

Unit 03: De Vacaciones En Costa Rica

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 3

Unit Title:	De Vacaciones En Costa Rica
Suggested Duration:	7 Weeks

Interdisciplinary Connections

Interdisciplinary Connections
<p>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</p> <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
<p>Math Practices: https://www.nj.gov/education/standards/math/Index.shtml</p>
<p>Science Practices: https://www.nj.gov/education/standards/science/Index.shtml</p>
<p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

- **Biology:** Connecting the environment with the culture of Costa Rica
- **Economics:** Planning flights as economically as possible
- **Agriculture:** Explaining the environment of Costa Rica, the endemic animals, the threat they face
- **Food Science/Nutrition:** Investigate staple foods and learn their benefits

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

<http://www.youtube.com/watch?v=V5hA-i-1Ssg>

<http://www.youtube.com/watch?v=W94BBhpk3hg>

<http://www.youtube.com/watch?v=MeynzQz4SXk>

<http://www.youtube.com/watch?v=tLZmFDqIEOk>

<http://www.visitcostarica.com>

<https://www.peopletopeople.com/travelshop/discover-costa-rica-2018/>

<http://spanish.yabla.com/videos.php?category=Food>

Standard(s) Addressed

New Jersey Student Learning Standards – World Languages

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none">• Recognize vocabulary that pertains to vacationing in Costa Rica• Discuss travel experiences and opportunities in Costa Rica: its seasons, economy, agriculture, beaches and activities• Create an interactive brochure to present to other prospective tourists a suggested itinerary using graphics, examples and visuals.	
<i>Mastery</i>	
Big Ideas/Understanding	Essential Questions
<i>Students will understand that...</i>	

- Communication is the ability to understand and be understood in real world contexts.

- Language and culture are mutually independent.

- Learning languages provides connections to additional bodies of knowledge.

- Learning languages allows students to realize there are multiple ways of viewing the world.

- Language students have the ability to participate in multilingual communities.

- What is ecotourism?

- How is Costa Rica’s economy affected by tourism?

- What types of activities and cultural events can be done while on vacation in Costa Rica?

- How does traveling to another country differ from traveling within the United States?

- What are the similarities and differences between vacationing in Costa Rica and the United States?

- How do the traditions and customs from Costa Rica compare with those of the United States?

Acquisition

Students will know . . .

- Geography of Costa Rica
- Topography of Costa Rica
- Entry requirements
- Flight information
- Environmental information
- Foods of Costa Rica
- Sayings
- Travel destinations
- Eco-tourism trips
- Animals of Costa Rica

Students will be skilled at . . .

- Using appropriate vocabulary when traveling to Costa Rica
- Determining when is the best time to plan an adventure trip to Costa Rica
- Knowing where to go and what activities to do
- Knowing how to express likes and dislikes
- Knowing what typical dishes locals eat and what they would like to try
- Understanding Costa Rica’s climate and what clothing to pack
- Knowing what documents are needed to travel to Costa Rica
- Know how to travel within Costa Rica

- Popular things to do while on vacation

- Accommodation

- Vocabulary:

- ACAMPAR
- ÁRBOL
- ARDILLA
- AUTOBUS
- AVION
- CABALLO
- CARRO
- CATARATAS
- HOTEL
- IGUANA
- IR DE PESCA
- LAGARTA
- LAGO
- MARIPOSA
- MONO
- PÁJARO
- PASAPORTE
- PEZ
- PLANTAS
- PLAYA
- RANA
- SELVA
- SERPIENTE
- PEREZOSO

- Plan where to stay within Costa Rica and what things they need to bring

- Understand the culture and customs of Costa Rica

<ul style="list-style-type: none"> ○ SURFEAR ○ TOMAR EL SOL ○ VOLCAN • Activities <ul style="list-style-type: none"> ○ Horseback riding ○ Animal watching and nature ○ Canyoning ○ Fishing ○ Ziplining • Grammar - Expressing Likes and Dislikes 	
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STAGE II Assessment Evidence

