

Realidades 1 Unit 8A De vacaciones

Content Area: **World Language**
Course(s): **Spanish I CP**
Time Period: **4th Marking Period**
Length: **10 Weeks**
Status: **Published**

Unit Overview

In unit 8A, students will be introduced to additional common vocabulary, phrases and concepts related to trips and vacations for daily interpersonal interaction. The students will also be able to discuss various countries in North, South and Central America, and the Caribbean. Emphasis will be placed on basic communication and comprehension in everyday situations. Students will continue to gain a working knowledge of the basic structure of the target language using the preterite tense.

Transfer

Students will be able to:

1. Exchange information about trips and travel.
 2. Identify locations of historical importance abroad.
 3. Identify locations of geographical importance abroad.
 4. Describe modes of transportation.
 5. Plan a trip abroad.
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MEANING:

Understandings

Students will understand:

1. How geographical location affects culture.
2. How Spanish-speakers spend their free time.

Essential Questions

Where do we go for fun?

What can we do in a Spanish-speaking country?

How do we plan trips?

Application of Knowledge and Skill

Students will know...

Students will know:

1. The names of Spanish-speaking countries.
2. The names of common tourist sites.
3. Common travel expressions.
4. Expressions of time.

Students will be skilled at...

Students will be able to:

1. Describe how they travel.
2. Speak about a trip.
3. Talk about fun things to do.
4. Use verbs in the past tense.

Academic Vocabulary

1. (to buy) souvenirs	1. (comprar) recuerdos
2. Did you like it?	2. ¿Te gustó?
3. Did you see...?	3. ¿Viste...?
4. How was it for you?	4. ¿Cómo lo pasaste?
5. I liked it.	5. Me gustó.
6. I saw	6. vi
7. It was a disaster.	7. Fue un desastre.
8. What did you do?	8. ¿Qué hiciste?
9. What happened to you?	9. ¿Qué te pasó?
10. airplane	10. el avión
11. amusement park	11. el parque de diversiones
12. animal	12. el animal
13. attraction	13. la atracción
14. bear	14. el oso
15. bird	15. el pajarito
16. boat, ship	16. el barco
17. bus	17. el autobús
18. by	18. en
19. city	19. la ciudad
20. country	20. el país
21. during	21. durante
22. early	22. temprano
23. fantastic	23. fantástico/fantástica
24. hotel	24. el hotel
25. impressive	25. impresionante
26. lake	26. el lago
27. late	27. tarde
28. like/such as	28. como
29. monkey	29. el mono
30. monument	30. el monumento

31. museum	31. el museo
32. national park	32. el parque nacional
33. place	33. el lugar
34. play	34. la obra de teatro
35. sea	35. el mar
36. stadium	36. el estadio
37. tell me	37. dime
38. theater	38. el teatro
39. ticket	39. el boleto
40. to go boating	40. pasear en bote
41. to go on vacation	41. ir de vacaciones
42. to learn	42. aprender
43. to leave, to go out	43. salir
44. to rest/to relax	44. descansar
45. to return	45. regresar
46. to ride horseback	46. montar a caballo
47. to scuba dive/to snorkel	47. bucear
48. to sunbathe	48. tomar el sol
49. to travel	49. viajar
50. to visit	50. visitar
51. train	51. el tren
52. tree	52. el árbol
53. tremendous	53. tremendo/tremenda
54. trip	54. el viaje
55. zoo	55. el zoológico

Learning Goal

Students will be able to show appropriate and accurate use of the Spanish Language for the following vocabulary and grammar:

Vocabulary: Identify/Describe/Compare/Contrast gifts, Identify/describe gifts

Grammar: Describe actions in the preterit tense (common ar), Use direct objects effectively

Target 1-- Retrieval

SWBAT:

1. Identify common gifts.
2. Recall expressions of time.
3. Describe a specific item.
4. List preterit ar endings.

Target 2-- Comprehension

SWBAT:

1. Describe the relationship between a "mercado" and rural living..
 2. Diagram a jewelry store.
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Target 3-- Analysis

SWBAT:

1. Identify the problems of shopping at a mercado.
 2. Evaluate the outcome of shopping malls on local economy.
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Target 4-- Knowledge Utilization

SWBAT:

1. Investigate a typical mall in a Spanish-speaking country.
 2. Research La Pequeña Habana and generate a theory on why/why not the community is united.
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Summative Assessment

1. Vocabulary and grammar quizzes.
2. Assessment of reading, writing, listening, speaking skills.
3. End of unit exams.
4. Mid or end of unit projects.
5. Student presentations.

Formative Assessment and Performance Opportunities

1. In-class reading, writing, speaking and listening activities.
2. Class participation.
3. Cooperative learning activities.
4. Digital assessments with accompanying assignments.
5. Webquests.
6. Review games.
7. Surveys.
8. Think/Pair/Share activities.
9. Teacher-directed Q and A.
10. Teacher observation.
11. Additional practice activities.

Differentiation / Enrichment

Differentiation:

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.
3. Provision of graphic organizers, vocabulary lists, note-taking techniques and devices.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.

3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

Unit Resources

REALIDADES:

Print and online interactive textbook

Online practice workbook

Writing, Audio and Visual workbook

Leveled Vocabulary and Grammar Workbook

Teacher Resource Book Temas 1-4/5-9

Additional related online websites