



Name: DIEGO USMA		Unit Plan: Weeks of
		Subject/Grade Level: MIDDLE SCHOOL (6-8)
Unit Title:	UNION EUROPEA: GETTING TO KNOW THE EUROPEAN UNION	
Standards:	<ul style="list-style-type: none"> - NH.CLL.2.3- Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details. - NH.CLL.4.1- Classify basic cultural practices of people in the target culture and the students' culture - NH.COD.3.3- Use readily available technology tools and digital literacy skills to present academic information in the target language. 	
Objectives		
<ul style="list-style-type: none"> → At the end of this lesson students will be able to <ul style="list-style-type: none"> - Define what the EU is. - Name and identify several EU states on a map. - Relate some popular foods to the EU countries they come from. 		
Key Concepts		
→ European Union; EU member states, EU cities, Popular foods		
Essential Questions		
<ul style="list-style-type: none"> → What is the European Union? → Which are some EU countries, capitals and where are they located? → Which foods are popular in the EU? → How do you say the names of the EU member states in Spanish 		
Learning Acquisition and Assessment		
Students will know... (content/concepts) <ul style="list-style-type: none"> → What the EU is → Where several EU member states are located → popular foods that come from the EU 	Students will be able to... (skills, performance tasks) <ul style="list-style-type: none"> → Compare the similarities between the European Union and the United States → Point at the location of several EU member states and cities → Understand the names of several EU member states in Spanish 	
Formative Assessments <ul style="list-style-type: none"> → At the end of each session students will complete a "checkpoint" to assess their 	Summative Assessments <ul style="list-style-type: none"> → Students will pick one EU member state and prepare a presentation for the class 	





learning and understanding of the concepts studied	
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
Day 1	<p>→ What is the European Union</p> <p>Main EU-related concepts/activities: The EU, EU member states</p> <p>→ The students will watch a video about the EU and then look up for the following information on their computers:</p> <ul style="list-style-type: none">- EU flag- EU member states <p>→ Then the students will complete a grid with that information. After that, the teacher will elicit some questions from the students (i.e tell me the name of an EU member state). To wrap up the teacher will answer basic questions that the students might have about the EU.</p>
Day 2	<p>→ European Union member states flags</p> <p>Main EU-related concepts/activities: EU member states in English and Spanish, EU member states and capitals</p> <p>→ The students will be provided a worksheet to resume the work started during the previous session. In this worksheet the students will be provided with the EU member states flags. They will use this to find the name of each member state in English and Spanish the same as the capitals.</p> <p>→ At the end of the session, the teacher will elicit the answers from the students and they will be shown a slides presentation that will help them check their answers to the activity</p>
Day 3	<p>→ European Union Capitals</p> <p>Main EU-related concepts/activities: EU countries and cities location on a map.</p> <p>→ The students will use the list of EU member states and capitals they worked with during the previous session to find their location on using Google Maps. Then, they will be divided into groups and complete a chart with flying distance to some EU capitals and an average ticket price using Google Flights.</p> <p>→ At the end, as a group the class will find out what the nearest EU city capital to Charlotte NC is and the cheapest and most expensive flight ticket.</p>





Day 4	<p>→ European Union foods</p> <p>Main EU-related concepts/activities: EU popular foods; EU member states</p> <p>→ The students will be shown several popular foods from the EU (i.e croissant, pizza) and they will be asked whether they know their names, where they are from and if they have ever tried them.</p> <p>→ Then the students will complete a chart with 10 popular foods from the EU with a picture, name and ingredients</p> <p>→ At the end the class will discuss different foods as a group and see which ones have been tried by someone in the class, which are more appealing and which ones are not.</p>
Day 5	<p>→ Group presentation</p> <p>Main EU-related concepts/activities: EU member states, flags, capital cities, popular foods</p> <p>→ The students prepare a presentation of an EU member state they will be assigned. They need to include the information they have been working on throughout the week and add any other information they find relevant. The next class they will present their country to the class.</p>

Resources and Materials

Books/Articles	Worksheets	Social media accounts/other digital resources
→ N/A	<p>→ The EU basics</p> <p>→ EU countries, flags and capitals</p>	<p>→ EU Learning Corner</p> <p>→ Google Maps</p> <p>→ Google Flights</p> <p>→ EU food</p>

This lesson plan has been created as part of the EUnited Teacher Fellows Program at the Center for European Studies, a Jean Monnet Center of Excellence, at the University of North Carolina at Chapel Hill. The Center for European Studies takes no institutional positions. All views represented within this plan are the author's own

