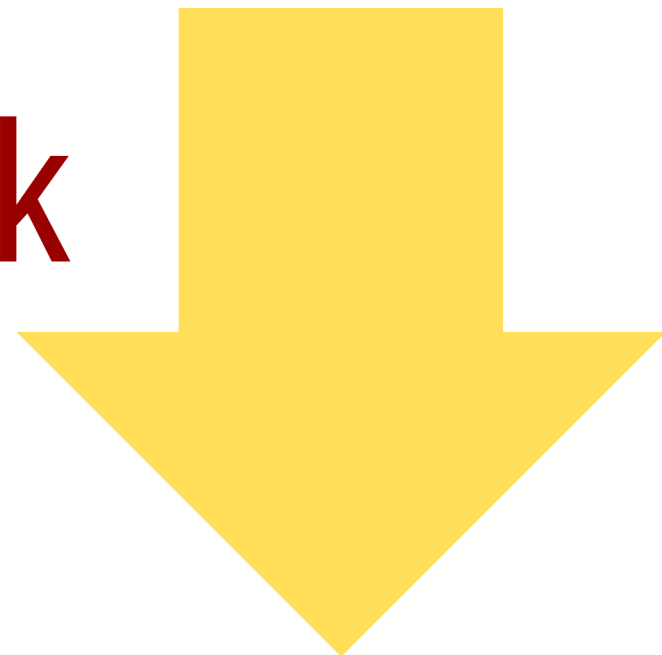


# Hispanos influyentes: A ready-to-use unit for Pre-AP or Spanish 4

Easy-to-use, 7-week unit plan with everything included!

Take a look inside!



## Influential People Spanish 4/Pre-AP Complete Unit



### Influential People Chart of Activities

| Type of Activity                                   | Number of included activities |
|----------------------------------------------------|-------------------------------|
| <small>*Some activities overlap categories</small> | 12                            |
| Reading                                            | 13                            |
| Writing                                            | 1                             |
| Speaking                                           |                               |
| Listening                                          |                               |
| Combined Skills                                    |                               |
| Vocab and Grammar Activities                       |                               |
| Formative Assessments                              |                               |
| Interim Assessments                                |                               |
| Summative Assessments                              |                               |

-7-Week Unit  
-Everything Included!

### Spanish 4/5 Personas influyentes Week 1 School Year

#### Monday:

Learning objectives: Students will be able to  
1. Use some new vocabulary in context to discuss influential people  
2. State the focus and goals of the unit

#### 1. Hook Activity

(slide show of names of celebrities- turn and talk: who is more influential and why?)  
2. Intro to the new unit

-Can Do Statements

-assessments-some teachers like to let students know what kind of assessments are involved in their unit.

-vocab list

-Quizlet

-Presente Perfecto Grammar Notes

-Comparisons

-Preterite & Imperfect (part of a review act

#### Tuesday:

Learning objectives: Students will be able to  
1. Create a common understanding of what makes a person inf

-Athletes  
-Creatives  
-Activists

# GET BACK YOUR TIME!



No materials?



Not enough time to create them?



Exhausted from it all?

Problems solved! These high quality lesson plans have everything done. Print/post and go!

## Teacher Notes

- ❖ There are so many different school schedules; I made these plans generically with 5 school days in a week with approx. 45 minute classes. But Google Docs are easy to modify!
- ❖ Any of the resources can be changed if you want to. Simply go to the top left, click File, Make a Copy. From there, you can change anything you want!
- ❖ This unit has been designed to be used without a textbook.
- ❖ Please look for footnotes: I use them when an activity has a rationale about why I designed something a certain way.

## Spanish 4/5 Personas influyentes Week 1 School Year

### Monday:

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#### 1. Hook Activity

(slide show of names of celebrities- turn and talk: who is more influential and why?)

#### 2. Intro to the new unit

- Can Do Statements
- assessments-some teachers like to let students know what kind of assessments are involved in their unit.
- vocab list
- Quizlet
- Presente Perfecto Grammar Notes
- Comparisons
- Preterite & Imperfect (part of a review activity tomorrow)

#### 3. Vocab in context practice

### Tuesday:

Learning objectives: Students will be able to

1. Create a common understanding of what makes a person influential

I like to put all these resources in one post in our Google Classroom. Students know they can find what they need even if they lose the copies I make for them.

