

Unit 1: Travel

Content Area: **World Language**
Course(s): **Spanish II**
Time Period: **September**
Length: **19 days**
Status: **Published**

Unit Overview

Learning to communicate in a foreign language is a necessary skill for novice learners and involves learning how to travel via plane, train and air travel.

Essential Questions

- Why do Spanish people have more than one way to say the same thing
- Why is it essential to know how to navigate through an airport, train station, while traveling through foreign countries?
- How do I develop communicative competence?
- How do I know that I am getting better in using language in real-world situations?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- When does accuracy matter?
- How does the content of the world languages classroom help me understand who I am and the world in which I live?
- How does content help me respond to important questions that extend my learning beyond the classroom?
- Why do people from different cultures sometimes say, write and do things differently from the way I do them?
- How is language a product of culture?
- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
- What role does stereotyping play in forming and sustaining prejudices about other cultures?

Enduring Understandings

- Successful communication is knowing how, when and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps
- The content of the world languages classroom encompasses the entire learning experience
- Learning a different language/culture leads to greater understanding of one's own and other languages/cultures and why people think and act in different ways.
- Cultural perspectives are gained by using the language and through experience with its products and practices and members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs

Standards/Indicators/Student Learning Objectives (SLOs)

- Identify words/phrases, key points, and main idea(s) in target language age- and level-appropriate culturally authentic materials as found in electronic information sources and other texts.
- Ask and respond to questions about target culture by recombining words/phrases using digital tools and face-to-face communication in the target language.
- Ask and respond to questions using digital tools and face-to-face communication in the target language.
- Produce written texts and oral presentations
- Skim and scan target language culturally authentic audio, video, or written text from electronic information sources
- Ask and respond to memorized questions
- Imitate and incorporate appropriate intonation for asking different types of questions
- Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.
- Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).
- Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities
- Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
WL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics

	and themes.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Lesson Titles

- Introduction to vocabulary 1: *Estación de Ferrocarril*
- Grammar: The Preterite Tense
- Introduction to vocabulary 2: *En el Tren*
- Interpersonal Speaking: "En la ventanilla"
- Cultural Comparison: *Models of Transportation*
- Email Response: *Un Viaje*

Career Readiness, Life Literacies, & Key Skills:

- Global Perspectives
- Business, Financial, Economic, & Entrepreneurship
- Critical Thinking and Problem Solving
- Information Literacy
- Media Literacy
- Life and Career Skills
- Communication and Collaboration

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Inter-Disciplinary Connections

- English: reading/writing/language
- History: geography
- Sociology: culture
- Fine Arts

LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.9-10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
SOC.6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
SOC.9-12.2	Social Structure: Culture, Institutions, and Society
SOC.9-12.2.2.2	Cultural relativity
SOC.9-12.2.2.3	Culture shock
SOC.9-12.4.2.2	Social problems
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

Equity Considerations

Amistad Mandate

Topic: Influential Afro-Latinos & their contributions to our Society

- Esteban Hotesse- 1st Afro - Latino Black Military Pilot

Materials Used: PowerPoint Presentation (Afro-Latinos), Famous Afro Latino project, On-line authentic resources, videos, articles, info-graphs, visual literacy activities, and critical thinking discussion questions

Addresses the Following Component of the Mandate:

- Contributions of African Americans to our Society

Holocaust Mandate

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

LGBTQ and Disabilities Mandate

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Climate Change

Topic: n/a

Materials Used: n/a

Addresses the Following Component of the Mandate: n/a

Asian American Pacific Islander Mandate

Topic : Influential Asian American Hispanic

- Franklin Chang Diaz (1st Latin American Immigrant astronaut- Chinese & Costa Rican)

Materials Used: PowerPoint presentation, online authentic materials, videos, articles, visual literacy activities, info-graphs, and critical thinking discussion questions

Addresses the Following Component of the Mandate:

- Social

Summative Assessment

- Unit Test: including listening, speaking, reading, writing relating to the vocabulary, grammar and culture in the unit
- Interpersonal Speaking Assessment: students will compare trips that they have taken and share with their partner, and or how to purchase a train ticket
- Recorded 2 minute Cultural Comparison:
- Interpersonal writing: (50+ words) students write a short essay about a trip that they have taken, or how to purchase a train ticket

