

Unit Overview

Content Area: World Languages

Unit Title: Vacations/De Vacaciones

Target Proficiency Level: Intermediate-Low Language Learner

(For an understanding of this proficiency level, see the [2009 World Languages Standard document](#).)

Unit Summary: In “Vacations” students learn how to discuss their personal history of places they’ve visited and things they have done while traveling through the use of authentic materials such as videos, personal photos and souvenirs, maps, and websites. Students will strengthen their interpretive, interpersonal, and presentational skills through a variety of structured and scaffolded activities.

Primary interdisciplinary connections: Geography, Finance, and Technology

21st century themes: Global Awareness

Unit Rationale Being able to discuss where we have been and what we have done in the past is an important part of everyday conversation and global awareness is of high use in foreign language study. By combining the two students will be able to compare their experiences with those of others for a broadened perspective.

Learning Targets

Standard 7: 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.

Strands: A: Interpretive Mode, B: Interpersonal Mode, and C: Presentational Mode **Teacher Resource:** See the Standards-Based Planning Web for a full description of how the unit connects with each of the five Cs (communication, cultures, connections, comparisons, and communities).

Related Cultural Content Statements

- 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.)

CPI #

Cumulative Progress Indicator (CPI)

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7.1.NH.A.1

Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

7.1.NH.A.3	Recognize some common gestures and practices of the target culture.
7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.
7.1.NH.C.3	Describe in writing people and things from the home and school environment.

Unit Essential Questions:

1. Adonde fuiste de vacaciones?
2. Cuando fuiste?
3. Con quien?
4. Como llegaste?
5. Donde quedaste?
6. Que hiciste?
7. Que viste?
8. Como fue?

Unit Enduring Understandings:

1. Our past experiences help shape who are now.
2. Travel can provide a greater global understanding

Unit Learning Targets

Students will:

- Understand and interpret written and spoken language about vacations taken
- Compare and contrast previous experiences with peers
- Exchange information with peers about vacation experiences
- Present the class with a vacation they took.
- Create Spanish-language scrap books about their vacation experiences

About the Development of “Vacations”

The development of this unit was inspired by integrating the NJCCC with the common textbook vocabulary and objectives for this level to provide students with opportunities to discuss their previous experiences with peers using authentic mementos, websites, and maps etc culminating in an oral presentation through the use of a digital scrapbook.

Evidence of Learning

Summative Assessment: Integrated Performance Assessment (15 days)

Create a visual scrapbook about a vacation that you took to use during an oral presentation for the class. Include real photos, maps of the region, and souvenirs from the trip in the presentation. In the presentation be sure to tell us where you went, with who, how you traveled, a minimum of 5 things you did/saw, and your overall opinion about the trip. Use the scrapbook to guide your presentation but do not read from the slides (or include any text on them), rather talk to the class as if showing a friend your vacation pictures. Once you finish your presentation a 2 students will ask you a question that was not answered during your presentation and you must be able to provide an appropriate full response.

Equipment needed: computers (and Google Slides), SmartBoard

Teacher Resources: presentational/interpersonal rubric

Formative Assessments

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| <ul style="list-style-type: none"> · Gestures (check for understanding) · Listening activities · Picture prompt writing · Picture prompt story telling · Partner drawings with storytelling | <ul style="list-style-type: none"> · Manipulatives (past tense) · Partner matamoscas (vocabulary) · Quizzes on the preterite and vocabulary · GramActiva video and guided practice · Textbook activities |
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Lesson Plans

Lesson	Timeframe
Lesson 1 (Adonde fuiste de vacaciones?)	1 day
Lesson 2 (Que hiciste durante tus vacaciones?)	1 day
Lesson 3 (Que comiste/viste en tus vacaciones?)	1 day
Lesson 4 (Mis vacaciones, presentations)	2 days

Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. See the World Languages Standard Glossary & Resources in the [2009 World Languages Standard document](#) for strategies.

