**Unit 2 Lesson 1 Los Estados Unidos**

**Unit Summary-** Students will learn about the influence and importance of the Hispanic population of the United States as we discuss the importance of community service and helping others (in Spanish). Students will also learn how to make commands to give directions and to give advice to friends, formally and to groups of people.

**Lesson 1 January 24/28 Directions to major lesson project given on this day.**

**Prior Knowledge-** Geography of USA

**Learning Target-** Students will be able to talk about the contributions of Hispanics in the USA as well as vocabulary about community service.

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| **Success Criteria- I can** | **What do I absolutely need to know?** | **I got this!** |
| I can identify areas of the USA with large Hispanic populations and can read about Hispanics in the book. |  |  |
| I can name some contributions of Mexicans, Puerto Ricans, Cubans and other Hispanics in USA. |  |  |
| I can define and pronounce new vocabulary words about volunteer work. |  |  |
| I can evaluate what I learned today. |  |  |

**Performance of Understanding:**

The students will discuss what they know and do not know about Hispanics in USA.

The students will define and pronounce new vocabulary through flashcard review.

Students will evaluate what they learned today.

**Assignment: RAFT, practice new vocabulary.**

**\*\*\* Jan 29/30 will be videos from Unit 1 lesson 2 project (and maybe part of Jan 31/Feb 4)**

**Lesson 2 January 31/Feb 4**

**Prior Knowledge-** Geography of USA, Hispanic influences in USA, community service vocabulary.

**Learning Target-** Students will be able to review and discuss the contributions of Hispanics in the USA as well as talk about their experiences with community service and why it is important.

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| **Success Criteria- I can** | **What do I absolutely need to know?** | **I got this!** |
| I can explain to a partner the areas of the USA with large Hispanic populations and evaluate the reasons why. |  |  |
| I can explain in my own words contributions of Hispanics in USA. |  |  |
| I can apply new vocabulary words to talk about and read about volunteer work. |  |  |
| I can evaluate what I learned today. |  |  |

**Performance of Understanding:**

The students will review with a partner Hispanic influence in USA with an information gap activity and will complete a cloze activity.

The students will practice new vocabulary- Quizlet and cloze activities.

The students will apply new vocabulary as they read about volunteer work and describe their community service experiences in Spanish.

**Assignment: Vocabulary practice and application- Create an interview for a partner with vocab in context. Journal.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lesson 3 February 5/6 (A day journal due)**

**Prior Knowledge-** Hispanic influences in USA, community service vocabulary.

**Learning Target-** Students will evaluate the importance of Hispanics in the USA and they will further apply community service vocabulary.

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| **Success Criteria- I can** | **What do I absolutely need to know?** | **I got this!** |
| I can review what I have learned about Hispanic populations in USA and will focus on their community service efforts. |  |  |
| I can apply new vocabulary to discuss volunteering and its importance. |  |  |
| I can read about and listen to native speakers talking about volunteer work. |  |  |
| I can form polite requests and apply them to describe what they are used for. |  |  |

**Performance of Understanding:**

The students will recall what they learned about Hispanic influence in USA with a snowball activity.

The students will review what they know about Hispanic influence in USA- quiz next class.

The students will complete interviews to review vocab.

The students will apply new vocabulary as they read about and discuss volunteer work. Assign chart about famous Hispanics- use Juanes as an example.

Notes- polite requests.

**Assignment: Journals- Chart- famous Hispanics and community service, quiz on Hispanics in USA.**

**Lesson 4 February 7/11 (B day Journals due, Quiz on Hispanics in USA)**

**Prior Knowledge-** Hispanic influences in USA, community service vocabulary, irregular yo forms of verbs in present tense.

**Learning Target-** Students will quiz on the importance of Hispanics in the USA , they will teach each other about the efforts of famous Hispanics in community service (in Spanish)and they will learn how to form familiar commands.

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| **Success Criteria- I can** | **What do I absolutely need to know?** | **I got this!** |
| I can explain in my own words what I have learned about Hispanic populations in USA. |  |  |
| I can apply new vocabulary to discuss the volunteer efforts of famous Hispanics. |  |  |
| I can form and apply familiar commands. |  |  |
| I can answer a want ad in Spanish. |  |  |

**Performance of Understanding:**

The students will apply what they know about Hispanic influence in USA on a quiz.

The students will apply new vocabulary to talk about famous Hispanics and their community service campaigns. Remind students of chart. Use more Juanes as an example.

Review vocabulary.

Students will form and apply familiar commands.

**Assignment: Practice familiar commands, vocabulary quiz, famous Hispanics chart**

**Lesson 5 February 12/13 (Famous Hispanics Chart due)**

**Prior Knowledge- C**ommunity service vocabulary, polite requests, familiar commands.

**Learning Target-** Students will recall vocabulary, polite requests and familiar commands and they will apply community service vocabulary to share charts about community service efforts of famous Hispanics. Then they will form and apply familiar commands.

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| **Success Criteria- I can** | **What do I absolutely need to know?** | **I got this!** |
| I can recall and apply vocabualry for community service on a quiz. |  |  |
| I can form and apply familiar commands and polite requests. |  |  |
| I can share in Spanish the 5 famous hispanics I found for my homework- and what they do for commmunity service. |  |  |
| I can apply familiar commands with a partner. |  |  |

**Performance of Understanding:**

The students will apply community service vocabulary for a quiz.

