

Unit 06: HONORS - Vamos de viaje (Let's travel!)

Content Area: **World Languages**
Course(s): **Generic Course, Spanish III H**
Time Period: **Semester 2**
Length: **3-4 of weeks**
Status: **Published**

Unit Introduction

Students use the target language in the three modes of communication to explore, create and adjust travel plans.

Standards

FL.6-12.7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.
FL.6-12.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
FL.6-12.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
FL.6-12.7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language.
FL.6-12.7.1.IL.A.A.1	Identify the main idea and some supporting details when reading.
FL.6-12.7.1.IL.A.A.2	Understand the gist and some supporting details of conversations dealing with everyday life.
FL.6-12.7.1.IL.A.A.3	Infer the meaning of some unfamiliar words when used in familiar contexts.
FL.6-12.7.1.IL.A.D	Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)
FL.6-12.7.1.IL.A.G	The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
FL.6-12.7.1.IL.A.I	Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
FL.6-12.7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
FL.6-12.7.1.IL.B.A.1	Ask and answer questions related to everyday life.
FL.6-12.7.1.IL.B.A.2.1	Initiate, maintain, and end a conversation.
FL.6-12.7.1.IL.B.A.2.7	Express an opinion and preference.

Essential Questions

Why do people travel to other countries?

How do you plan for a trip?

Content/Skills

Students are required to use the following vocabulary and grammar:

- make travel plans
- make weather predictions
- talk about events that will take place in the future
- express doubt or certainty about certain facts
- make lodging arrangements
- state wishes and preferences
- make requests in a polite manner
- describe a visit to a national park
- express emotions, likes, and dislikes
- subjunctive with adverbial clauses
- future
- subjunctive with doubt and denial
- conditional
- subjunctive with expressions of emotion