

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: iBuen Viaje!
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Content Area: World Language-Spanish
Grade Level(s): M2

Summary of Unit

The goal of this unit is to familiarize students with various modes of transportation and ways to travel. In it, students will discuss modes of transportation and travel, list parts of a car, give and respond to commands, and plan a vacation to a destination in the Spanish speaking world.

The unit involves primary sources, collaboration, research, and conversation. This unit is aligned to the M2 standards and should be taught in a school where students have had Spanish for one year. During this year, this unit would be taught as the fifth unit of the course intended to build on listening and speaking skills, since these are needed for the Interpersonal and Presentational Assessment.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

1.1 - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target cultures.

1.2 - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.

1.3 - Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target cultures.

2.1 Students recognize cultural practices in school routines and family activities.

2.2 Students recognize cultural products relating to school, family, and community.

3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.

3.2 - Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.

4.1 Students recognize and group together cognates and those that are false cognates.

4.2 - Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.

5.2 Students have fun learning to dance, sing, play games and respond in the target language.

Big Idea(s)

The study of world language enables individuals to participate in multiple communities and enriches their experiences.

Unit Enduring Understanding(s)

Travel provides opportunities to gain new insight about self and the world.

Knowledge of different forms of transportation provides richer experiences while visiting unfamiliar places.

Unit Essential Questions(s)

What do you like to do while you are in a city?

How do you describe and use different forms of transportation to get around?

What points of interest would you visit in the Spanish speaking world? Why?

How do you give and respond to directions?

How does the use of foreign language for personal enjoyment, travel, work and enrichment encourage lifelong language learning?

Knowledge and Skills

Students will know...

Travel Vocabulary
Modes of Transportation
Parts of a Car
Places to visit and things to do in Spain, Chile, and Guatemala
Commands
Close future
Ver
Ir a + Infinitive
Stem-changing verbs o→ue
Stem-changing verbs e→i

Students will be able to...

Identify five tourist points of interest, and state (write and speak) why one should visit.
Identify (list) the parts of a car in Spanish.
Use affirmative and negative commands correctly in Spanish.
Pronounce B and V correctly when speaking Spanish.

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Tasks and Rubrics:

Interpersonal (Role Play):

Students will perform a role-play based on one of the following situations. The role play should be about three minutes in length.

- A. You will confirm your travel arrangements (on the phone) with the travel agency, and then check in at the airport ticket counter.
 - a. Person A will be the traveler, and will ask questions over the phone to clarify travel arrangements with Person B. Then, person A will check in at the ticket counter at the airport and Person B will be the ticketing agent.
 - b. You will ask questions to confirm your trip (destination, airports, times, dates, price, etc). You may ask clarifying (follow-up) questions.
- B. You will pass through the customs check point.
 - a. Person A will be the customs officer and Person B will be the traveler.
 - b. Person A will ask questions about Person B's trip, luggage and purchases, etc.
- C. You will describe problems that your rental car has to a mechanic while you were on the way to a travel destination.
 - a. Person A is the traveler and Person B is the mechanic.
 - b. Person A experienced car trouble while en route to a travel destination. Person A describes the problems that the car has. Person B, very

knowledgeable, will correct any mistakes about the car's parts said by Person A.

Differentiate: Give students a conversation to put in order based on one of the scenarios. Other students may benefit from having 4-5 minutes to think about their role and to take notes on key vocabulary words and phrases to use in the role play.