Specialty Spanish 2025

# What's included in the 278 pages?

*Influential People*  
*Table of Contents*

| Week/Day | Learning objectives: Students will be able to:                                                                                                                     |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1/1      | 1. Use some new vocabulary in context to discuss influential people<br>2. State the focus and goals of the unit                                                    |
| 1/2      | 1. Create a common understanding of what makes a person influential<br>2. Use the preterite and imperfect to discuss what influential people have done in the past |
| 1/3      | 1. Find information about influential Hispanic people<br>2. Share information with others                                                                          |
| 1/4      | 1. Understand what others say about influential Hispanic people<br>2. Write about the characteristics of influential Hispanics                                     |
| 1/5      | 1. Demonstrate comprehension of a reading about Lionel Messi<br>2. Participate in a class discussion about Messi                                                   |
| 2/1      | 1. Demonstrate reading comprehension about Roberto Clemente<br>2. Record a cultural comparison                                                                     |
| 2/2      | 1. Demonstrate listening comprehension of a video<br>2. Use the present perfect in context                                                                         |
| 2/3      | 1. Participate in a mini debate with a classmate                                                                                                                   |
| 2/4      | 1. Work collaboratively to meet the requirements of an email reply                                                                                                 |
| 2/5      | 1. Reply to an email (graded writing assessment)                                                                                                                   |
| 3/1      | 1. Review vocabulary related to creative people<br>2. Participate in a group discussion about what artists have in common                                          |
| 3/2      | 1. Demonstrate listening comprehension by taking notes on an artist presentation                                                                                   |
| 3/3      | 1. Create                                                                                                                                                          |

*Influential People*  
*Chart of Activities*

| Type of Activity                                   | Number of included activities |
|----------------------------------------------------|-------------------------------|
| <small>*Some activities overlap categories</small> |                               |
| Reading                                            | 12                            |
| Writing                                            | 13                            |
| Speaking                                           | 17                            |
| Listening                                          | 8                             |
| Combined Skills                                    | 6                             |
| Vocab and Grammar Activities                       | 8                             |
| Formative Assessments                              | 3                             |
| Interim Assessments                                | 3                             |
| Summative Assessments                              | 2                             |
| Pre-AP-Style activities                            | 3                             |
| • Cultural Comparisons                             |                               |
| ities                                              | 10+                           |

✓ 7 weeks of complete plans

✓ Every activity is linked in!

✓ Complete activity count

✓ Daily learning targets

✓ Speaking, reading, writing and listening activities



# What's the Unit About?

## Topics:

- **Athletes**
- **Creatives**
- **Activitists**

Personas influyentes del mundo hispano

### Student Can-Do Statements

By the end of this unit students will:

1. Be able to discuss influential Hispanic people in the fields of sports, the arts, and activism.
2. Be able to state what others have done in the past using the preterite, the imperfect and the present perfect.
3. Be able to give an opinion on what makes a person influential
4. Compare people's contributions to the world.

# ALL THE DETAILS

- These lesson plans are designed to start prepping for AP Spanish with similar tasks and activities, but at Pre-AP level.
- Activities include answer keys and/or rubrics
- There are quizzes, reflections, tests, and a project!
- Practice for specific skills and for building overall proficiency!

|     |                                                                                                                                                   |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 3/4 | 1. Present their painting critique<br>2. Understand symbolism and meaning in other works of art                                                   |
| 3/5 | 1. Demonstrate knowledge of new vocabulary<br>2. Answer questions about Oscar de la Renta                                                         |
| 4/1 | 1. Participate in a guided conversation about creative and influential people                                                                     |
| 4/2 | 1. Answer questions about Salma Hayek's life and work<br>2. Decode a secret message to solve a mystery                                            |
| 4/3 | 1. Understand the requirements of a project<br>2. Practice writing questions                                                                      |
| 4/4 | 1. Participate in an interview-style interpersonal speaking activity                                                                              |
| 4/5 | 1. Write a graded reflection comparing creative people                                                                                            |
| 5/1 | 1. Do research and other tasks related to their project                                                                                           |
| 5/2 | 1. Define activism<br>2. Understand basics of colonialism in the Americas<br>3. Define key terms: criollo, mestizo, indígena, esclavo             |
| 5/3 | 1. Answer questions about a reading related to Simón Bolívar                                                                                      |
| 5/4 | 1. Answer questions about a reading related to Che Guevarra                                                                                       |
| 5/5 | 1. Participate in a team game related to the readings from class this week<br>2. Demonstrate reading comprehension                                |
| 6/1 | 1. Demonstrate listening comprehension by watching an Edpuzzle about Rigoberta Menchú                                                             |
| 6/2 | 1. Fill in missing words while they listen to a song<br>2. Analyze lyrics for cultural references<br>3. Make connections between art and activism |
| 6/3 | 1. Participate in a graded class discussion                                                                                                       |
| 6/4 | 1. Participate in a graded class discussion                                                                                                       |
| 6/5 | 1. Continue progress on their projects                                                                                                            |

