

Unit 04: De Viaje

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 4

Unit Title:	De Viaje
Suggested Duration:	8 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 Geography and Social Studies 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 (ActivBoard and ActivInspire / SmartBoard)
- Use of Chromebooks and iPads in the classroom

- Use of Google Classroom
- Use of Digital flashcards
- Use of Educational digital platforms like Google Slides, Docs, Sheets, Forms, Microsoft PowerPoint, Word, Excel, Media Player.
- Internet sites

www.laits.utexas.edu/spe/

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

www.teachertube.com

<http://www.celta.net/lessons/>

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

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

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

<http://www.bbc.com/mundo>

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

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

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

<http://www.cervantes.es>

<http://edu.glogster.com/>

<https://llevatilde.es/>

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

<https://www.wordreference.com>

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

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Talk about the benefits of international travel and the importance of being able to express themselves in the target language. • Handle various travel emergencies related to: <ul style="list-style-type: none"> ○ Loss of personal effects ○ Theft ○ Customs/Immigration issues ○ Accommodation issues ○ Transportation problems ○ Medical emergencies ○ Lack of direction ○ Consumer Issues 	
Mastery	
<p style="text-align: center;">Mastery</p> <p>Big Ideas/Understanding</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • Language and culture are mutually independent. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What are the benefits of international travel? • Why is it important to be able to express yourself in the target language? • How does dealing with travel emergencies in the US differ with travel emergencies in Spanish-speaking countries?

- 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.

- How does being prepared for travel emergencies affect your attitude towards international travel?

Acquisition

Students will know . . .

- The following vocabulary:

Viajando - El Viaje

el edificio

el kiosco

las alcantarillas

la papelera

el barrio / el vecindario

el vecino

la fuente

el paso de cebra / el paseo de peatones

el estanco

el escaparate

el transeúnte

el estadio

el rascacielos

el callejón

el suburbio

la cabina

la azafata / el/la asistente de vuelo

Students will be skilled at . . .

- Talking about the benefits of international travel and the importance of being able to express themselves in the target language.

- Handling various travel emergencies related to:

- Loss of personal effects

- Theft

- Customs/Immigration issues

- Accommodation issues

- Transportation problems

- Medical emergencies

- Lack of direction

- Consumer Issues

la gira

el equipaje de mano

la estancia

el hotel de primera clase, segunda clase,
tercera clase

la oficina de objetos perdidos

el maletero / el mozo

la llegada

el retraso

la salida

la acera

la cárcel

el bordillo

explorar / examinar

la obra

los aseos

el puerto

el vagabundo

la comisaría

el viaje

viajando

el billete / el boleto

la tarjeta de embarque / el pase de abordar

el vuelo suspendido

el vuelo directo

el vuelo de ida y vuelta

la escala

la salida de emergencia

el/la turista

el embarque / embarcar

despegar / el despegue

aterrizar

el aterrizaje

el avioneta

el helicóptero

el horario

la aduana

la estatua

el centro de la ciudad

la plaza de toros

el club nocturno

explorar / examinar

las afueras

la esquina

la agencia de viajes / el (la) agente de viajes

la frontera

el equipaje

el destino

la habitación sencilla

la habitación doble

la tarjeta de identidad / la identificación

el visado / la visa

el seguro de viajes

el (la) guía

el parador

la pensión

el albergue / el hostal

la fonda /la posada

la taquilla

la ciudad

el ayuntamiento

el puente

el castillo

el consulado / la embajada

el paseo

el barrio bajo

Viajando - Mar y Tierra

el cruce / la intersección

los medios de transporte

la carretera

la tierra

el límite de velocidad

la grúa

el semáforo

la avería

el polizón

el pinchazo

el camión

la placa / la matrícula

la multa

echar / poner gasolina

el surtidor de gasolina

la caja de herramientas

la señal de alarma

el velocímetro

acelerar

el paso de cebra / el paso de peatones

el cinturón de seguridad

la batería

el aceite

el retrovisor exterior / interior

el limpiaparabrisas

el capó

el maletero / el baúl

el asiento trasero

frenar / el freno

el freno de mano

aparcar / estacionar

el aparcamiento / estacionamiento

la autopista de peaje

el atasco / el embotellamiento

la señal de tráfico

el tranvía

el tren expreso

el andén / la plataforma

la vía

el coche cama

el coche restaurante

el metro

el transbordo

la parada de autobús

la bici

la motocicleta (la moto)

el mar

el puerto

el naufragio

los guardacostas

el yate

el chaleco salvavidas

el remo

el velero

el crucero

la lancha

la canoa

la tripulación

el ancla

la señal de socorro

la tempestad / la tormenta

la brújula

el submarino

- The following grammar point:
 - The Imperfect Subjunctive

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Common Summative Assessments	Common Formative Assessments
<p>(Integrated Performance Assessment)</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Project – “Mi Viaje a un País Hispanohablante” (Interpretive and Presentational Mode) <p>Students will be showcasing a trip they have ALREADY taken to a Spanish speaking country.</p> <ul style="list-style-type: none"> • Project – “Problemas Viajando” (Interpretive Mode, Interpersonal Mode and Presentational Mode) <p>Students will be given a travel problem. They need to create and present a dialogue solving the problem. They can do a live presentation or create a movie</p>	<p>Practices:</p> <ul style="list-style-type: none"> • Checking for Understanding (Interpersonal Mode) • Reading Comprehension Activities (Interpretive Mode) • Listening Activities (Interpretive Mode) • Writing Activities (Presentational Mode) • Picture Prompt Activities (Presentational Mode) • Students’ conversations / Communicative Activities such as role plays (Interpersonal Mode) • Internet Activities (Interpretive and Presentational Mode) <p>Assessments:</p> <ul style="list-style-type: none"> • Journals (Presentational Mode) • Quizzes (Interpretive Mode, Interpersonal Mode and Presentational Mode)
Modifications	
How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)	