Resources & Materials

- Textbook resources: Buen Viaje 2, Cd's, DVD
- Audio CD - Vocabulary and Pronunciation
- Interactive Chalkboard PowerPoint presentation with audio, video, graphics, and practice activities - Introduction to grammar and structures
- Audio CD - Listening Comprehension Activities
- www.spanish.glencoe.com - Unit-related activities, games, quizzes
- Mind Jogger Video quiz
- Unit Assessment - Listening Comprehension CD
- Smartboard
- Language Lab
- Websites related to Spanish
- Preterite grammar review website
- Chromebooks
- Google suite with apps
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Docs (Document sharing, assignments)
- Google Sheets (Graphing, Graph Creation, Data Analysis)
- Google Forms (Surveys, formative and summative Assessments)
- Google Slides (Projects)

- Google Dictionary Extension (Defines vocabulary into english on websites in the target language)
- Google drawing (Assignment/Image Creation)
- Quizlet.com (Vocabulary and Grammar flashcards, learn, spell, self test, games, quizlet.live)
- Glencoe.com (Textbook activities)
- Quia.com (Vocabulary/Grammar Games)
- Kahoot.it (Vocabulary/Grammar Review - Jumble and Quiz Games)
- Allpurposegames.com (Vocabulary/Grammar Review Games)
- Duolingo (Student paced Reading, Listening, Speaking, Writing Language Practice - Vocabulary enhancement)
- Screencastify (Oral projects)
- Prezi (Projects, Online tutorials)
- Letsrecap.com (Video recording for speaking practice and assessments)
- Youtube.com (Cultural videos, tutorial videos)
- EdPuzzle (Using videos as assessments)
- Quizizz (Vocabulary/Grammar Games)
- Quizalize (Vocabulary/Grammar Games)
- Zzi.sh (Student Progress Monitoring)
- Spanishlistening.org, utexas spanish proficiency (Spanish listening Activities)
- Studyspanish.com (Grammar Review)
- Conjuguemos.com (Vocabulary and Grammar Practice)
- Wordreference.com (Online Dictionary)

Instructional Strategies/Learning Activities, and Levels of Bloom's/DOK

- Introduction to Unit: vocabulary through Powerpoint, DVD, Worksheet, Discussion (Remembering, Understanding)
- Grammar: (preterite of irregular verbs) discussion, note taking and practice exercises (Understanding - Applying)
- Vocabulary: vocab lists though wkbk ex.'s, stories and news articles (train station and boarding related vocab) (Understanding - Applying)
- Audio texts: listening to authentic podcasts, CD's, conversations. (episodio 1-Un viaje en tren) (Analyzing, Evaluating)
- Short/long dialogues of native speakers(En la ventanilla-purchasing tickets at a ticket window) (Analyzing, Evaluating)
- Print texts (reading authentic literature/news articles) and completing oral and written responses, authentic literature, stories, newspaper/magazine article (Analyzing, Evaluating)
- Partner/Group Work: Oral, Written, Conversation (train schedules-ask partner questions about schedule, discuss advantages and disadvantages of train travel. Include things such as speed, price,location of stations) (Analyzing, Evaluating)
- Pronunciation: Listen to CD/Teacher and repeat (vocab 1&2 Train related vocabulary, pronunciation of the consonants n and ch)(Remembering, Understanding)
- Review/Reinforcement Activities: Whiteboard Relay, Smartboard: Purpose Games, Quizlet, Quia, glencoe.com
- Textbook Exercises: Oral and Written Responses (Application)
- Workbook: In-class and Homework Exercises (Application)

- Cultural: Authentic Text, Videos, Websites (El Ave train in Madrid, Train ride from Cuzco to Macchu Pichu) (Analyzing, Evaluating, Creating)
- Delsea One
- SWAG

Levels of Blooms

- Knowledge: Define, memorize, repeat, label, list, recall, relate
- Comprehension: Restate, express, describe, explain, discuss, review, identify, recognize, translate, interpret
- Application: Apply, use, demonstrate, practice
- Analysis: Compare, differentiate, question, examine
- Synthesis: Compose, create, formulate, organize, prepare
- Evaluation: Compare, evaluate

