

## Table of Contents

UNIT NARRATIVE.....	1
CONTENT STANDARDS.....	2
UNDERSTANDINGS AND QUESTIONS .....	3
ROADMAP.....	5
UNPACKED STANDARDS.....	29
VERTICAL STANDARDS.....	32
VOCABULARY GLOSSARY.....	33

### UNIT NARRATIVE

In this unit, "Las Vacaciones," students will embark on an exciting journey to explore the world of travel and tourism in Spanish-speaking countries. Through conversations, reading, writing, and listening activities, students will learn to talk about vacation planning, hotel check-ins, emotions, activities, and the different ways to describe people and places using the verbs “ser” and “estar.” Students will also learn to talk about actions happening in the present by using the present progressive tense, including specific times and activities. The unit will also introduce important cultural aspects such as tourist destinations in Latin America, including Machu Picchu and Puerto Rico’s geography and culture. By the end of the unit, students will be able to engage in practical, everyday conversations about travel while enhancing their understanding of Spanish grammar and vocabulary.

## CONTENT STANDARDS

Below are the standards **taught** and **assessed** in this unit.

World-Readiness Standards for Learning Languages (ACTFL)		Supporting Standards
Communication (C1)	<ol style="list-style-type: none"> <li>Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. (Interpersonal Mode)</li> <li>Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (Interpretive Mode)</li> <li>Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences, readers, or viewers. (Presentational mode)</li> </ol>	N/A
Cultures (C2)	<ol style="list-style-type: none"> <li>Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the culture studied.</li> <li>Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the culture studied.</li> </ol>	N/A
Connections (C3)	<ol style="list-style-type: none"> <li>Build, reinforce, and expand their knowledge of other disciplines while using Spanish to develop critical thinking and to solve problems creatively.</li> <li>Access and evaluate information and diverse perspectives that are available through Spanish and its cultures.</li> </ol>	N/A
Comparisons (C4)	<ol style="list-style-type: none"> <li>Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.</li> <li>Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</li> </ol>	N/A
Communities (C5)	<ol style="list-style-type: none"> <li>Use Spanish both within and beyond the school to interact and collaborate in their community and the globalized world.</li> <li>Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</li> </ol>	N/A

Major Content	Supporting & Additional Content
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Discuss and plan a vacation and activities.</li> <li>Use ser and estar to describe conditions and emotions.</li> <li>Talk about the seasons and the weather.</li> </ul> <p><b>Cultures and Connections</b></p> <ul style="list-style-type: none"> <li>Popular travel destinations in Spanish speaking countries</li> <li>Puerto Rico and Old San Juan as popular tourist destinations</li> <li>Popular destinations in Puerto Rico</li> </ul> <p><b>Comparisons</b></p> <ul style="list-style-type: none"> <li>Compare a Spanish-speaking vacation destination to one in their community.</li> <li>Popular travel destination in student's community to those in Spanish speaking countries</li> <li>Relationship between U.S. and Puerto Rico</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Students will practice scanning texts for specific information related to tourist destinations, and accommodations.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Students will develop outlining skills as they plan a trip or organize their ideas for a vacation itinerary.</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>Students will improve their ability to listen for key words in conversations related to travel, such as bookings, activities, and descriptions of places.</li> </ul>

## Grammar

- Estar with conditions and emotions
- The present progressive
- Ser and Estar with descriptive adjectives
- Direct object nouns and pronouns

## UNDERSTANDINGS AND QUESTIONS

Important big ideas and processes for the unit.

### Key Understandings

#### Big Ideas:

##### 1. Travel and Tourism in Spanish-speaking Countries:

- Students will explore the cultural and practical aspects of traveling in the Spanish-speaking world, focusing on major tourist destinations, which will help them develop an appreciation for the diverse geography, culture, and landmarks of these regions while expanding their vocabulary related to travel and tourism.

##### 2. Communicative Competence in Travel Contexts:

- Students will practice key communication skills needed for trip planning, hotel check-ins, and everyday interactions during travel. These conversations will involve practical vocabulary and grammar structures to help students become more comfortable in real-world situations, allowing them to talk about their plans, emotions, and activities.

##### 3. Understanding the uses of “ser” and “estar”:

- A central grammatical focus in this unit is the distinction between “ser” and “estar,” two commonly used verbs in Spanish. Students will learn how to differentiate between these verbs when describing people, places, and emotions, as well as when talking about ongoing actions in the present progressive tense.