Interpersonal Assessment Rubric - Based on ACTFL Rubrics¹ The teacher may decide to work with the students to model expectations around each of the criterion and ask students to revise this language to make it understandable to them.			
Category	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Language Function Language tasks the student is able to handle in a consistent, comfortable, sustained and spontaneous manner.	Creates with language, able to express own meaning in a basic way.	Mostly memorized language with some attempts to create.	Memorized language only, familiar language.
Text Type Quality and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph)	Simple sentences and some strings of sentences.	Simple sentences and memorized phrases.	Words, phrases, chunks of language, and lists.
Communication Strategies <i>Quality of engagement and interactivity:</i> amount of negotiation of meaning; how one participates in the conversation and advances it. <i>Clarification Strategies:</i> how the student handles a break down in comprehension; what one does when one partner doesn't understand the other.	Maintains simple conversation: asks and answers some basic questions (but still may be reactive). Clarifies by asking and answering questions.	Responds to basic direct questions. Asks a few formulaic questions (primarily reactive). Clarifies by occasionally selecting substitute words.	Responds to a limited number of formulaic questions (primarily reactive). Clarifies meaning by repeating words and/or using English.
Comprehensibility Who can understand this person's meaning? How sympathetic must the listener be? Does it need to be the teacher, or would a native speaker understand the speaker? How independent of the teaching situation is the conversation?	Generally understood by those accustomed to interacting with language learners.	Understood with occasional difficulty by those accustomed to interacting with language learners.	Understood primarily by those accustomed to interacting with language learners.
Language Control Accuracy, form, appropriate vocabulary, degree of fluency	Most accurate when producing simple sentences in present time. Accuracy decreases as language becomes more complex.	Most accurate with memorized language, including phrases. Accuracy decreases when creating, when trying to express own meaning.	Most accurate with memorized language only. Accuracy may decrease when attempting to communicate beyond the word level.

¹ <https://sites.google.com/site/worldlanguageshudson/interpersonal-tasks/rubrics-for-interpersonal-tasks---novice-level>

Interpretive Assessment:

Using travel materials provided by the teacher that are written in Spanish, students will collect details to complete a trip comparison matrix to compare several travel destinations in the Spanish speaking world. The students will take notes on the hotel, activities, attractions, food, and weather in their destinations. This could be done as part of an integrated assessment with the Presentational Assessment.

Destino	Hotel	Actividades	Atractivo Turístico	Comida	Tiempo

After taking notes, the student will select one of the destinations and make a list of the reasons why he/she would like to travel to that destination instead the other destinations on which he/she took notes.

Interpretive Assessment Rubric - Based on ACTFL Rubrics²			
The teacher may decide to work with the students to model expectations around each of the criterion and ask students to revise this language to make it understandable to them.			
	Exceeds Expectations	Meets Expectations	Approaches Expectations
Reading Comprehension: basic understanding	Identifies many of the main ideas and details about a hotel, the activities, tourist attractions, food, and weather of the selected destinations.	Identifies several of the main ideas and details about a hotel, the activities, tourist attractions, food, and weather of the selected destinations.	Identifies only a few of the main ideas and details about a hotel, the activities, tourist attractions, food, and weather of the selected destinations.
Reading Comprehension: interpretation	Creates a list of reasons that is comprehensive and clearly demonstrates why one location is preferred over the other with complete references to the text.	Creates a list of reasons that is adequate and demonstrates why one location is preferred over the other, with some references to the text.	Creates a list of reasons that is limited and somewhat demonstrates why one location is preferred over the other with few or no references to the text.
Presentational Mode	Provides a thorough explanation of how the visitor's time is maximized at the park with full of details from the website.	Provides an adequate explanation of how the visitor's time is maximized at the park, but lacks in some detail.	Provides a limited explanation of how the visitor's time is maximized at the park and/or lacks specific details.

Presentational Assessment:

Ask the students to pretend that their aunt and uncle just won the lottery, and, as a gift, have decided to give you \$6,000 for you and a friend to take a trip to the

² <http://sas-globalanguages.wikispaces.com/file/view/ACTFL+Rubrics.pdf>

destination of your choice in the Spanish speaking world. You can only take one guest.

Your task:

- I. Assuming you already have a passport, create a budget for your trip, including:
 1. Airfare
 2. Lodging for at least 4 nights
 3. Food
 4. One event or tourist point of interest per day (five in total)
 5. Try to use all of the money given to you.
- II. Create a PowerPoint of the places you visited, including pictures and a historical fact about the location. You will later present this to the class.
- III. Create a tourist pamphlet describing the area you visited, providing all information in Spanish about the tourist points of interest.
- IV. Submit your pamphlet to the "tourist agency" to vote for the trip of the year (the class will serve as the tourist agency to vote for the best project).

Differentiate: Give students a list of potential hotels to stay and websites (like kayak.com or orbitz.com) that include airfare and hotels together. For increased rigor, give students only 5,000 and see who could survive the longest in that country. Ask students to find ways to economize in order to maximize their stay. For kinesthetic learners, have students create a bulletin board in lieu of a pamphlet or have students create a commercial for a package that includes the places s/he wishes to stay.