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Assessments (Linked weekly below)	Practices (Linked weekly below)
<ul style="list-style-type: none"> • De Vacaciones en Costa Rica Presentation (see appendix 3.1) <i>(Presentational Mode)</i> • De Vacaciones en Costa Rica Test <i>(Interpretive Mode)</i> 	<ul style="list-style-type: none"> • Costa Rica Vocabulary Quiz • Comprehension questions and discussions in class • Skit of dialogue using the vocabulary <i>(Presentational Mode)</i> • Internet Activities <i>(Interpretive Mode, Interpersonal Mode and Presentational Mode)</i> • Checking for Understanding <i>(Interpersonal Mode)</i> • Interpretive readings <i>(Interpretative Mode)</i> • Applying vocabulary through writing <i>(Presentational Mode)</i> • Listening Activities <i>(Interpretive)</i>
Modifications	

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 1

- SW identify important facts about Costa Rica through a slides presentation
- Teacher will introduce Costa Rica through a video from the [slides presentation](#)
- Students will follow along with the slides and complete the [guided notes](#) in their packet
- SW investigate facts about Costa Rica by completing a webquest activity
- Teacher will introduce and explain the directions for a [webquest](#)
- Extra time- [wordsearch](#)

Week 2

- SW identify important facts about Costa Rica by watching an Edpuzzle and answering questions.
- Edpuzzle OR [Complete the questions 1-5 following the](#)
- SW gain an understanding of Costa Rican history by reading a passage and answering questions
- Teacher will introduce the topic of [C.R history](#)
- [Review questions 1-11 as a whole class.](#)
- [Review questions 11-25 as a whole class.](#)
- SW recall what they learned about Costa Rica by completing review activities.
- Students will complete the [review worksheet](#)
- Students will engage in [quizlet activities](#)
- SW apply what I know aboT Costa Rica by completing a presentational writing assignment
- [Promo video](#) warm up
- Teacher and student will read the [fun facts](#) about Costa Rica as a whole class

Week 3

- SW recall important facts about Costa Rica by watching a video and answering questions.
- Students will watch ‘Get Outta Town’ educational video and [answer questions](#)
- SW apply what I know about Costa Rica by taking an [-assessment](#)
- SW identify vocabulary associated with ‘El día de San Valentin’ by reading an article and answering questions
- Students will read an article about [Valentine’s day in Costa Rica](#) and answer the comprehension questions that follow

Week 4

- SW identify new vocabulary words associated to travel in Costa Rica by going over a slides presentation
- Teacher will introduce new vocabulary through a [slides presentation](#) and images
- Students will use their [vocabulary list](#) and fill in the words in English
- Students will apply vocabulary and [figure out the riddles](#)
- Students will complete a [vocabulary review by labeling and answering questions](#) Students will engage in [quizlet activities](#) of the vocabulary.

Week 5

- Students will apply vocabulary by taking an [assessment](#)
- Students will read [article](#) about the 9 most popular foods in C.R and answer the questions
- SW apply what I learned about Costa Rica by creating a postcard as a [project assessment](#)
- SW recall what happened in the Costa Rican legend ‘La Segua’ by reading a passage and answering questions.
- [Costa Rican Legend: ‘La Segua’](#)

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

- Videos for comprehension and differentiation
 - Youtube.com video clips (listed below)
 - Get Outta Town
- Podcasts for Aural Comprehension
- ActivBoard for interactive activities
- EFTours.com Destination guide suggested itinerary
- Chromebook Cart for investigation
- Gaming resources
 - Flashcards
 - Flyswatters
 - Cards for Grab it!
 - Zonk cards

Diversity, Equity, & Inclusion

[Diversity, Equity & Inclusion](#)

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

[Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGTBQ, and students with 504 plans.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the Core Idea and Performance Expectation from NJDOE link above.	