Barcelona and apply the present perfect tense of verbs while applying vocabulary from unit 6 lesson 1 to describe what has happened.

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| **Success Criteria** | **I got this!** |
| I can recall and apply the new vocabulary- using words in context. |  |
| I can form past participles and use them as adjectives. |  |
| I can apply past participles to form the present perfect tense with the helper verb haber. |  |
| I can describe the city of Barcelona and the architecture of Antonio Gaudi. |  |

**Performance of Understanding:**

Students will practice forming past participles and use them as adjectives.

Students will apply vocabulary and past participles in context to describe a picture.

Students will learn how to form the present perfect tense and will practice with in class activities.

Students will continue to compare Barcelona and Madrid.

**Assignment: Practice and apply past participles for quiz, present perfect tense and vocabulary. Work on projects.**

**Lesson 11 Date: February 5**

**Prior Knowledge-**  Barcelona , Past participles and vocabulary of unit 6 lesson 1, present perfect tense.

**Learning Target-** Students will apply the present perfect tense and vocabulary to prepare for a quiz and will choose the city that they prefer- Madrid or Barcelona and explain why.

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| **Success Criteria** | **I got this!** |
| I can recall and apply the new vocabulary- using words in context. |  |
| I can apply past participles as adjectives and to form the present perfect tense with the helper verb haber. |  |
| I can describe the city of Barcelona and the architecture of Antonio Gaudi. |  |

**Performance of Understanding:**

Quiz on past participles.

Students will apply vocabulary and present perfect in context.

Students will discuss interesting thigs that they have done and that their friends and family have done.

**Assignment: Present perfect practice. RAFT projects 2/19.**

**Lesson 12 Date: February 7**

**Prior Knowledge-**  Barcelona , Past participles and vocabulary of unit 6 lesson 1, present perfect tense.

**Learning Target-** Students will apply the present perfect tense and vocabulary while doing individual, group and paired activities to prepare for a quiz.

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| **Success Criteria** | **I got this!** |
| I can recall and apply the new vocabulary- using words in context. |  |
| I can apply past participles to form the present perfect tense with the helper verb haber. |  |
| I can interview a partner in the present perfect to write a paragraph about him / her. |  |
| I can work with a group to answer questions in the present perfect and then evaluate the quality of answers. |  |

**Performance of Understanding:**

Students will apply vocabulary and present perfect in context.

Students will do a stations / gallery walk activity and will evaluate the quality of the class’ answers.

**Assignment: Present perfect quiz, RAFT projects due 2/19.**

**Lesson 13 Date: Feb 12 (Present perfect quiz, Exam review day)**

**Prior Knowledge-**  Barcelona, Madrid , Past participles, Present perfect and vocabulary of unit 6 lesson 1.

**Learning Target-** Students will apply the present perfect tense and vocabulary for a quiz and prepare for an exam on unit 6 lesson 1 and RAFT projects.

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| **Success Criteria** | **I got this!** |
| I can recall and apply the new vocabulary- using words in context. |  |
| I can apply past participles to form the present perfect tense with the helper verb haber. |  |
| I can pull together all materials from this lesson to prepare for an exam. |  |
| I can create a project in Spanish about a topic of my choosing and present it to the class. |  |

**Performance of Understanding:**

Students will apply vocabulary and present perfect in context for a quiz.

Students will review for an exam.

**Assignment: Unit 6 lesson 1 exam. RAFT projects due 2/19.**

**Lesson 14 Date: February 14 (Exams, journals due)**

**Prior Knowledge-**  Barcelona , Madrid, culture, Past participles and vocabulary of unit 6 lesson 1 and present perfect.

**Learning Target-** We will take exam unit 6 lesson 1 and finalize RAFT project plans.

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| **Success Criteria** | **I got this!** |
| I can recall and apply the new vocabulary- using words in context. |  |
| I can form past participles and apply them as adjectives. |  |
| I can apply past participles to form the present perfect tense with the helper verb haber. |  |
| I can describe the cities of Madrid and Barcelona. |  |

**Performance of Understanding:**

Students will apply vocabulary, past participles and present perfect in context for the exam.

Students will describe Madrid and Barcelona for the exam.

Students will work on RAFTS.

**Assignment: RAFT projects.**

**Lesson 15-16 Date: Feb 19/21**

**Prior Knowledge-**  Culture of Spain

**Learning Target-** We will present RAFT project presentations.

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| **Success Criteria** | **I got this!** |
| I can create a project in Spanish about a topic of my choosing and present it to the class. |  |
| I can present my project and listen to my peers. |  |

**Performance of Understanding:**

Students will present projects.

Students will work with partner / group.

**Assignment: new vocab unit 6 lesson 2.**