

Unit 04: De Viaje

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 4

Unit Title:	De Viaje
Suggested Duration:	9 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>

Reinforces some of the knowledge the students acquired in their Social Studies and Science classes

Technology Integration

Technology Integration
<p>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.</p>

- Use of interactive board
- Use of ChromeBooks in the classroom

- Educational digital sites

<https://www.yabla.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

<http://www.abcteach.com/directory/languages/spanish/>

<http://www.learnspanish.com/>

<http://spanish.about.com/>

<http://spanishfood.about.com/>

<http://www.elmundo.es/>

<http://www.onlinenewspapers.com/>

<http://www.univision.com/portal.jhtml>

<http://www.youtube.com/>

<http://www.colby.edu/~bknelson/SLC/index.php>

<http://www.laits.utexas.edu/spe/index.html>

<http://www.ver-taal.com/index.htm>

<http://www.senorjordan.com/los-videos/>

<https://spanish-resources.com/>

<https://llevatilde.es/>

<https://aprenderespanol.org/>

<https://cvc.cervantes.es/>

<http://www.rutaele.es/a2/>

<https://www.madrid.es/portal/site/munimadrid>

<https://www.songsforteaching.com/spanishsongs.htm>

<https://es.islcollective.com/>

<https://www.profe-de-espanol.de/>

<https://www.audio-lingua.eu/?lang=es>

https://www.youtube.com/channel/UCTyCyyV0eKfEoMWI_V11z6A

Standard(s) Addressed

The design of this unit adheres to the revised New Jersey Student World Language Learning Standards.

FL.IM.7.1.IM.IPERS	Interpersonal Mode of Communication
FL.IM.7.1.IM.IPRET	Interpretive Mode of Communication
FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPRET	Interpretive Mode of Communication
WL.IH.7.1.IH.PRSNT	Presentational Mode of Communication
WL.IL.7.1.IL.IPERS	Interpersonal Mode of Communication
WL.IL.7.1.IL.IPRET	Interpretive Mode of Communication
WL.IL.7.1.IL.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication

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">• Talk about their travel plans.• Tell how they prepared for their vacation.• Talk about where they went and what they did.

- Describe the weather.
- Make predictions about the weather.

Mastery

Big Ideas/Understanding

Students will understand that...

- 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.

Essential Questions

- What are the different reasons for traveling?
- How does traveling to another country change the way you see your own country?
- What do I know about life in the Spanish speaking countries?
- What are the essential questions and expressions that one should know before traveling to another country?
- How can the weather affect your activities?
- How does the weather affect your mood?

Acquisition

Students will know . . .

Planes de Viaje

el aeropuerto

la aduana

la aerolínea

el / la agente de viajes

el ascensor / elevador

Students will be skilled at . . .

- Talk about their travel plans.
- Tell how they prepared for their vacation.
- Talk about where they went and what they did.

el asiento

el / la auxiliar de vuelo

el boleto

el equipaje

las escaleras mecánicas/ eléctricas

el exceso de equipaje

la identificación

la llave

la llegada

la maleta

el / la maletero(a)

el mostrador

el / la pasajero(a)

el pasaporte

el pasillo

el piloto

el hotel / de primera clase

la recepción

la reservación

la salida

la seguridad

la ventanilla

el viaje

el vuelo

El transporte:

en autobús

- Describe the weather.

- Make predictions about the weather.

en taxi

en barco

en avión

en tren

en metro

en motocicleta

a pie

el banco

la ciudad

el campo

verbos

abordar

aterrizar

despegar

facturar

hospedarse (en) / quedarse (en)

llegar

hacer (la maleta)

viajar

conocer

ver

venir

poder

regresar

conducir

buscar

pagar

empezar / comenzar

El tiempo

¿Qué tiempo hace?

¿Qué tiempo hacía?