Gallery walk and share charts about famous Hispanics. Make a list of desired names for project.

Students will form and apply familiar commands and polite requests.

**Assignment: familiar commands practice, famous Hispanics project (community service)**

**Lesson 6 Febrary 14/18**

**Prior Knowledge- C**ommunity service vocabulary, familiar commands.

**Learning Target-** Students will practice familiar commands and polite requests and will read about a community service campaign using familiar commands.

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| **Success Criteria- I can** | **What do I absolutely need to know?** | **I got this!** |
| I can recall and apply familiar commands. |  |  |
| I can form and apply Usted and Ustedes commands. |  |  |
| I can work with my project group and delegate sections of the project. |  |  |

**Performance of Understanding:**

The students will practice familiar commands and will practice giving advice. Quiz next class.

Form Usted and Ustedes commands and apply them.

The students will delegate sections of the project to group members so they are ready to have class work day.

**Assignment: Familiar commands quiz. Prepare for work day. Journal for Jan 20/21**

**Lesson 7 February 19/20 (A day journal due, familiar commands quiz)**

**Prior Knowledge- C**ommunity service vocabulary, familiar commands, formal commands.

**Learning Target-** Students will practice formal and plural commands and will apply them with lesson vocabualry.

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| **Success Criteria- I can** | **What do I absolutely need to know?** | **I got this!** |
| I can recall and apply vocabualry for community service and familiar commands on a quiz. |  |  |
| I can form and apply formal and plural commands. |  |  |
| I can evaluate what I learned today. |  |  |

**Performance of Understanding:**

Familiar commands practice and quiz.

The students will apply community service vocabulary and formal commands.

Students will work in pairs to create formal and plural command sentences with vocabulary. Begin to create community service campaign poster.

Students will practice all commands together.

**Assignment: Practice formal and plural commands, journals**

**Lesson 8 February 21/24 (B day journal due)**

**Prior Knowledge- C**ommunity service vocabulary, familiar commands, formal and plural commands

**Learning Target-** Students will practice formation of formal and plural commands and will apply this to vocabulary.

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| **Success Criteria- I can** | **What do I absolutely need to know?** | **I got this!** |
| I can form formal and plural commands. |  |  |
| I can apply formal and plural commands. |  |  |
| I can compare familiar commands to formal and plural commands. |  |  |
| I can describe my community service experiences. |  |  |

**Performance of Understanding:**

The students will form formal and plural commands. Quiz next class.

Students will continue work on poster.

Students will use commands to give advice.

Handout review for exam.

**Assignment: Review for exam; Famous Hispanic project- research for work day; formal and plural commands quiz**

**Lesson 9 Feb 25-26**

**Prior Knowledge- C**ommunity service vocabulary, familiar commands, formal commands.

**Learning Target-** Students will practice commands and take formal commands quiz. They will work with a partner to create a community service campaign poster.

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| **Success Criteria- I can** | **What do I absolutely need to know?** | **I got this!** |
| I can recall and apply vocabualry for community service. |  |  |
| I can form formal and plural commands. |  |  |
| I can make create a community service campaign poster. |  |  |
| I can pull entire lesson together to prepare for exam. |  |  |

**Performance of Understanding:**

The students will take a quiz on formal and plural commands.

Go over review sheet. Prepare for exam. Review games.

The students will apply community service vocabulary and commands for a campaign poster- share posters.

**Assignment: Exam; Famous Hispanic project- research**

**Lesson 10 Feb 27/28**

**Prior Knowledge- C**ommunity service vocabulary, familiar commands, formal commands.

**Learning Target-** Students will spend this class period working on famous Hispanic group project.

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| **Success Criteria- I can** | **What do I absolutely need to know?** | **I got this!** |
| I can recall and apply vocabualry for community service. |  |  |
| I can make create a lesson / project about a famous Hispanic and his / her community service campaign. |  |  |

**Performance of Understanding:**

Kahoot- exam review. Exam next class.

The students will apply community service vocabulary while they create a project.

**Assignment: Exam; Famous Hispanic project- research**

**Lesson 11 March 2-3**

**Prior Knowledge- C**ommunity service vocabulary, familiar commands, formal and plural commands

**Learning Target-** Students will apply formation of formal and plural commands and vocabulary for exam. Work on projects.

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| **Success Criteria- I can** | **What do I absolutely need to know?** | **I got this!** |
| I can apply community service vocabualry. |  |  |
| I can apply formal and plural commands. |  |  |
| I can compare familiar commands to formal and plural commands. |  |  |

**Performance of Understanding:**

The students will form all commands on exam.

The students will apply all community service vocabulary on exam.  
  
Project time when done.

**Assignment: Project. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Lesson 12 March 4/5 and 6/9**

**Prior Knowledge- C**ommunity service vocabulary, familiar commands, formal and plural commands

**Learning Target-** Students will present famous Hispanics project and will do career surveys about careers with language..

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| **Success Criteria- I can** | **What do I absolutely need to know?** | **I got this!** |
| I can present my project on famous Hispanics and community service. |  |  |
| I can listen to other presentations. |  |  |

**Performance of Understanding:**

The students will present projects and listen to other projects.

Students will do career surveys about language possibilities.