Curriculum Development Resources

De vacaciones Vocabulary
 Online textbook
 Department Curriculum (Unit 7)

De Vacaciones Lesson Plan #1

Content Area: World Languages

Lesson Title: Adonde fuiste de Vacaciones

Timeframe: 1 day

Lesson Components									
<u>21st Century Themes</u>									
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy				Health Literacy:
<u>21st Century Skills</u>									
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration				Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills				
Interdisciplinary Connections: Geography									
Integration of Technology: computer (Google Slides), SmartBoard, DuoLingo (homework)									
Equipment needed: computer, SmartBoard, whiteboards, cell phone/tablet/computer (HW)									

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
Students: <ul style="list-style-type: none"> To be able to name the 6 conjugations of “ir” in the preterite past To be able to use the above mentioned forms in appropriate context to talk about where people have been 	<p>Warm-up: Adonde te gusta ir de vacaciones y porque (journal). (2 min)</p> <p>Lesson Sequence</p> <ol style="list-style-type: none"> Watch Gramactiva Video to learn the irregular verb “ir” in the preterite past. (3 min) Complete the guided practice worksheet with teacher (5 min) Use the whiteboards in pairs to give appropriate responses to the picture prompts given (Google Slides) (10 min) Create 3-5 questions to ask the class using “ir” in the preterite past (5 min) Roam the room asking your questions to 5 different people, record their answers (10 min) 	<ul style="list-style-type: none"> Journal entry Participation/completion of guided practice Whiteboard practice Question formation for partner practice Written responses to partner questions Exit slip

	<p>Closure</p> <p>6. exit slip: picture prompt (ir) (2 min)</p> <p>Expansion/Extension/Homework</p> <p>1. Complete DuoLingo lessons on “ir” in the past tense</p> <p>2. Talk to someone about a vacation they took and write down 3 things you learned using “ir” in the past tense.</p>	
<p>Differentiation: Pair students by ability level, provide mediation to pairs and individuals as needed</p>		
<p>Resources Provided</p> <p>Gramactiva Video and follow-up guided practice</p> <p>Google Slides (picture prompts)</p>		

De Vacaciones Lesson Plan #2							
Content Area: World Languages							
Lesson Title: Que hiciste durante tus vacaciones?					Timeframe: 1 day		
Lesson Components							
<u>21st Century Themes</u>							
X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy:
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and	X	Communication and Collaboration		Information Literacy

		Problem Solving		
Media Literacy		ICT Literacy	Life and Career Skills	
Interdisciplinary Connections: Geography and finance				
Integration of Technology: Google Slides, Quizlet, Smartboard,				
Equipment needed: SmartBoard, computer, laptops				

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> - To be able to name the 6 endings for a preterite AR verb - To be able to use those endings in context to write/say what people did on vacations 	<p>Warm-up</p> <p>Adonde fue esta family de vacaciones? Como se puede llegar alli desde Philadelphia?(3 min)</p> <p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. Watch YouTube video about AR preterite verbs (2 min) 2. Fill in graphic organizer with AR preterite endings (3 min) 3. In small groups use manipulatives to create the requested AR verbs in the past, using picture prompts (10 min) 4. In same groups use a new picture to create a brief narrative about what you think happened and share with the class (10-12 min) 5. In 2 teams, use the Quizlet game “scatter” to match the AR preterite verb to it’s subject pronoun (timed races) (10 min) <p>Closure</p> <p>6. I swam in the ocean, We bought souvenirs, What did you buy?</p> <p>Expansion/Extension/Homework:</p> <ol style="list-style-type: none"> 1. DuoLingo lessons on past tense 	<ul style="list-style-type: none"> - Graphic organizer - Use of manipulatives - Group writing - Race participation - Exit slip

	2. Practice worksheet - reading comprehension with questions	
Differentiation: group students by ability level and provide mediation as needed		
Resources Provided: Google Slides, quizlet word list, graphic organizer, YouTube video (AR pret)		