##### 4. Present Progressive and Describing Ongoing Actions:

- The present progressive tense will be used to describe actions happening at a specific time. This tense helps students discuss real-time activities (e.g., “I am planning a trip,” “They are visiting Machu Picchu”), improving their ability to converse about current events and actions.

#### Processes:

##### 1. Conversation and Interaction Practice:

- Students engage in role-playing activities to practice planning trips, checking into hotels, and using travel-related vocabulary in conversations.

##### 2. Grammar Applications:

- Students learn and apply the distinction between "ser" and "estar," the present progressive tense, and direct object nouns and pronouns in context.

**3. Cultural Exploration:**

- Students explore key tourist destinations like Machu Picchu and Puerto Rico, using authentic materials to gather and discuss relevant cultural and geographic information.

**4. Reading and Listening Skills:**

- Students practice scanning texts for key information and listening for specific details in conversations related to travel and emotions.

**5. Writing Skills:**

- Students create outlines and write short summaries or essays on vacation plans or tourist destinations, incorporating new vocabulary and grammar structures.

### Key Questions

1. How do weather, climate, and geography affect the activities we do?
2. How do people talk about how they feel?
3. What are some popular vacation destinations in the Spanish-speaking world and how do they compare with popular vacation spots in my country?
4. Do cultural differences affect our expectations of the ideal vacation experience?

# ROADMAP

Suggested daily guide for instruction in this unit.

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<p>Lesson 1 Introduction to vocabulary</p>	<p><b>SWBAT apply and categorize vocabulary related to travel, vacations, seasons, months and weather by creating a vocabulary graphic organizer that includes word definition, grammatical category, and sentence.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• C4.1 Language Comparisons. Learners use the language to investigate, explain, and reflect on the nature of the language studied and their own.</li> </ul>		
<p>Lesson 2 Vocabulary in context</p>	<p><b>SWBAT recall and apply vocabulary related to travel, vacations, seasons, months and weather by exchanging simple spoken information, playing a memory board game and completing various listening and writing activities.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>information, reactions, feelings, and opinions.</p> <ul style="list-style-type: none"> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</li> </ul>		
<p>Lesson 3 Fotonovela De viaje en Toledo</p>	<p><b>SWBAT analyze comprehensible input from free-flowing discourse by watching the Fotonovela and interpreting vocabulary related to sports and leisure activities being used in a conversational context and by answering comprehension questions.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</li> </ul> <p>Cultures</p> <ul style="list-style-type: none"> <li>• C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> </ul>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> <li>• C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</li> </ul>		
<p>Lesson 4 Cultural Comparison "Destinos turísticos"</p>	<p><b>SWBAT compare and contrast tourist destinations in their local community with those in Spanish-speaking countries by reading the selection "Destinos turísticos latinoamericanos," answering comprehension questions, and conducting an interview with a peer or to gather insights on travel preferences and popular activities in both regions.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> </ul> <p>Cultures</p> <ul style="list-style-type: none"> <li>• C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>• C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.</li> <li>• C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</li> </ul>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Lesson 5 Estar with conditions and emotions	<p><b>SWBAT correctly conjugate the verb 'estar' used with adjectives to describe conditions and emotions, both for themselves and others, using accurate grammar and context-specific vocabulary.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.</li> </ul>		•
Lesson 6 Estar with conditions and	<p><b>SWBAT accurately conjugate the verb 'estar' in various forms to describe conditions and emotions, both for themselves and others, by participating in an information gap activity and engaging in a simulated conversation, demonstrating proficiency in both form and context</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share</li> </ul>		•

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
emotions practice	<p>information, reactions, feelings, and opinions.</p> <ul style="list-style-type: none"> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.</li> </ul>		
Lesson 7 Present Progressive	<p><b>SWBAT accurately conjugate both regular and irregular verbs in the present progressive tense to ask and answer questions about what people are doing at specific times by taking guided notes, and completing various written and oral activities, showing proficiency in both form and communication.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</li> </ul>		•

