Unit 3: Las vacaciones

Content Area: **World Languages**
Course(s): **Spanish**
Time Period: **Week 9**
Length: **6 Weeks**
Status: **Published**

Unit Overview

In this unit students will focus on vacation and travel. They will be able to explore various concepts of travel such as planning a trip, reserving a hotel room and using means of transportation to get around the country. Students will be able to make comparisons of how they and others feel. A review will also be provided of the seasons and the weather and their importance when traveling to Spanish-speaking countries. Students will explore further the verbs ser and estar to understand their different uses and meanings.

Standards

WL.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
WL.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
WL.7.1.NH.A.C.2	The study of another language and culture deepens understanding of where and how people live and why events occur. (Content areas that assist in the development of this understanding should include, but are not limited to: history, science, economics, and geography.)
WL.7.1.NH.A.C.4	Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
WL.7.1.NH.A.C.6	The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
WL.7.1.NH.A.C.8	Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this under standing should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
WL.7.1.NH.A.L.1.a	Identify the main idea and some supporting details when reading.
WL.7.1.NH.A.L.1.b	Understand the gist and some supporting details of conversations dealing with everyday life.

WL.7.1.NH.A.L.1.c	Infer the meaning of some unfamiliar words when used in familiar contexts.
WL.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
WL.7.1.NH.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.
WL.7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
WL.7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
WL.7.1.NH.B.L.1.a	Ask and answer questions related to everyday life.
WL.7.1.NH.B.L.1.b.1	Initiate, maintain, and end a conversation.
WL.7.1.NH.B.L.1.b.2	Ask for and give permission.
WL.7.1.NH.B.L.1.b.3	Express needs.
WL.7.1.NH.B.L.1.b.4	Give reasons.
WL.7.1.NH.B.L.1.b.5	Request, suggest, and make arrangements.
WL.7.1.NH.B.L.1.b.6	Extend, accept, and decline an invitation.
WL.7.1.NH.B.L.1.b.7	Express an opinion and preference.
WL.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience.
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
WL.7.1.NH.C.4	Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NH.C.5	Tell or write about cultural products associated with the tar get culture(s) and identify how the products and practices are derived from the cultural perspectives.
WL.7.1.NH.C.L.1.a.3	Express an opinion and preference.
WL.7.1.NH.C.L.1.a.4	Request and suggest.

Essential Questions

- How do people discuss and plan a vacation?
- How do people talk about how they feel?
- What are some popular vacation destinations in the Spanish-speaking world and why?
- What recreational activities are popular in different seasons in Spanish-speaking countries?

Application of Knowledge and Skills...

Activities

- In small groups, students will be given a situation and will be required to use the vocabulary that they have learned. For instance, Tenemos una reservacion: students may be asked to make a reservation from Newark or JFK airport to Madrid at 9:00 a.m. They need to determine the vocabulary needed to complete a task such as this one. Each small group will have different travel arrangements that need to be made in the target language.
- Students will listen to audio passages and respond to questions, one of which may be to listen to a travel agent. One question may include what time is the flight?
- Utilizing the white boards, students will write the vocabulary words that they hear.
- Students will plan a trip and create a travel brochure promoting their place of interest. For instance, students may create a brochure from a list of choices which may include cities, countries or regions.
- In small groups, students will be provided with Flashcards. Based on what the students see on the flashcards, students will answer the question ¿Cómo estás?
- Split the class into two evenly-numbered groups. Hand out cards at random to the members of each group. One type of card should contain a verb or verb phrase and the other a related noun. Have the people within the groups find their partner.
- Give students a card with a country (randomly), have them research the country and then present it to the class.
- Have students work in partners to read the Fotonovela ¡Vamos a la playa! and rewrite the ending using a new location.
- Students will work in groups of 2 or 3 to create their own skit basing it on the Fotonovela, students will then act out the skit for the class.
- Students will write a list of four questions using different conjugations of estar to ask a partner. The partner will be asked to respond negatively and use the apposite adjective in an affirmative statement.
- Students will bring in pictures from a vacation to share with the class. Using the present progressive and the target language they will discuss what's taking place in the picture.
- Students will write a postcard to a friend of family member about a vacation in Puerto Rico, incorporating as many uses of the verbs ser and estar as possible.

Activities to Differentiate Instruction

- Allow students the use of the vocabulary list while completing the white board activity.
- Have native speakers tell the class about what the typical weather is like in their country of origin.
- Allow some students to use a written copy of the skit when presenting.
- Choice of working alone or in partners.
- Provide skeleton notes for presentations.
- Provide opportunities for students to work together in teacher designed groups.
- Provide tiered activities and homework.
- Assign Spanish "experts" to assist with each lesson.

Integrated/Cross-Disciplinary Instruction

- Language Arts - present progressive, pronouns
- Science - Weather Patterns

- Geography - Peru
- Technology - SuperSite activities (vhlcentral.com)

Resources

- *Descrubre* 1 Textbook
- Descubre SuperSite Resources (vhlcentral.com)
- Fotonovela
- Flashcultura
- Flashcards
- exchange.smarttech.com (SmartBoard activities)
- Audio exercises
- PowerPoint
- Spanish-English Dictionary
- Internet
- SmartBoard
- Cuaderno de práctica
- Cuaderno de actividades comunicativas
- Maps