



UNIT PLAN CONTEXT	
<b>Language / Course:</b> Spanish 1 (Grade 8 and/or Grade 9)	<b>Length of Unit:</b> 5 weeks Monday, April 15 <sup>th</sup> – Friday, May 17 <sup>th</sup>
<b>Proficiency Checkpoint and Proficiency Target:</b> Checkpoint A - Novice High	
<b>Meaningful Unit Title:</b> ¿Adónde vas?	
<b>NYS World Language Anchor Theme:</b> C. Science, Technology, & The Arts	<b>NYS World Language Anchor Topic:</b> C. Physical Environment, Climate, Weather, & Geography
<b>Integrated NYS World Language Topics:</b> B. Travel B. Leisure B. Food & Mealtaking B. Shopping Choose an item.	
<b>Brief Unit Overview:</b> <p>This unit begins with students <b>identifying</b> animals, places and modes of transportation. Students <b>describe</b> animals, places and travel plans. Students <b>exchange information</b> about their preferences on travel.</p> <p>This unit continues with students <b>exchanging information</b> about making recommendations around travel. Students <b>express preferences</b> about places to travel. Students <b>analyze</b> authentic resources about geographical features and travel in Spanish speaking countries and <b>compare</b> them with their own.</p> <p>This unit ends with students completing a summative task which includes analyzing an infographic/map and labeling the image with animals, geographical landmarks, features, landforms, and compass points, making a chart in Spanish comparing the similarities and differences of your travel destination with your partner's travel destination and creating a video about the monument you're visiting OR creating a blog about the monument you're visiting.</p>	
<b>Inquiry Question(s):</b> <ul style="list-style-type: none"> <li>What can I discover and experience through travel?</li> </ul>	

STANDARDS AND FUNCTIONS	UNIT-LEVEL CAN-DO STATEMENTS	ACCEPTABLE EVIDENCE
1. Interpretive Communication [understand, interpret, analyze]	<p>I can <b>identify</b> basic facts, memorized or familiar words and phrases when they are supported by gestures or visuals in short informational and literacy texts</p> <p>I can <b>understand</b> familiar questions and statements from simple sentences in conversations that are spoken or written</p>	<ul style="list-style-type: none"> <li>By identifying geographical terms</li> <li>By matching animals to their habitat</li> <li>By identifying items needed to travel on an airplane or train</li> <li>By reacting to vacation plans based on an authentic resource</li> </ul>
2. Interpersonal Communication [exchange information, express feelings, express preferences, express opinions]	I can request and provide information, meet basic needs, <b>express preferences</b> or feelings and react to those of others on travel.	<ul style="list-style-type: none"> <li>By asking about plans for a trip</li> <li>By expressing excitement about a trip</li> <li>By making recommendations for travel plans</li> </ul>
3. Presentational Communication [describe, inform, narrate, explain, persuade]	I can <b>present</b> information about travel using a mixture of simple practiced or memorized words, phrases, and sentences spoken or written	<ul style="list-style-type: none"> <li>By giving examples of travel destinations</li> <li>By explaining where animals live and their habitat</li> </ul>

4. Cultural Practices & Products [identify, describe, explain]	I can identify cultural products and practices in my own and other cultures to help me understand perspectives using words and phrases, with graphic or visual support	By answering questions and completing a graphic organizer using information found in an authentic resource
5. Cultural Comparisons [compare]	I can identify similarities and differences of practices and products of the target cultures with my own culture, using words and phrases, with graphic or visual support	By completing a Venn Diagram

Resource: [NYS Learning Standards for World Languages](#)

Resource: [NYS World Language Performance Indicators for Modern Languages, Categories 1-2](#)

SUMMATIVE PERFORMANCE TASKS		
Interpretive Task	Interpersonal Task	Presentational Task
Task 1: Analyze an infographic/map and label the image with animals, geographical landmarks, features, landforms, and compass points.	Task 2: Make a chart in Spanish comparing the similarities and differences of your travel destination with your partner's travel destination.	Task 3: Create a video about the monument you're visiting OR create blog about the monument you're visiting.

LANGUAGE TOOLBOX		
Key Language Functions	Supporting Language Structures	Supporting Vocabulary
<b>Identify</b> animals, places	Es Está	<ul style="list-style-type: none"> <li>- Animal vocab</li> <li>- Geographical Location vocab</li> <li>- Transportation Vocab</li> <li>- Travel Vocab</li> <li>- Adjectives Vocab</li> </ul>
<b>Describe</b> animals and places	Yo voy a... Yo viajo a... Yo necesito... Yo hago... Me gusta... Yo visito...	<ul style="list-style-type: none"> <li>- Animal vocab</li> <li>- Geographical Location vocab</li> <li>- Transportation Vocab</li> <li>- Travel Vocab</li> <li>- Adjectives Vocab</li> </ul>
<b>Express preferences</b> with simple reasons	Yo prefiero... Me gusta... Quisiera... Me gustaría...	<ul style="list-style-type: none"> <li>- Animal vocab</li> <li>- Geographical Location vocab</li> <li>- Transportation Vocab</li> <li>- Travel Vocab</li> <li>- Adjectives Vocab</li> </ul>
<b>Exchange</b> information	¿Adónde vas? ¿Cuándo? ¿Cuánto cuesta? ¿Con quién? ¿Cuál es tu animal favorito? ¿Qué vas a hacer? ¿Qué tiempo hace en _____?	<ul style="list-style-type: none"> <li>- Animal vocab</li> <li>- Geographical Location vocab</li> <li>- Transportation Vocab</li> <li>- Travel Vocab</li> <li>- Adjectives Vocab</li> <li>- Weather vocab</li> </ul>