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>Comparisons</p> <ul style="list-style-type: none"> <li>• C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.</li> </ul>		
<p>Lesson 8 Ser and Estar</p>	<p><b>SWBAT differentiate the uses of <i>ser</i> and <i>estar</i> in the present tense to describe people, places, and experiences, including a vacation resort, by taking guided notes to identify their distinct uses for inherent characteristics versus temporary states, analyzing a series of statements to determine if the verb choice is logical and justifying their reasoning, and creating a persuasive radio advertisement for a vacation resort, using <i>ser</i> to describe permanent features and <i>estar</i> for temporary conditions.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.</li> </ul>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
<p>Lesson 9 Direct Object Nouns and Pronouns</p>	<p><b>SWBAT identify and correctly apply Spanish direct object pronouns in sentences by recognizing the direct object in context, replacing it with the appropriate pronoun, and demonstrating their understanding through both written and spoken exercises.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.</li> </ul>		
<p>Lesson 10 Cultural Reading “Turismo ecológico en Puerto Rico”</p>	<p><b>SWBAT analyze information about a tourist destination in Puerto Rico by reading, scanning, and interpreting key details in a hotel brochure, identifying important facts such as location, amenities, and services, and using these details to summarize and present the destination in a clear and engaging manner.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<ul style="list-style-type: none"> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> </ul> <p>Cultures</p> <ul style="list-style-type: none"> <li>• C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>• C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</li> </ul>		
Lesson 11 Writing	<p><b>SWBAT create an outline to organize their ideas for writing a tourist brochure, using a strategy that helps them focus on major sections, minor sections, and key details.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
	<p><b>SWBAT create a tourist brochure based on their outline, using feedback from peers and teachers</b></p>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Lesson 12 Writing	<p>to revise and improve their work for the final version.</p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.</li> </ul>		
Lesson 13 Escuchar	<p><b>SWBAT Analyze and interpret a weather report by identifying key words and phrases, which will help them understand the subject, main idea, and key details in an audio selection.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> </ul>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
Lesson 14 Weather Report	<p><b>SWBAT Write and present a 1-minute weather report, using the key vocabulary and structures they have learned, based on the weather report they just analyzed in the previous lesson.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.1 Interpersonal Communication. Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> <li>• C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
Lesson 15 Flash Cultura	<p><b>SWBAT describe a few features of Machu Picchu as a tourist destination by watching a short clip about this destination, having a conversation with a peer and answering comprehension questions.</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> <li>• C1.3 Presentational Communication. Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</li> </ul> <p>Cultures</p> <ul style="list-style-type: none"> <li>• C2.1 Relating Cultural Practices to Perspectives. Learners use the language to</li> </ul>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <ul style="list-style-type: none"> <li>• C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</li> </ul> <p>Connections</p> <ul style="list-style-type: none"> <li>• C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</li> <li>• C3.2 Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• C4.2 Cultural Comparisons. Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</li> </ul>		
<p>Lesson 16 Panorama Cultural</p>	<p><b>SWBAT summarize demographic and cultural information about Puerto Rico by analyzing short paragraphs and using visual cues and maps to internalize what they read.</b></p> <p><b>ACFTL Standards:</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• C1.2 Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</li> </ul> <p>Cultures</p> <ul style="list-style-type: none"> <li>• C2.1 Relating Cultural Practices to Perspectives. Learners use the language to investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied.</li> <li>• C2.2 Relating Cultural Products to Perspectives. Learners use the language to investigate, explain and reflect on the</li> </ul>		

Lesson	Objective(s) and Standard(s)	Instructional Notes	Resources
	<p>relationship between the products and perspectives of the cultures studied.</p> <p>Connections</p> <ul style="list-style-type: none"> <li>• C3.1 Making Connections. Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</li> <li>• C3.2 Acquiring Information and Diverse Perspectives. Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</li> </ul> <p>Comparisons</p> <ul style="list-style-type: none"> <li>• C4.1 Language Comparisons. Use the language to investigate, explain, and reflect on the nature of language through comparisons of the Spanish language and their own.</li> <li>• C4.2 Cultural Comparisons. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</li> </ul> <p>Communities</p> <ul style="list-style-type: none"> <li>• C5.1 School and Global Communities. Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</li> </ul>		
Lesson 17 and 18 Review	SWBAT integrate unit vocabulary, grammar, and cultural material by completing unit review activities for the Unit Exam.	Unit Exam Review You may want to use the Descubre Recapitulación Activities and the Self-Assessment.	Descubre Recapitulación Descubre Auto Evaluación
<b>Refer to your region's calendar for scanning deadlines.</b>	<b>Unit Exam Suggested Date: March 11</b>		
Flex Day	Flex/Success Day March 12		
Optional/Cultural Lessons Día Internacional de la Mujer	Materials for this lesson have already been created. You can access them via Curriculum Corner within the Spanish I tile.  Teachers will need to use the Lesson Internalization One-pager to help them break brown the lesson.	Lesson Internalization Protocol	

# UNPACKED STANDARDS

Focus standards for this unit.