DOK-Depths of Knowledge

- Level One (Recall): Define, Draw, Identify, Illustrate, Label, List, Match, Memorize, Name, Recall, Quote, Recite, Recognize, Repat, State, Tell, Use
- Level Two (Skill/Concept): Categorize, Cause/Effect, Classify, Compare, Distinguish, Identify patterns, Infer, Interpret, Make Observations, Modify, Organize, Relate
- Level Three (Strategic Thinking): Develop a Logical Argument, Differentiate, Draw Conclusions, Explain, Hypothesize, Investigate
- Level Four (Extended Thinking): Design, Connect, Synthesize, Analyze, Create

Formative Assessment

Warm-up:

- Oral review- what vocab do you remember about traveling? Brainstorm words you remember.
- Rapid fire questions- Who has traveled? where did you go? did you need to speak a foreign language? how did you purchase tickets? How did you navigate through the train station? could you read the signs?
- Video clips-grammar: Preterite of irregular verbs.
- Video clip-culture: train travel-Atocha train station in Madrid Spain
- Worksheet practice-workbook pages, grammar review pages
- Music-Gloria Estefan "Mi Tierra"
- Guided practice- teacher/student
- Individual practice-students translate vocab, practice conjugating verbs
- Group work- students work cooperatively to answer question related to vocab and grammar
- Choral response
- Exit ticket-fill out ticket info

Anticipatory Set:

- 2-5 minute activity related to days topic

- Current events
- Discovery Channel short video clips relating to vocab/grammar
- Youtube video clips (vocab/grammar)
- Hot seat questioning in target language
- Student Q&A stating date, objective, homework, and important dates prompted in target language
- Oral questioning with oral and/or written response
- Explain a concept in student's own words

Closure:

- Exit ticket
- Hot seat (rapid fire questions)
- Oral questioning and answers
- Review of days lesson
- Worksheet guided review practice

Modifications

ELL Modifications

- Readings/literature in native language
- Allow assignments to be written in native language until basic proficiency in English
- Extra time for assignments
- Allowance of support personnel
- Intentional grouping with students who can assist ELL student
- Reduce written/reading assignments-provide alternate assessments, including oral assessments
- Use of video in native language to reinforce concepts
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible
- Delsea One
- SWAG

IEP & 504 Modifications

Speaking

- Letsrecap.com (Allow student to record on their own and submit)
- 1:1 Student Speaks with Teacher only
- Alternate written assessment
- Consult with speech therapist and/or guidance counselor to prepare in advance
- Letsrecap.com/google voice-video and audio recording on their own and turn it in

Reading

- Read aloud books or stories for comprehension
- Breaking larger readings into shorter segments
- Reading 1:1 (with teacher or student)
- Accompany reading with visuals
- Pre-reading Activities (may include visuals, background knowledge, cultural information, etc.)
- Providing paraphrased or modified reading materials at the student's reading level.

Writing

- Use of a scribe or talk-to text
- Allow use of computer for taking notes
- Duolingo.com-student paced language practice

General

- Reduce assignment requirements or break into smaller assignments
- Allow use of computer for taking notes
- Preferential seating
- Access to accurate notes/copy of teacher's notes
- Intentional grouping
- Delsea One
- SWAG

Testing Modifications/Accommodations

- Allow student to correct mistakes or answer questions correctly for additional credit if failed the first test (another way to re-teach material)
- Less questions overall if the student takes so much extra time that they are going into future days (than missing instruction) to take test
- Read aloud test/ quiz assignments
- word banks, multiple choice, matching questions help when possible

G&T Modifications

- Extended listening passage and activities
- Extended reading passages with comprehension questions

- Writing activities with concentration on advanced grammar
- Speaking activities for extended periods of time
- Authentic realia activities
- Project Based Learning Activities
- Examine illustrations in textbooks and convert them into target language.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Delsea One
- SWAG

At Risk Modifications

- Additional scaffolding
- Visuals
- Goal setting
- Parent communication/involvement
- Word Bank
- Repeat, rework, clarify
- Preferential Seating
- Hands-on Activities
- Delsea One
- SWAG

Technology Materials and Standards

- Podcasts: www.notesinspanish.com
- Preterite of irregular verbs: www.studyspanish.com
- Websites related to Spanish: <http://www.laits.utexas.edu/spe/>
- Preterite grammar review: www.studyspanish.com
- Train travel-Atocha train station in Madrid Spain: www.bbcmundo.com
- Current events: www.bbcmundo.com
- Native Speaker Audio: www.laits.com

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A.CS1

Understand and use technology systems.

TECH.8.1.12.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.