



## UNIT 2

<b>Course:</b> Heritage Spanish 1	<b>Grade Level:</b> Level 1
<b>Unit Title:</b> Contemporary Life: Travel & Leisure, and Entertainment & fun	<b>Length of Unit:</b> ~ 6 weeks

**Unit Summary:** *Students will be able to independently use their learning to understand the different products, practices and perspectives of other countries, and how they may influence your lifestyle when you travel. Students will express the benefits that traveling could bring in a global community.*

### Stage 1- Desired Results

<b>STANDARDS</b>	<b>Transfer</b>	
	<i>Students will be able to communicate verbally and textually around travel and entertainment.</i>	
<b>Interpretive:</b>	<b>Meaning</b>	
<p><i>Reading:</i> (I-L1) I can identify the topic and related information from the simple sentences in short informational texts.</p> <p><i>Listening:</i> (I-M3) I can identify the main idea and key information in short straightforward conversations.</p>	<p><b>ENDURING UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <p>Each Spanish Speaking Country is unique in their music, food, traditions etc. Traveling can bring benefits to both the traveler and the Country that you visit in terms of intercultural and economical exchange. Traditional products and services of a community impact tourism.</p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will continue to consider . . .</i></p> <ul style="list-style-type: none"> <li>What can you learn about a Spanish Speaking Country when you travel?</li> <li>Why would you like to travel?</li> <li>How does your daily and leisure activities impact the quality of life in your community?</li> </ul>
<b>Interpersonal:</b>	<b>Acquisition</b>	
<p><i>Writing:</i> (N-M2) I can express basic needs related to</p>		

familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.

**Speaking:** (N-H2)

I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.

**Presentational:**

**Writing:** (N-H1)

I can present personal information about my life and activities, using simple sentences most of the time.

**Speaking:** (N-H1)

I can present personal information about my life and activities, using simple sentences most of the time.

**Intercultural**

**Communication: (novice)**

In my own and other cultures, I can identify products and practices to help me understand perspectives.

*Students will know...*

**Language Functions:**

- Be able to give detailed descriptions when traveling and leisure activities using the correct structures of superlatives and comparatives.
- Tell a story about the last trip you took using the correct forms of the past tense and appropriate vocabulary.
- Identify perspectives of leisure and travel activities from different Spanish Speaking Countries
- Identify cultural differences in regards to leisure activities and travel from short presentations.

**Related Structures/patterns:**

- Polite requests and expressions of desires/preferences (me gustaría, me encantaría, preferiría, quisiera)
- Comparative and superlatives
- Adjectives and adverbs
- Past tense: preterite and imperfect
- Irregular and Regular verbs (the differences between the 2 tenses)
- Affirmative and negative expressions
- Affirmative and negative informal ( "tú" ) commands
- Accent marks: *Agudas & graves o llanas*
- Spelling / Homonyms (**b & v**)

**Priority vocabulary:**

- Leisure and travel activities; itineraries

*Students will be skilled at...*

**Interpretive**

- *Understand the benefits of traveling*
- *Identify the most representative products and traditions of the Spanish Speaking Countries*
- *Identify some different currencies of Spanish Speaking Countries*

**Interpersonal**

- *Participate in small group discussions about the benefits of traveling (advantages and disadvantages)*
- *Exchange information about likes and dislikes about traveling and their favorite places*
- *Respond to an email about their traveling experiences and or preferences.*

**Presentational**

- *Describe your ideal place to travel*
- *Explain a tradition or a product of a country and its practices and perspectives.*
- *Compare the use of leisure time between Spanish Speaking Countries and your own community.*

<p><b>Supporting SEL standard(s) embedded within this unit:</b> <b>(1A.H.5)</b> Demonstrate an ability to reduce stress by reassessing a situation</p> <p><b>1A.I.4</b> Practice assertive communication to manage stress.</p> <p><b>1B.H.3</b> Describe a situation in which you needed help and where you sought it</p> <p><b>2A.F.5</b> Use follow-up questions to clarify messages</p>	<ul style="list-style-type: none"> <li>● Expression of physical and emotional states</li> <li>● Expressions for making social plans</li> <li>● Modes of transportation and using public transportation (following schedules and routes)</li> <li>● Asking for and giving directions</li> <li>● Travel survival skills (ex: getting a taxi or ride, exchanging money, finding help if something goes wrong, what if you lose your passport, etc.)</li> <li>● Communicating preferences and comparing options (ex: this route is faster than the other one; this idea is better than that idea; I'd rather ____, etc.)</li> </ul>	
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**Stage 2- Evidence**

<b>Evaluation Criteria</b>	<b>Assessment Evidence</b>
Task Rubric  <a href="#">Presentational Rubrics</a>	PERFORMANCE TASK(S):  <a href="#">IPA Template</a>

[Interpersonal Rubrics](#)

[Interpretive Rubrics](#)

OTHER EVIDENCE

STUDENT SELF-ASSESSMENT & REFLECTION

**Stage 3- Learning Plan**

*Summary of Key Learning Events and Instruction*