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
<p><b>ACTFL C1.1 Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p><b>Break Down Standard:</b></p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> Interpersonal communication in spoken or written form; negotiation of meaning and interaction in spoken, signed, or written formats.</li> <li>• <b>Knowledge:</b> vocabulary related to travel and emotions, grammar rules for “ser” and “estar,” usage and placement of direct object pronouns and cultural knowledge about Spanish-speaking countries.</li> <li>• <b>Concepts:</b> Difference in usage between “ser” and “estar.”</li> </ul> <p><b>Define Expectations:</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• Engage in conversations about travel plans and hotel check-ins.</li> <li>• Use "estar" to describe feelings and conditions accurately.</li> <li>• Employ the present progressive tense to explain ongoing actions.</li> <li>• Differentiate between "ser" and "estar" in context.</li> <li>• Use direct object pronouns accurately.</li> <li>• Research and discuss cultural aspects of tourist destinations in Spanish-speaking countries.</li> </ul> <p><b>Instruction and Assessment Strategies:</b></p> <p><b>Teaching Methods:</b></p> <ol style="list-style-type: none"> <li>1. Role-playing activities to simulate conversations about travel.</li> <li>2. Group discussions focused on feelings and cultural elements.</li> <li>3. Interactive grammar exercises to practice "ser," "estar," and present progressive.</li> </ol>	<p><i>The unpacked standard for ACTFL C1.1 emphasizes the importance of interpersonal communication in various formats. For a Spanish 1 unit, students will engage in conversations about travel, utilize emotional vocabulary through "estar," and practice the present progressive tense. They will differentiate between "ser" and "estar" while learning about significant tourist destinations in Spanish-speaking countries. Through role-playing, group discussions, and research projects, students will enhance their communication skills, cultural understanding, and grammatical knowledge.</i></p> <p><i>This standard is linked to the following AP Spanish Language standards:</i></p> <p><i>5.A Understand and apply appropriate communication strategies in interpersonal speaking.</i></p> <p><i>5.B Understand and apply appropriate and varied syntactical expressions in interpersonal speaking.</i></p> <p><i>6.A Understand and apply appropriate communication strategies in interpersonal writing.</i></p> <p><i>6.B Understand and apply appropriate and varied syntactical expressions in interpersonal writing.</i></p>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<p>4. Research projects on tourist destinations, incorporating multimedia presentations.</p> <p><b>Assessment Ideas:</b></p> <ol style="list-style-type: none"> <li>1. Observational assessments during role-playing to gauge conversational skills.</li> <li>2. Written quizzes on the use of "ser" vs. "estar" and present progressive.</li> <li>3. Group presentations and weather report evaluated on content accuracy and cultural relevance.</li> <li>4. Listening assessments focused on identifying key phrases during conversations.</li> </ol>	
<p><b>ACTFL C1.2 Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p><b>Break Down Standard:</b></p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> listening, reading, interpreting, analyzing</li> <li>• <b>Knowledge:</b> vocabulary related to travel, emotions, geography, and cultural aspects. Grammar rules for conjugating ser and estar, formation of the present progressive, when to use the personal "a" and usage and placement of Spanish direct object pronouns.</li> <li>• <b>Concepts:</b> conjugation and differentiation of ser and estar, placement of Spanish direct object pronouns and the personal "a."</li> </ul> <p><b>Define Expectations:</b> Students should be able to:</p> <p>Students should learn to interpret and analyze spoken and written Spanish, particularly in contexts related to travel, emotions, and cultural information about Spanish-speaking countries. They should be able to engage in conversations, express feelings, and describe actions using appropriate grammatical structures.</p> <p><b>Instruction and Assessment Strategies:</b></p> <p><b>Teaching Methods:</b></p> <ul style="list-style-type: none"> <li>• <b>Listening Activities:</b> Use audio recordings of conversations about travel to practice listening for key words.</li> <li>• <b>Group Discussions:</b> Facilitate role-play scenarios where students practice checking into hotels and planning trips.</li> </ul>	<p><i>In this Spanish 1 unit, students will engage in interpretive communication by understanding and analyzing conversations and written texts related to travel and emotions. They will learn to express feelings using "estar," differentiate between "ser" and "estar," and use the present progressive tense. Additionally, students will enhance their reading and writing skills while exploring cultural topics about Machu Picchu and Puerto Rico. Teaching methods will include listening exercises, group discussions, grammar practice, and cultural projects, to ensure comprehensive understanding and application of the language concepts.</i></p> <p><i>It aligns with the following AP Spanish Language and Culture standards:</i></p> <p><i>1.A Describe the literal meaning of the text.</i></p> <p><i>1.B Describe data.</i></p> <p><i>3.A Interpret the distinguishing features of a text.</i></p> <p><i>3.B Interpret the meaning of a text.</i></p> <p><i>4.A Determine the meaning of a variety of vocabulary.</i></p> <p><i>4.B. Use words appropriate for a given context.</i></p>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<ul style="list-style-type: none"> <li>• <b>Grammar Exercises:</b> Focus on distinguishing between "ser" and "estar," and practicing present progressive constructions.</li> <li>• <b>Cultural Projects:</b> Assign research projects on Machu Picchu and Puerto Rico, incorporating visual aids and presentations.</li> </ul> <p><b>Assessment Ideas:</b></p> <ul style="list-style-type: none"> <li>• Conduct listening assessments where students must identify key points from audio clips.</li> <li>• Use visual aids in reading assessments where students predict content based on images.</li> <li>• You may also want to use the Descubre Prime simulated conversations to evaluate students.</li> </ul>	
<p><i><b>ACTFL C1.3 Presentational Communication.</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</i></p>	<p><b>Break Down Standard:</b></p> <ul style="list-style-type: none"> <li>• <b>Skills:</b> Presenting information orally and in writing, applying grammar concepts and rules, engaging with different audiences, engaging in conversations on specific topics, using media effectively.</li> <li>• <b>Knowledge:</b> vocabulary related to travel, weather, numbers, and adjectives; grammar rules for the conjugation and usage of ser, estar, the present progressive and direct object pronouns.</li> <li>• <b>Concepts:</b> The purpose of a brochure, a weather report and an outline.</li> </ul> <p><b>Define Expectations:</b></p> <ul style="list-style-type: none"> <li>• Effectively participate in conversations related to travel and hospitality.</li> <li>• Use "estar" to express feelings and conditions accurately.</li> <li>• Construct sentences in the present progressive to describe ongoing actions.</li> <li>• Clearly differentiate between "ser" and "estar" in descriptive contexts.</li> <li>• Present information in writing about Spanish-speaking tourist destinations by creating a brochure.</li> </ul>	<p><i>The ACTFL C1.3 standard focuses on developing students' ability to present and communicate effectively in Spanish. In this unit, it is specifically related to travel and cultural experiences. Key learning targets include engaging in conversations about trip planning and hotel check-ins, using "estar" to express emotions, and applying the present progressive tense. Through various instructional strategies, including role-play activities, simulated conversations, a weather report, a brochure and grammar workshops, students will enhance their language skills while exploring the rich geography and culture of Spanish-speaking countries.</i></p> <p><i>It aligns with the following AP Spanish Language and Culture standards:</i></p> <p><i>7.A Plan and research an issue or topic for presentational speaking.</i></p> <p><i>7.B Use appropriate vocal and visual strategies to communicate an idea in presentational speaking.</i></p> <p><i>7.C Use appropriate language and vocabulary for the intended audience in presentational speaking.</i></p> <p><i>7.D Express a perspective with details and examples to illustrate an opinion or idea in presentational speaking.</i></p> <p><i>8.A Plan and research an issue or topic for presentational writing.</i></p>