¿Qué tiempo hará?

el pronóstico del tiempo

el grado

la temperatura

hace / hacía / hará:

(muy) buen tiempo

(muy) mal tiempo

(mucho) sol

(mucho) viento

fresco

(mucho) frío

(mucho) calor

está / estaba / estará:

nublado

nevando

lloviendo

soleado

ventoso

húmedo

despejado

hay / había / habrá:

sol

viento

relámpago

nubes

llovizna

rayos

neblina

truenos

la tormenta

el huracán

el tornado

Es / Era / Será:

un día soleado

un día caluroso

un día lluvioso

un día nublado

un día ventoso

tener frío

tener calor

tronar

relampaguear

llover

nevar

parcialmente

mayormente

Gramática in context

Preterit of Stem-changing verbs	
Irregular preterit – 13 irregulars	
Preterit of, ser, hacer, dar and ver	
Preterit vs. Imperfect	

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<p>Evaluations:</p> <ul style="list-style-type: none"> • Mid marking period Evaluation (Interpretive Mode Interpersonal Mode and Presentational Mode) • Unit Evaluation (Interpretive Mode Interpersonal Mode and Presentational Mode) <p>Assessments:</p> <ul style="list-style-type: none"> • Presentational Assessment – “Mis Vacaciones” (Presentational Mode) <p>You just traveled by plane to the destination of your choice for your vacation (You can choose a domestic and/or an international destination.) You will be talking about the trip you took and presenting the information in a powerpoint.</p> <p>In SPANISH, using COMPLETE SENTENCES and paragraph form, tell me all about your trip. Use the unit language structures.</p> <ul style="list-style-type: none"> • Vocabulary Assessment (Interpretive Mode and Presentational Mode) • Interpersonal Assessment (Interpersonal 	<ul style="list-style-type: none"> • Checking for Understanding (Interpersonal Mode) • Interpretive readings (Interpretive Mode) • Listening Activities (Interpretive Mode) • Writing Activities (Presentational Mode) • Picture Prompt Activities (Presentational Mode) • Students’ conversations / Communicative Activities (Interpersonal Mode)

Mode)

Practices:

- Internet Activities (Interpretive Mode, Interpersonal Mode and Presentational Mode)
- Homework (Interpretive Mode and Presentational Mode)

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 1: Introductions and review of what the students should already know about the unit.

- Using Google slide presentations and games (Jeopardy, Hollywood Squares, etc) of unit vocabulary
- Creating and using digital flashcards of unit vocabulary words using digital educational sites such as Quizlet.
- Playing games to practice unit vocabulary (síguelo ahí, agárralo, bingo, Tic-Tac-Toe)
- Utilizing Comprehensible Input strategies such as One Word Images and context clues to aid students' understanding of the meaning of unfamiliar words..
- Using teacher created digital activities for unit vocabulary practice
- Using individual whiteboards and digital educational sites to practice unit vocabulary
- Show and tell

Week 2: Introduction of new vocabulary.

- Using PowerPoint presentations of unit vocabulary and games (Jeopardy, Hollywood Squares, etc)
- Creating and using flashcards of unit vocabulary words using digital educational sites such as Quizlet
- Answering direct response questions using previously acquired vocabulary.
- Playing games to practice unit vocabulary (síguelo ahí, agárralo, bingo, Tic-Tac-Toe)
- Utilizing Comprehensible Input strategies such as One Word Images and context clues to aid students' understanding of the meaning of unfamiliar words.

- Using teacher created digital activities for unit vocabulary practice
- Using individual whiteboards and digital educational sites to practice unit vocabulary
- Listening to and interpret short comprehensible videos dealing with a variety of topics (Sr. Jordan)
- Written activities to help them learn to express their ideas using simple words and sentences
- Show and tell

Week 3: Preterit of Stem-changing verbs in context.

- Using Google slide presentations and games (Jeopardy, Hollywood Squares, etc) of unit's targeted language structures.
- Playing games to practice unit's targeted language structures (verb races, bingo, Tic-Tac-Toe).
- Using teacher created digital activities for practicing unit's targeted language structure.
- Using individual whiteboards and educational digital sites to practice unit's targeted language structures.
- Listening to and interpreting short comprehensible oral segments dealing with a variety of topics.
- Answering direct response questions using previously acquired vocabulary and targeted language structures.
- Group and paired activities (Estudiante A / Estudiante B, Diálogos)

Week 4: Irregular preterit – 13 irregulars in context.

- Using Google slide presentations and games (Jeopardy, Hollywood Squares, etc) of unit targeted language structures.
- Playing games to practice unit's targeted language structures (verb races, bingo, Tic-Tac-Toe)
- Using teacher created activities for practicing unit targeted language structures.
- Using individual whiteboards and educational digital sites to practice unit targeted language structures.
- Listening to and interpreting short oral segments dealing with a variety of topics
- Answering direct response questions using previously acquired vocabulary and targeted language structures.
- Group and paired activities (Estudiante A / Estudiante B, Diálogos)

Week 5: Irregular preterit – 13 irregulars in context and Mid marking period Evaluation.