STAGE III Learning Plan

STAGE III Learning Plan
<p>Organize plan by weeks</p> <p>Week 1: Introduction of new vocabulary</p> <ul style="list-style-type: none"> • Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure. • Using Google Slides, PowerPoint, Prezi and other educational digital platform to create presentations of unit vocabulary and games (Jeopardy, Hollywood Squares, etc)

- Using electronic flashcards of unit vocabulary words (Quizlet)
- Formulate and answer direct response questions using previously acquired vocabulary.
- Use context clues and background knowledge to guess the meaning of unfamiliar words.
- Using teacher created activities for unit vocabulary practice.
- Using individual whiteboards to practice unit vocabulary.

Week 2: Talk about the benefits of international travel and the importance of being able to express themselves in the target language.

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentences.
- Listen to short oral segments dealing with a variety of topics and answer questions about what they heard.
 - “La Ciudad de Quito (1)”
 - “La Ciudad de Quito (2)”
 - “La Ciudad de Quito (3)”
- Using teacher created activities for unit vocabulary practice.
- Using individual whiteboards to practice unit vocabulary.
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.

Week 3: Talk about the benefits of international travel and the importance of being able to express themselves in the target language.

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Listen to short oral segments dealing with a variety of topics and answer questions about what they heard.
 - “Salamanca (1) Plaza Mayor, Escuelas Menores y Fachada de la Universidad”
 - “Salamanca (2) Catedral Vieja y Catedral Nueva”
 - “Salamanca (3) Casa de las Conchas, Verraco y Puente Romano”
- Using teacher created activities for unit vocabulary practice.
- Using individual whiteboards to practice unit vocabulary.

- Formulate and answer direct response questions using previously acquired vocabulary and grammar.

Week 4: Talk about the benefits of international travel and the importance of being able to express themselves in the target language.

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentences.
- Listen to short oral segments dealing with a variety of topics and answer questions about what they heard.
 - “Ciudades con más vida”
 - “RENFE: El Tren y tú – AVE de Madrid a Valladolid”
 - “RENFE: El Tren y tú – AVE de Madrid a Málaga”
 - “Spanish Proficiency Exercises – Buy a Bus or a Train Ticket”
- Using teacher created activities for unit vocabulary practice.
- Using individual whiteboards to practice unit vocabulary.
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.

Week 5: Project – “Mi Viaje a un País Hispanohablante”

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Research and plan a trip to a Spanish-speaking country. They will talk about visiting 2 cities/towns in the country, showcase at least 5 sites of interest within the city, and include their lodging and their transportation details.
- Create a PowerPoint presentation to showcase their research.
- Formulate and answer direct response questions using previously acquired vocabulary.
- Use context clues and background knowledge to guess the meaning of unfamiliar words.

Week 6: Presentation of project – “Mi Viaje a un País Hispanohablante”

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Watch and evaluate each other’s presentations of their project “Mi Viaje a un País Hispanohablante”

- Formulate and answer direct response questions using previously acquired vocabulary and grammar.
- Class discussion.

Week 7: Project – “Problemas Viajando”

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Research a travel emergencies related to one of the following issues:
 - Loss of personal effects
 - Theft
 - Customs/Immigration issues
 - Accommodation issues
 - Transportation problems
 - Medical emergencies
 - Lack of direction
 - Consumer Issues
- Create a skit solving the problem / emergency. They can do a live presentation of the skit or create a movie of their skit.
- Formulate and answer direct response questions using previously acquired vocabulary.
- Use context clues and background knowledge to guess the meaning of unfamiliar words.

Week 8: Presentation of project – “Problemas Viajando”

- Journal - Written activities to help them learn to express their ideas increasingly using academic vocabulary and complex sentence structure.
- Watch and evaluate each other’s presentations of their project “Problemas Viajando”
- Formulate and answer direct response questions using previously acquired vocabulary and grammar.
- Class discussion.

Modifications

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

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

- Google Classroom
- Digital flashcards
- Educational digital platforms like Google Slides, Docs, Sheets, Forms, Microsoft PowerPoint, Word, Excel, Media Player.
- ActivBoard and ActivInspire / SmartBoard
- Spanish English Dictionary.
- 501 Spanish verbs
- Maps, charts and other graphics
- Teacher created materials
- CDs and DVDs
- Current articles from online Spanish-speaking newspapers
- Chromebooks and iPads
- Internet sites

www.laits.utexas.edu/spe/

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

www.teachertube.com

<http://www.celta.net/lessons/>

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

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

<http://www.bbc.com/mundo>

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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 Core Idea and Performance Expectation from NJDOE link above.