# Unit 2: Travel

Content Area: **World Languages**
Course(s): **Spanish 5 CP, Sports Nutrition**
Time Period: **October**
Length: **10 blocks**
Status: **Published**

## Transfer Skills

Tourism & travel: TLW describe methods of transportation and vacation activities while exploring the Hispanic world through its architecture, history, geography, art and culture

## Enduring Understandings

Language learning involves acquiring strategies to fill communication gaps.

Cultural perspectives are gained by using the language and through experience with its products and practices.

Learning a different language/culture leads to greater understanding of one's own language and culture.

Weather and geography affect the activities available to tourists.

One can learn about another culture and language and understand its beliefs and customs through traveling there.

## Essential Questions

How can I become a more effective reader, writer, speaker and listener in Spanish?

How can I use context clues and key phrases to infer meaning of new words?

What are some popular destinations and popular activities to do while on vacation in the countries of the target language?

How are common travel practices in my country similar and/or different to the travel practices in other countries?

## Content

Structure:

Preterit tense

Vocabulary:

To board, boat, plane, ship, dock, station, platform, delayed, passengers, etc.

## Skills

-Identify vocabulary dealing with tourism/travel to describe vacations from the planning process to the activities completed

-Use vocabulary to discuss opinions on traveling

-Identify vocabulary dealing with art to examine the works of famous artists from the Spanish speaking world

-Identify geographical features of the Spanish speaking countries to undestand specific products and practices of different countries

-Use unit vocabulary to interpret authentic texts about travel

-Recall the forms and use of the preterit tense to describe and narrate past activities

-Write a cohesive and coherent analytical or persuasive essay in reaction to a text or on a personal issue

-Describe, narrate, and present information or persuasive arguments on general topics

-Use language that is semantically and grammatically accurate according to a given context

-Research the geography, history, tourist sites, etc. of a Spanish speaking country and present information to the class

-Compose questions and respond to personal questions related to chapter vocabulary

## Resources

Google Classroom

Google Slides

Google Docs

Student Notebooks

*Triangulo Aprobado* vocabulary unit (travel)

Vocabulary reinforcemnt activities (BRAVO, vocabulary cards, triangle matching game) (travel)

Student whiteboards

Department writing/speaking rubric

*Una Vez Mas* grammar reinforcement (present subjunctive)

LCD projector

maps

*AP Spanish-Preparing for the Language Exam* listening comprehension activities and email writiing prompts

CDs/CD player

Sony MP3 digital recorder

Conversation starter cards

Surveys (for conversation)

Spanish online news sites (People en espanol, BBC Mundo, etc.)

## Standards

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| WL.7.1.IM.A | Interpretive Mode |
| WL.7.1.IM.A.2 | Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. |
| WL.7.1.IM.A.3 | Analyze the use of verbal and non - verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message. |
| WL.7.1.IM.A.4 | Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. |
| WL.7.1.IM.A.5 | Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. |
| WL.7.1.IM.A.7 | Infer the meaning of some unfamiliar words in some new contexts. |
| WL.7.1.IM.A.8 | Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. |
| WL.7.1.IM.A.L | Linguistic |
| WL.7.1.IM.B | Interpersonal Mode |
| WL.7.1.IM.B.2 | Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities in familiar and some unfamiliar situations. |

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| WL.7.1.IM.B.3 | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. |
| WL.7.1.IM.B.4 | Ask and respond to factual and interpretive questions of a personal nature, on school - related topics, and on some unfamiliar topics and situations. |
| WL.7.1.IM.B.5 | Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. |
| WL.7.1.IM.B.L | Linguistic |
| WL.7.1.IM.C | Presentational Mode |
| WL.7.1.IM.C.2 | Dramatize student - created and/or authentic short plays, skits, poems, songs, stories, or reports |
| WL.7.1.IM.C.3 | Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. |
| WL.7.1.IM.C.4 | Synthesize information found in age - and level - appropriate culturally authentic materials. |
| WL.7.1.IM.C.5 | Compare cultural perspectives of the target culture(s) with those of one’s own culture as evidenced through their cultural products and cultural practices. |
| WL.7.1.IM.C.L | Linguistic |