Presentational Assessment Rubric - Based on ACTFL Rubrics ³			
The teacher may decide to work with the students to model expectations around each of the criterion and ask students to revise this language to make it understandable to them.			
Category	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Language Function Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner	Creates with language, able to express own meaning in a basic way.	Mostly memorized language with some attempts to create.	Memorized language only, familiar language.
Text Type Quantity and organization of text discourse (continuum word-phrase-sentence-connected sentences-paragraph)	Simple sentences and some strings of sentences.	Simple sentences and memorized sentences.	Words, phrases, chunks of language, and lists.
Impact Depth of presentation and attention to audience	Provides continuity to a presentation. Makes choices of a phrase, image, or content to maintain the attention of the audience.	Focuses on successful task completion. Uses gestures or visuals to maintain audience's attention and/or interest as appropriate to purpose.	Presented in an unclear and/or unorganized manner. No effort to maintain audience attention.

³ <https://sites.google.com/site/worldlanguageshudson/presentational-tasks/rubrics-for-presentational-tasks--novice>

Vocabulary	Vocabulary is sufficient to provide information and limited explanation.	Vocabulary conveys basic information.	Vocabulary is limited and/or repetitive.
<u>Comprehensibility</u> Who can understand this person's message? How sympathetic must the listener/reader be? Does it need to be the teacher or could a native speaker understand the message? How independent of the teaching situation is the presentation?	Generally understood by those unaccustomed to the speaking/writing of language learners.	Understood with occasional straining by those accustomed to the speaking/writing of language learners.	Understood primarily by those very accustomed to the speaking/writing of language learners.
<u>Language Control</u> Accuracy, form, degree of fluency	Most accurate when producing simple sentences in present time. Accuracy decreases as language becomes more complex.	Mostly accurate with memorized language, including phrases. Accuracy decreases when creating, when trying to express own meaning.	Most accurate with memorized language only. Accuracy may decrease when attempting to communicate

Other Evidence

Informal Assessment:

Teacher observations
 Partner dialogue
 Presentations
 Homework
 Vocabulary and grammar quizzes
 Role play exercises
 Language lab

Formal Assessment:

Unit exams – written and oral
 Quizzes
 Performance Tasks

Student Self-Assessment and Reflection

"I Can" Checklists
 Vocabulary Games (Sparkle, Mata-lo, Grab it, and other varied vocabulary games)
 Daily Warm-ups
 Exit tickets that ask students to reflect on the day's learning
 Varied Assessment Prompts (3-2-1, \$10 summaries, homework revision)
 Project Goal-Setting (group and individual)

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

Lesson Opener: Show a video or series of videos from the YouTube channel:

<http://www.youtube.com/user/Colombiatravel/videos>

1. Have students ID 3 things featured in the videos that they'd live to visit in person.
2. Have students in groups of 2-3 suggest a travel location in the United States' east coast to market to Colombians. Which location would they choose and why?
3. Have students define "vacation" and explain what a vacation means to them personally. Would your idea of vacation be the same as everyone else's? Why or why not?

Leading to the Interpersonal Assessment

Modes of Transportation

- I. Introduce transportation vocabulary by showing different forms of transportation (images) and where you could go in Spanish:
Viajo a Argentina en avión.
Voy al supermercado en bus.
Give students pictures with destinations (near and far) and have them sort by forms of transportation necessary to arrive there. Discuss as a class.
- II. For each form of transportation, give verbs and other related vocabulary:
EN AVIÓN: *volar, aeropuerto, piloto*, etc.
- III. Have students write and perform a skit in which they use at least 2 forms of transportation (between 10-15 lines of dialog).
- IV. Prepare situations that you act out using a particular form of transportation and have students guess where you are. (Tengo mi saco a mano y mi billete para Perú). Next tell a story where you're taking an incorrect form of transportation (i.e. a plane to the market, a car from Delaware to Europe, etc). Have students suggest a correct form of transportation.
- V. Have students write a 3-4 sentence paragraph naming a trip that they took recently, where they went, and which forms of transportation they used.