- Using Google slides presentations and games (Jeopardy, Hollywood Squares, etc) of unit's targeted language structures.
- Playing games to practice unit's targeted language structures (verb races, bingo, Tic-Tac-Toe)
- Using teacher created digital activities for practicing unit's targeted language structures.
- Using individual whiteboards and educational digital sites to practice unit's targeted language structures.
- Listening to and interpret short oral comprehensible segments dealing with a variety of topics.
- Answering direct response questions using previously acquired vocabulary and targeted language structures.
- Group and paired activities (Estudiante A / Estudiante B, Diálogos)

- Listening to songs in Spanish. (*Ya no se qué hacer conmigo* de El Cuarteto de Nos)

Week 6: Preterit of, ser, hacer, dar and ver in context.

- Using Google slides presentations and games (Jeopardy, Hollywood Squares, etc) of unit's targeted language structures.
- Playing games to practice unit's targeted language structures (verb races, bingo, Tic-Tac-Toe)
- Using teacher created digital activities for practicing unit's targeted language structures.
- Using individual whiteboards and educational digital sites to practice unit targeted language structures.
- Listening to and interpreting short oral comprehensible segments dealing with a variety of topics.
- Answering direct response questions using previously acquired vocabulary and targeted language structure.
- Group and paired activities (Estudiante A / Estudiante B, Diálogos)
- Listening to songs in Spanish. (*Que Hiciste* de Jennifer Lopez)

Week 7: Preterit vs. Imperfect in context.

- Using Google slides presentations and games (Jeopardy, Hollywood Squares, etc) of unit targeted language structures
- Playing games to practice unit's targeted language structures (verb races, bingo, Tic-Tac-Toe)
- Using teacher created digital activities for practicing unit's targeted language structures.
- Using individual whiteboards and educational digital sites to practice unit's targeted language structures.
- Listening to and interpreting short oral comprehensible segments dealing with a variety of topics.
- Answering direct response questions using previously acquired vocabulary and targeted language structures.
- Group and paired activities (Estudiante A / Estudiante B, Diálogos)

Week 8: Preterit vs. Imperfect in context.

- Using Google slides presentations and games (Jeopardy, Hollywood Squares, etc) of unit's targeted language structures
- Playing games to practice unit targeted language structure (verb races, bingo, Tic-Tac-Toe)
- Using teacher created digital activities for practicing unit targeted language structure.
- Using individual whiteboards and educational digital sites to practice unit's targeted language structures.
- Listening to and interpreting short comprehensible oral segments dealing with a variety of topics.
- Answering direct response questions using previously acquired vocabulary and targeted language structure.
- Group and paired activities (Estudiante A / Estudiante B, Diálogos)
- Picture Prompt

Week 9: Presentational assessment and Unit Evaluation.

- Presentations of PowerPoint.
- Class discussions.

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

Specific Resources for Unit

Specific Resources for Unit
Attached Affirmative Action Compliance Checklist

- Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom by Alice Kosnik.
- Breaking the Spanish Barrier by John Conner.
- Exercises in Spanish Grammar by Hayes School Publishing.
- Spanish English Dictionary.
- 501 Spanish verbs
- Maps, Props and Realia.
- Teacher created worksheets and information
- Spanish cookbooks
- Educational digital sites

<https://www.yabla.com/>

<https://quizlet.com>

<https://edpuzzle.com>

<http://www.spanish4all.com/>

<http://www.spaleon.com/conj.php>

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<http://spanishfood.about.com/>
<http://www.elmundo.es/>
<http://www.onlinenewspapers.com/>
<http://www.univision.com/portal.jhtml>
<http://www.youtube.com/>
<http://www.colby.edu/~bknelson/SLC/index.php>
<http://www.laits.utexas.edu/spe/index.html>
<http://www.ver-taal.com/index.htm>
<http://www.senorjordan.com/los-videos/>
<https://spanish-resources.com/>
<https://llevatilde.es/>
<https://aprenderespanol.org/>
<https://cvc.cervantes.es/>
<http://www.rutaele.es/a2/>
<https://www.madrid.es/portal/site/munimadrid>
<https://www.songsforteaching.com/spanishsongs.htm>
<https://es.islcollective.com/>
<https://www.profe-de-espanol.de/>
<https://www.audio-lingua.eu/?lang=es>
https://www.youtube.com/channel/UCTyCyyV0eKfEoMWI_V11z6A

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.

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 <u>Core Idea and Performance Expectation</u> from NJDOE link above.	