

Unit 3: On Vacation

Content Area: **Unified Arts**
Course(s): **Spanish 8**
Time Period: **Quarter 3**
Length: **45 days**
Status: **Published**

Unit Summary

In this third unit of the year on clothing and travel, students will be able to talk about what they like to do and are going to do on vacation and in certain weather conditions and seasons, and on certain days, how often they do certain activities, and what they wear to do different activities.

Standards

Interpretive Mode of Communication

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

- 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
- 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Interpersonal Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Presentational Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Intercultural Statements

- Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.
- Learners recognize and identify a few typical practices of the target culture.

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.3	Recognize some common gestures and cultural practices associated with target culture(s).
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.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
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.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 target culture(s) and identify how the products and practices are derived from the cultural perspectives.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.

Student Learning Objectives

- I can identify and use days of the week
- I can identify and apply months of the year
- I can identify seasons
- I can identify and use articles of clothing
- I can identify and use colors
- I can identify and use weather expressions
- I can identify vacation activities and what I like to do during certain weather conditions
- I can say how often I like to do certain activities
- I can calculate Celsius to Fahrenheit
- I can recognize differences in seasons between the northern and southern hemispheres
- I can recall Spanish-speaking countries
- I can describe what I wear and what I need to bring to wear during different seasons and weather conditions
- I can suggest clothing items to pack on a vacation based on the climate of a Spanish-speaking country
- I can make plans, accept or decline invitations based on the weather
- I can state which season I prefer and why

Essential Questions

- How do I ask what the weather is like?
- How do I describe the weather?
- How do I describe what I'm wearing?
- How do I ask someone what they are packing in their suitcase?

- How do I ask someone where they are going on vacation?
- How do I describe what I do, like to do, and don't like to do on vacation?
- How do I ask someone when they do various activities?
- What do people from Spanish-speaking countries do/go on vacation?
- Should, want, need to bring or wear

Enduring Understandings

- Spanish uses *hace* and *está* in weather expressions
- Spanish places adjectives after the noun it describes
- Spanish adjectives agree with the nouns they describe in number and gender
- Spanish places the day before the month when writing the date*
- Spanish varies in its word order placement of adverbs of frequency*
- Spanish uses *gustar* + infinitive to describe activities that one likes to do*
- Spanish uses *querer/necesitar* + infinitive to describe what one want/ need to do*
- Spanish uses *ir* + *a* + infinitive to describe what one is going to do*
- Spanish uses to verb *Llevar* to describe what one is wearing*
- Definite vs indefinite articles*
- *students have seen these concepts before this unit and are being recycled

Skills

Students will be skilled at:

- Creating and responding to simple phrases, questions and sentences.
- Describing people places, things and events with some detail.
- Generating and respond to short messages.
- Interacting with appropriate responses in limited social settings and basic situations.
- Expressing details of their everyday lives and of past experiences.
- Engaging in original and spontaneous conversation in the language studied.
- Organizing thoughts into coherent oral speech.
- Identifying common and distinct features, such as prepositional phrases and clauses, among languages.

Performance expectations:

Speaking- Novice Mid

Speakers at the Novice Mid sublevel communicate minimally by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may say only two or three words at a time or give an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Novice Mid speakers may be understood with difficulty even by sympathetic interlocutors. The person(s) with whom one is speaking; a conversation partner, accustomed to dealing with non-natives. When called on to handle topics and perform functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Writing- Novice Mid

Writers at the Novice Mid sublevel can reproduce from memory a modest number of words and phrases in context. They can supply limited information on simple forms and documents, and other basic biographical information, such as names, numbers, and nationality. Novice Mid writers exhibit a high degree of accuracy when writing on well-practiced, familiar topics using limited formula Constituting or containing a verbal formula or set form of words such as "How are you?/Fine, thank you." "Thanks very much./You're welcome." language. With less familiar topics, there is a marked decrease in accuracy. Errors in spelling or in the representation of symbols may be frequent. There is little evidence of functional writing skills. At this level, the writing may be difficult to understand even by those accustomed to non-native writers.

Listening - Novice Mid

At the Novice Mid sublevel, listeners can recognize and begin to understand a number of high-frequency, highly contextualized words and phrases including aural cognates Words between languages that have a common origin and are therefore readily understood. For example, the French word "leçon" and the English word "lesson." and borrowed words. Typically, they understand little more than one phrase at a time, and repetition may be required.

Reading - Novice Mid

At the Novice Mid sublevel, readers are able to recognize the letters or symbols of an alphabetic or syllabic writing system syllabic writing system. A writing system that uses symbols to represent syllables rather than individual sounds (such as letters). The Japanese writing system is syllabic. or a limited number of characters in a character-based language. They can identify a number of highly contextualized words and phrases including cognates. Words between languages that have a common origin and are therefore readily understood. For example, the French word “leçon” and the English word “lesson.” and borrowed words but rarely understand material that exceeds a single phrase. Rereading is often required.