Travel Vocabulary

- I. Show a picture of an airplane. Give students a map of the airport and have them label different locations in Spanish. As a class, prepare to take a trip by "purchasing" a ticket to a destination that you've selected. Give students blank passports and Tickets. Have students fill in the data on the tickets and passports.
- II. Students are likely not to have traveled extensively. Set up a ticket counter in the front of the room. Walk students through the process of checking in at the ticket counter. Perform a pre-made dialogue with one of your students that involves:
 - a. Checking in
 - b. Luggage check in
 - c. Going through security checkpoints
 - d. Going through customs

- III. Have students design their own skits where they role play each of the four locations (II.a-d).

Commands

- I. Have students stand and demonstrate directional words (left, right, straight ahead, etc). Demonstrate the action "Go straight, turn right, etc" Practice giving students commands, then ask another student to give commands to you.
- II. Rearrange the classroom desks in a maze. Blindfolded, have students give you directions from one side of the room to the other. Next, have students take turns giving directions through the maze.
- III. Take a classroom field trip around the floor of your building in which you give students directions in Spanish.
- IV. Show students command formation rules (5 forms)
You (informal, formal, informal plural, formal plural); We
- V. Have students work in groups of 2 to write as many commands in Spanish in 5-7 minutes. Share with the class. Show students the irregular commands.
- VI. Divide students into groups of 5-6. Give students whiteboards. Have students relay race to conjugate all five command forms of the verb you've chosen. Only one student can do the TU form, one student does the USTED form, etc. The last student has to write all 5 forms on the board to win the point.
- VII. Have students write directions from school to home (or another place of your choosing). Students must include at least 5 different commands.

Road Trip

Tell students: Let's imagine that we're going to take a road trip across Venezuela. What are some of the vocabulary and other information we should know?

1. How to get a license
 2. Parts of the car
 3. Places
 4. How to ask for help (and respond).
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- I. Give students an application for a license to fill out in Spanish. Have students do a driver's test with an office chair following the commands of their examiner. Have students practice asking and answering questions from the license form and responding (¿Cómo se llama?)
 - II. Show a diagram of a car and label as a class the separate parts (windshield, wheels, motor, etc). Have students design their dream car and label all parts.
 - III. Show a map of Venezuela. Have students write directions from one city to another.
 - IV. ROLE PLAY: Give students time to design their own fantasy car.
 - Person A: You are a car salesperson. Try and sell your fantasy car to Person B.
 - Person B: You are in the market for a new car. Ask Person A about the car to determine if it is the perfect car for you.

Leading to the Interpretive and Presentational Assessments

- A. Jigsaw: Prepare readings or other materials on several countries from the Spanish speaking world that focuses on:
1. Currency
 2. What kinds of things I can take along (in a suit case or in a carry on)
 3. Points of Interest
- Students will be searching to answer the question: What do I need to plan a vacation in a foreign country?
- B. What are the most visited points of interest in the Spanish speaking world. Give students access to a computer lab in which they will find two points of interest in several countries. Have them compare their results with another group. Were your discoveries the same? If not, explain what attracted you to these points of interest.

Resources and Teaching Tips

- <http://www.youtube.com/user/Colombiatravel/videos>
- Students may not have traveled extensively. If so, take time to walk through things like airport travel so that students can visualize the process, then focus on vocabulary in context.
- This unit lends well to a lot of kinesthetic learners. Students have fun moving around the room for different tasks (such as directions and role-play).
- Textbook and ancillary resources as needed.
- Teacher-created PowerPoint, overheads, and other visuals
- Vocab sheets for specific unit vocabulary sections (i.e. parts of the car)

Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** – Students focus on another culture to enrich their international education by comparing and contrasting American travel destinations to those of Colombia and Venezuela.
- **21st Century Learning** – Students use a variety of technologies to demonstrate access and employment of higher order thinking skills relevant to the global job market.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8th Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).
- Students use video and audio recording as part of their assessment.
- Students use computers, internet, and other digital resources to experience other cultures.

Content Connections

Content Standards integrated within instructional strategies

Students draw from Social Studies in reading maps and giving directions.
Students use the Arts to design their dream car and travel pamphlet.