# Feedback from similar Lesson Plans!

| Categoría                                                                                                                                 | Puntos | Comentarios |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------|-------------|
| Organización: el ensayo está bien organizado según la esquema                                                                             | /10    |             |
| Contenido/Habilidad de persuadir: hay razones y detalles específicas y concretas para convencer al lector                                 | /20    |             |
| Vocabulario: el uso de vocabulario refleja crecimiento y creatividad. Clarifica los pensamientos.                                         | /10    |             |
| Gramática: las estructuras reflejan la habilidad de trabajar en varios tiempos verbales y modos. La gramática clarifica los pensamientos. | /10    |             |

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| Organización: el ensayo está bien organizado según la esquema                                                                             | /10    |             |
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| Gramática: las estructuras reflejan la habilidad de trabajar en varios tiempos verbales y modos. La gramática clarifica los pensamientos. | /10    |             |

“

Amazing lesson plans! Super organized.  
Easy to use! Students are very engaged.

”

“

This is a well put together easy resource to use. Just adapt it to your learning platform and done. Saved so much time and thinking.

”

“

Everything you need is included here. I teach 3 different levels of Spanish and it is hard for me to revamp lesson plans.

”

Nombre \_\_\_\_\_ Fecha \_\_\_\_\_  
Práctica de vocabulario #1

Instrucciones: Utiliza las palabras en el banco para completar las frases. Habrá una extra: ¡forma tu propia frase con esta!

Clavadista      tener miedo      el equipo      saltar      el pelotero

1. Mi \_\_\_\_\_ favorito de baloncesto es Los Celtics.  
2. Un \_\_\_\_\_ muy famoso es Leo Messi.  
3. \_\_\_\_\_ de los insectos?  
4. Ser \_\_\_\_\_ es un deporte individual.  
5. \_\_\_\_\_

Impactar      valiente      lograr      influyente      creativo

6. Una meta que quiero \_\_\_\_\_ es correr en una maratón.  
7. Los bomberos son personas muy \_\_\_\_\_.  
8. La salud mental \_\_\_\_\_ mucho en la vida de una persona.  
9. Mi abuela es la persona más \_\_\_\_\_ en nuestra familia.  
10. \_\_\_\_\_

Proyecto: Soy \_\_\_\_\_  
Personas influyentes

Vas a asumir la identidad de una persona influyente del mundo hispano. La persona puede ser del presente o del pasado.

Participarán en una entrevista sobre tu vida y tu legado.

Requisitos:

- Necesitas preparar una lista de preguntas que el reportero te puede hacer.
- Hablarás de tu información biográfica general (fecha de nacimiento/muerte, país de nacimiento, familia, etc.)
- Hablarás de los eventos en la vida que te impactaron.
- Hablarás sobre tu carrera, o la razón por la que eres famoso
- Hablarás sobre tu opinión sobre la influencia que has tenido en el mundo, incluyendo lo que has hecho y tus sentimientos sobre tu fama.
- Hablarás sobre el legado que dejarás en el mundo.
- ¡Pondrás un toque original para hacernos creer que eres el personaje!

Luego, en clase, otra persona usará las preguntas que has preparado para entrevistarte.

FECHA DE ENTREGA: \_\_\_\_\_

# Video Preview

Want to see more? Watch the preview video! I will show you exactly what the lesson plans look like and how you can use them!

Want to try before you buy?

You can get the Can Do statements, the daily learning objectives and activities count for free in the product description!

The image shows a preview of the 'Influential People Spanish 4/Pre-AP Complete Unit' materials. At the top is a title card with the text 'Influential People Spanish 4/Pre-AP Complete Unit' and a small logo for 'Specialty Spanish'. Below the title card are two overlapping documents. The left document is titled 'Influential People Chart of Activities' and contains a table with the following data:

| Type of Activity             | Number of included activities |
|------------------------------|-------------------------------|
| Reading                      | 12                            |
| Writing                      | 13                            |
| Speaking                     | 1                             |
| Listening                    |                               |
| Combined Skills              |                               |
| Vocab and Grammar Activities |                               |
| Formative Assessments        |                               |
| Interim Assessments          |                               |
| Summative Assessments        |                               |

The right document is titled 'Spanish 4/5 Personas influyentes Week 1 School Year' and contains a 'Monday' section with learning objectives and activities. A red callout box at the bottom left of the documents says '-7-Week Unit -Everything Included!'. A red callout box at the bottom right of the documents lists '-Athletes -Creatives -Activists'. A small image of a person's face is visible in the background of the documents.