

Unit 04: Vamos de viaje

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 4

Unit Title:	Vamos 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>History: Research history of Bocas del Toro.</p>
<p>Life Sciences: Research about wild animals in Panama.</p>
<p>Social Studies: Research about the indigenous population</p>
<p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

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>

Chromebook, SmartPhone, Viewsonic and digital interactive platforms

Teacher-created digital presentations

Review with teacher-created digital games and activities

Listening to authentic material integrating blogs, documentaries, and videos via educational digital sites including:

<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/>

Standard(s) Addressed

Standard 7 [World language](#)

- 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard 7 [Climate Change Education](#) (world language)

- 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.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchanging information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Standard 9 [Career Readiness, Life Literacies, and Key Skills](#)

- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to

develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students’ understandings increase in sophistication over time as they engage

WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.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.
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
describe the ideal trip to Costa Rica and explain why people travel to other countries.	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></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 dependent. • Learning languages provides connections to additional bodies of knowledge. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • Why do people travel to foreign countries? • How to plan the ideal trip to Central America. • Why are Costa Rica and Panama the best places to travel for tourism.

- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities.

Acquisition

Students will know . . .

Vocabulario Page

- Travel plans
- Weather
- Airport
- Lodging arrangements
- National parks
- Outdoor activities
- Wildlife

Language structure in context

- Subjunctive
- Future tense
- Conditional

Students will be skilled at . . .

- Making and adjusting travel plans
- Using the subjunctive to say when something might happen
- Discussing the Panama Canal and other tourists attractions in Panama.
- Talking about delays at the airport due to the weather.
- Using the future tense to talk about what will happen.
- Using the subjunctive to express doubt, denial, and uncertainty.
- Read about and discuss el Centro de Observacion de la Ampliacion en Colón , Panama.
- registering at a hotel
- talking about lodging and amenities .
- Using the conditional tense to talk about what would happen.
- Using the conditional tense to express probability and make requests in a polite manner.
- Discussing tourism in Costa Rica.
- Talking about nature and environmental issues.
- Using the subjunctive to express emotions, likes, and dislikes.
- Reading and interpreting a poem by Marco Aguilar.

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<p>Week 1: Introduction of new vocabulary 1</p> <ul style="list-style-type: none"> • Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc) • Práctica de vocabulario interpretive and presentational <p>Week 2: New Language structure:</p> <p>Presentational and interpretive practice: Practica con condicional and using for immediate feedback</p> <ul style="list-style-type: none"> • Presentational and Interpretive practice of language structure ¡Qué lindas son las vacaciones! • Impromptu dialogues adding on to last week’s vocabulary to incorporate new language structure • Reading Comprehension Activity-Costa Rica, ¡un País esencial! <p>Week 3: Application of vocabulary 2</p> <ul style="list-style-type: none"> • Impromptu dialogues (describing rooms, chores and responsibilities) • Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc) • Teacher-created digital activities for unit vocabulary practice <p>Answer direct responses to questions using acquired vocabulary</p> <p>Oral and written Interpretive tasks</p> <p>Week 4-5: Introduction of new language structure incontext, Subjuntivo con verbos que</p>	<ul style="list-style-type: none"> • Classroom oral and written interactions and individual written activities. All formative activities that are not impromptu conversations are recorded in our GC and Flipgrid. • Interpretive assessment- Vocabulary Assesment. • Reading Comprehention • Presentational assessment • Proyecto Manos a la obra. • Assessment Interpersonal/ Presentational: “En resumen” • Presentational Assessment: Create a Collage about Panama and Costa Rica • Interpersonal Assessment Proyecto- Manos a la obra. <p>Other Evidence: formative daily assessments</p> <ul style="list-style-type: none"> • Vocabulary Gaming • Oral activities <ul style="list-style-type: none"> • Show and tell • Presentations, Dialogues • Class discussions • Answering yes and no, direct response questions using previously acquired vocabulary • Presentation both face-to-face and recorded of the Unit’s practices,

expresan emociones.