De Vacaciones Lesson Plan #3							
Content Area: World Languages							
Lesson Title: Que viste durante tus vacaciones?					Timeframe: 1 day		
Lesson Components							
<u>21st Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy:
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Geography							
Integration of Technology: Google Slides, Conjugeumos website, Smartboard,							
Equipment needed: SmartBoard, computer, laptops							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
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<p>Students:</p> <ul style="list-style-type: none"> - To be able to name the 6 endings for preterite ER/IR verbs - To be able to use those endings in context to write/say what people did on vacations 	<p>Warm-up</p> <p>Que hiciste durante tu vacation favorita (nombra 3 cosas)</p> <p>Con quien fuiste?</p> <p>Como llegaste a tu destino?</p> <p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. Watch YouTube video about ER/IR preterite verbs (2 min) 2. Fill in graphic organizer with ER/IR preterite endings (3 min) 3. In pairs play matamoscas - racing to mark off the corresponding response to teacher's request (ej. I swam = e, or nade = I) (10 min) 4. Individually use the laptops to practice both the ER and IR endings with the website conjuguemos (20 min) <p>Closure</p> <ol style="list-style-type: none"> 6. A. What are the 6 endings for an ER/IR verb in the past tense? B. What are the endings for an AR verb in the past C. I ate a lot, I saw monuments <p>Expansion/Extension/Homework:</p> <ol style="list-style-type: none"> 1. DuoLingo lessons on past tense 2. Practice worksheet AR/ER/IR pret 	<ul style="list-style-type: none"> - Graphic organizer - Partner matamoscas - Participation and responses during use of conjuguemos site - Exit slip
<p>Differentiation: pair students by ability level and provide mediation as needed</p>		
<p>Resources Provided: Google Slides, YouTube video for ER/IR preterite endings, Conjuguemos site</p>		

<p>De Vacaciones Lesson Plan #4</p>	
<p>Content Area: World Languages</p>	
<p>Lesson Title: Mis Vacaciones</p>	<p>Timeframe: 2 days</p>
<p>Lesson Components</p>	
<p>21st Century Themes</p>	

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy:
21st Century Skills							
X	Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		
Interdisciplinary Connections: Geography							
Integration of Technology: computer (Google Slides), SmartBoard, Twitter							
Equipment needed: computer, SmartBoard, graphic organizers, cell phones, presentation rubrics							

Goals/Objectives	Learning Activities/Instructional Strategies	Formative Assessment Tasks
<p>Students:</p> <ul style="list-style-type: none"> - to be able present the class with a virtual scrapbook and talk about a vacation they took - To be able to pose unanswered questions from the presentations to the presenter - To be able to answer student created questions about missing information from presentations - To be able to understand peers talk about vacations they have taken and demonstrate understanding 	<p>Warm-up: Reading comprehension and short answer</p> <p>Lesson Sequence</p> <ol style="list-style-type: none"> 1. Students will individually present their virtual scrapbooks to the class (order pre-established) 2. After each presentation 2 students will be called upon to pose a question the presenter about the vacation and the presenter must answer with an appropriate and complete answer. 3. During presentations students will listen intently for requested information and fill it into their graphic organizers 4. After seeing all of the presentations students will take to Twitter to express their opinions about their favorite 2 presentations with supporting reasons (#MisVacacionesPHS2016) <p>Closure</p>	<ul style="list-style-type: none"> - short answers from warm-up - presentations - questions asked from audience - answers provided by presenter - graphic organizers - tweets - exit stickies - journal reflections

<p>through written response</p> <p>- To be able to express opinions in writing via Twitter about favorite presentations with supporting information</p>	<p>Write 3 summary statements about the presentations you saw today.</p> <p>Expansion/Extension/Homework</p> <ol style="list-style-type: none"> 1. Write a reflective journal entry about the presentations. What worked, what didn't, what you would change if you were in charge, how was your performance (positive and negative) and in what ways did this experience expand your learning 	
<p>Differentiation: Provide presenters/questioners with prompts when needed, Provide mediation for tweets as needed</p>		
<p>Resources Provided</p> <p>GoogleSlides presentations available on share drive</p> <p>Presentational/Interpersonal Rubric</p> <p>Graphic Organizer</p> <p>#MisVacacionesPHS2016</p>		