Standards Clarification QUESTIONS		
Standards	Specificity	Notes/Explanations/Examples
	<ul style="list-style-type: none"> <li>Present information orally about weather conditions using unit vocabulary and grammar (weather report).</li> </ul> <p><b>Instruction and Assessment Strategies:</b></p> <p><b>Teaching Methods:</b></p> <ul style="list-style-type: none"> <li>Utilize role-playing to practice conversations.</li> <li>Incorporate multimedia presentations (slides, videos) for cultural topics.</li> <li>Have students present their weather report in front of the class or have them record it.</li> <li>Conduct group discussions to foster engagement and reinforce vocabulary.</li> <li>Implement grammar workshops focusing on "ser" vs. "estar" and present progressive.</li> </ul> <p><b>Assessment Ideas:</b></p> <ul style="list-style-type: none"> <li>Create a rubric for evaluating oral presentations based on clarity, use of vocabulary, and engagement with the audience.</li> <li>Assess written work for correct grammar usage, vocabulary application, and overall coherence.</li> <li>Use peer feedback to encourage collaborative learning and improvement.</li> </ul>	<p><i>8.B Use appropriate writing strategies to communicate an idea in presentational writing.</i></p> <p><i>8.C Understand and apply appropriate and varied syntactical expressions in presentational writing.</i></p> <p><i>8.D Express a perspective with details and examples to illustrate an opinion or idea in written presentations.</i></p>