- Quizlet.live para practicar
- Interpersonal communication:
- Presentational and interpretive practice: Practica con subjuntivo and using for immediate feedback
- Presentational and Interpretive practice of language structure ¡Un viaje ecológico!
- Impromptu dialogues adding on to last week's vocabulary to incorporate new language structure
- Reading Comprehension Activity-Costa Rica, Emboscada del tiempo de Marco Aguilar

Week 6-7: Introduction of new language structure incontext, Future

- Quizlet.live para practicar future

Quizziz to practice Future tense

- Workbook Pages
- Presentational and interpretive practice: ¿Desaparederán?
- Presentational and Interpretive practice of language structure:

products, and perspectives

- Listening activities
 - Watch videos in Spanish.
 - Listen to songs in Spanish.
 - Listen to short dialogues in both formal and informal Spanish and answer questions about what they heard
- Reading Comprehension Activities
- Communicative (interpersonal) Activities, Information Gap Activities
- Whiteboards and/or digital comprehensive activities to practice unit language structures and vocabulary.

All courses follow a [balanced assessment system](#) with Practice and Assessments.

Modifications

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

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify key words, phrases, or sentences

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Modes of Communication:

1-Interpretative

2-Interpersonal

3-Presentational

Week 1: Week 1: Introduction of new vocabulary 1

- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- Slides presentation of unit vocabulary
- Teacher-created digital activities activities for unit vocabulary practice
 - Interpersonal Practice: (IP) - discuss with your partner, use the graphic organizer and be ready to present to the class.
 - Práctica de vocabulario interpretive and presentational

Week 2: New Language structure:

- Quizlet.live para practicar
- Brief interpersonal communication:
 - (Create a Google Slide for condicional)
- Presentational and interpretive practice: Practica con condicional and using (Create a Google Form) for immediate feedback
 - Presentational and Interpretive practice of language structure ¡Qué lindas son las vacaciones!
 - Impromptu dialogues adding on to last week's vocabulary to incorporate new language structure
 - Reading Comprehension Activity-Costa Rica, ¡un País esencial!

Week 3: Application of vocabulary 2

- Slides presentation of unit vocabulary and here
- Teacher-created digital activities activities for unit vocabulary practice

- Más práctica con el vocabulario -Vocabulary practice
- Impromptu dialogues (describing rooms,chores and responsibilities)
- Games to practice unit vocabulary (Quizlet, Quizizz, bingo, etc)
- Teacher-created digital activities for unit vocabulary practice

Answer direct responses to questions using acquired vocabulary

Oral and written Interpretive tasks

Week 4-5: Introduction of new language structure incontext, Subjuntivo con verbos que expresan emociones. (Create a Google Slide for subjuntivo)

- Quizlet.live para practicar
- Interpersonal communication:
- Presentational and interpretive practice: Practica con subjuntivo and using (Create a Google Form) for immediate feedback
- Presentational and Interpretive practice of language structure ¡Un viaje ecológico!
- Impromptu dialogues adding on to last week’s vocabulary to incorporate new language structure
- Reading Comprehension Activity-Costa Rica, Emboscada del tiempo de Marco Aguilar

Week 6-7: Introduction of new language structure incontext, Future (Create a Google slide for future

- Quizlet.live para practicar future

Quizziz to practice Future tense

- Workbook Pages
- Presentational and interpretive practice: ¿Desaparederán?
- Presentational and Interpretive practice of language structure:
- Assessment Interpersonal/ Presentational: “En resumen”

Week 8-9: Culmination of unit

Presentational Assessment: Create a Collage about Panama and Costa Rica

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

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

Specific Resources for Unit

Specific Resources for Unit

- Google Apps For Education (GAFE)
 - Maps
 - Sites
 - Forms
 - Drive
 - Classroom
 - Slides
 - Add ons
- Internet
 - Youtube.com videos for oral comprehension and grammar tutorials
 - Quizlet.com
 - Wordreference.com
 - Yabla.com
 - <https://www.laits.utexas.edu/spe/>
 - Audiolingua
 - Videoele
 - Flipgrid
 - Padlet
 - Socrative
 - Quizizz

- Edpuzzle
- Gimkit
- Thinglink
- Liveworksheets
- Texts
 - Classroom Instruction That Works by Robert J. Marzano
 - Spanish-English Dictionary
 - Teacher created practice assignments
 - Authentic reading materials for comprehension exercises
 - Qué chévere! 3
- Teacher-created worksheets and information
- Technology
 - iPads
 - Chromebooks
 - Personal Devices/Phones
 - Screencastify
 - Viewsonic / myviewboard
 - Loom
 - Remind

Diversity, Equity, & Inclusion

[Diversity, Equity & Inclusion](#)

Provide a brief description of how this unit addresses DE&I.

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
Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Spanish Speaking Countries	
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.	