**VERTICAL STANDARDS-Spanish Standards are not scaffolded. What is scaffolded is the themes and the skills- these stay the same.**

This section details the **progression** of key student expectations/standards\*\* in the courses **before** and **after** this course. This will help you understand what **prior knowledge skills to build upon** and guide you in knowing what **skills you are preparing your students** for in the subsequent course.

Spanish II	Spanish III	AP Spanish
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<ul style="list-style-type: none"> <li>• Being able to count past 1000 in Spanish.</li> <li>• Conjugate regular and irregular verbs in the present, past and perfect tenses.</li> <li>• Differentiating uses of ser and estar</li> <li>• Using past participles</li> <li>• Reading authentic sources</li> <li>• Cultural Comparisons</li> <li>• Interpersonal Writing: Postcard</li> <li>• Presentational Writing and speaking: Story boards</li> </ul>	<ul style="list-style-type: none"> <li>• Conjugation of regular and irregular verbs in the present, past and with complex structures.</li> <li>• Cultural Comparisons-los viajes y las diversiones</li> <li>• Interpersonal Writing: Informal letter</li> <li>• Presentational Writing: Expository Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Connections</li> <li>• Reading and analyzing graphs, charts, and tables.</li> <li>• Interpretive listening</li> <li>• Using varied grammatical structures</li> <li>• Interpersonal Communication</li> <li>• Variety of reading materials and sources</li> </ul>
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## VOCABULARY GLOSSARY

Domain-specific words and definitions for this unit.

Key Content Vocabulary					
<i>List and define key vocabulary terms</i>					
Related Vocabulary					
<i>Los viajes y las vacaciones</i>	<i>El hotel</i>	<i>Adjetivos</i>	<i>Los números ordinales</i>	<i>Palabras adicionales</i>	
acampar confirmar una reservación estar de vacaciones hacer las maletas hacer un viaje hacer (wind)surf ir de compras ir de vacaciones ir en.... automóvil autobús avión barco moto taxi jugar a las carreras montar a caballo pescar sacar/tomar fotos	el/la agente de viajes el/la inspector(a) de aduanas el/la viajero (a) el aeropuerto la agencia de viajes el campo el equipaje la estación de.... autobuses tren metro la llegada el mar el paisaje el pasaje (de ida y vuelta) el pasaporte la playa la salida la tabla de (wind)surf	el ascensor el/la botones la cama el/la empleado(a) la habitación... individual doble el hotel el/la huésped la llave el piso la planta baja	abierto(a) aburrido(a) alegre amable avergonzado(a) cansado(a) cerrado(a) cómodo(a) confundido(a) contento(a) desordenado(a) enamorado(a) enojado(a) equivocado(a) feliz limpio(a) listo(a) nervioso(a) ocupado(a) ordenado(a) preocupado(a) por	primer, primero(a) segundo(a) tercer, tercero(a) cuarto(a) quinto(a) sexto(a) séptimo(a) octavo(a) noveno(a) decimo(a)	ahora mismo el año ¿Cuál es la fecha (de hoy)? de buen/mal humor la estación el mes todavía el invierno la primavera el verano el otoño diciembre enero febrero marzo abril mayo junio julio agosto

			seguro(a) sucio(a) triste		septiembre octubre noviembre Hace (mucho).., calor, frio Está... nevando, lloviendo
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