

8-2011

De Vacaciones (Going on Vacation)

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Unit: De Vacaciones (Going on Vacation)

Level: End of Spanish I / Spanish 1B (8th)

Understandings

Students will understand that...

- Travelling requires careful planning and forethought.
- People take vacations for different purposes.

Essential Questions

- How do you plan a trip?
- Why do people take vacations?

Knowledge

Students will know...

- Travel/vacation vocabulary (see attached)
- Preterite tense endings of regular verbs
- Preterite forms of the verb *ir* & *ser*
- Forms of transportation

Skills

Students will be able to...

- Use the preterite tense
- Use the personal "a"
- Talk about a trip they took
- Talk about what to do or where to go on a vacation and how to get there
- Discuss the purposes for taking a vacation
- Plan a vacation to another country

Performance Task:

Students will demonstrate meaning-making and transfer by...

De Vacaciones Unit Project – students will plan a trip to a Spanish-speaking city/country and then create a digital scrapbook of that trip as if they had taken it. They will share their project with peers.

Unit Performance Assessments - students will respond to prompts to complete tasks in Spanish. The assessments will include the following segments: Presentational Speaking, Presentational Writing, Interpersonal Speaking, Interpretive Reading, Interpretive Listening.

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.

note – these are usually included where appropriate in Stage 3 as well)

- Vocabulary Quiz
- Grammar Quiz
- Interactive Parent Survey – students will interview their parents about vacation time from their work

(Steps taken to get students to answer Stage 1 questions and complete performance task)

Day 1:

Objective: We will learn travel vocabulary and I will write about a trip I took in the past.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada (more info here: <http://www.sracruz.com/2015/07/adding-culture-to-your-spanish-class.html>)
2. Unit Introduction - introduce the unit theme, Essential Questions and End-In-Mind Targets to the students and have them add the unit page to their notes.
3. Pre-Assessment - Unit Vocabulary/Grammar - students will show what they already know about unit vocabulary and grammar and find areas they need to work on/learn in
4. Apuntes – Los Viajes- Parte 1 - students will learn trip vocab and talk about trips

Day 2:

Objective: We will learn travel vocabulary and I will write about a trip I took in the past.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - Viajes Vocab - students will see pictures and name what they see pronouncing the words

3. Apuntes – Los Viajes - Parte 2 - students will learn trip vocab and talk about trips
4. Permiso de Salida – Escribe un cuento de un viaje que tomaste. Usa más que 10 palabras de vocabulario

TAREA: Wkbk pg 139 & 141/HH pg 292 A y 294 D

Day 3:

Objective: We will practice vacation vocabulary and I will read dialogue in Spanish.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - Viajes Vocab - students will see pictures and name what they see pronouncing the words correctly
3. Califica la tarea - students will review homework and ask questions
4. Ping-Pong Reading - (see Profe Tauchman's ideas on Active Engagement [here](#)) - students will flip flop the reading aloud and translating of the story to practice pronunciation and listening skills

Day 4:

Objective: We will practice vacation vocabulary and I will read & listen and draw what I hear.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Ping-Pong Reading - students will read some small dialogues in pairs: PA-read 1 sentence & PB-translates and then switch for next sentence
3. Write-Pass-Draw - (see Profe Tauchman's ideas on Active Engagement [here](#)) - students will write a sentence, pass the paper, and depict the sentence on the paper passed to them, folding the paper as they go so they can only see the previous step. At the end, they will unfold and compare beginning to end
4. Listen and Draw - (see Profe Tauchman's ideas on Active Engagement [here](#)) - students will listen first to a sentence and then, as they hear it again, they will draw a depiction of the sentence

Day 5:

Objective: We will practice vacation vocabulary and I will answer questions using the vocabulary in context.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Un Viaje a Madrid – students will listen and watch to answer questions about a trip
3. Listen and Draw Extension - students will cut their drawings apart and glue them onto paper and then tell the story in their own words based on the pictures.

TAREA: Finish your story telling.

Day 6:

Objective: We will practice trip vocab and I will use the “a” personal correctly.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Entrega los cuentos de viajes
3. GramActiva/Apuntes – “a” personal – students will learn how/when to use the “a” personal in Spanish
4. GP Wkbk pg 256- students will practice using the “a” personal
5. ¿Quién visita a quién? – students will practice telling each other who is visiting whom on vacation

TAREA: Wkbk pg 142

Day 7:

Objective: We will synthesize what we have learned and I will work with my teammates.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Entrega la tarea
3. Ping Pong Reading - El Viaje a Chicago - students will read a story and translate it to English as they read.
4. Running Dictations - El Viaje a Chicago - students will work in groups and there will be 4 jobs: Runner, Writer, Translator, Editor and they will collect the pieces of the story by working together. - (see Profe Tauchman's ideas on Active Engagement [here](#))

Day 8:

Objective: We will practice the vocab we have learned and I will talk about vacations

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Comm. Act 8A-1 - students will converse using conversation prompts to talk about trips that were taken
3. Juego de Repaso - traduciendo para puntos - students will translate sentences to Spanish.

TAREA: Estudia para la prueba de vocab.

Day 9:

Objective: We will synthesize the vocab we have learned and I will show how I can talk about vacations

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Vocab Quiz – students will use their knowledge of vocab to complete the quiz

TAREA: Interactive HW (due Day 11)

Day 10:

Objective: We will learn about travel customs and I will answer questions about Spanish customs.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Entrega la tarea (due Day 11)
3. Apuntes - Travel Culture - students will talk about the purposes of trips and compare travel culture between the US and Europe
4. Interpretive Reading - Los Veranos de los Españoles - students will read about summer practices in Spain and answer questions - the infographic can be found at https://alfredovela.files.wordpress.com/2013/07/infografia_como_pasan_el_verano_los_espanoles.png

TAREA: Interactive HW (due Day 11)

Day 11:

Objective: We will learn about tourist destinations in different places and I will research a city to visit.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Entrega la tarea
3. Mi Viaje Project Intro - students will learn about their unit project
4. Mi Viaje Project Workday - students will choose a city and begin researching their city

TAREA: Completa la búsqueda para información

Day 12:

Objective: We will learn about how to plan a day trip in a city and I will practice logical trip planning.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Llegando en Madrid - students will learn about getting around a city and think about cost of getting around
3. Un Día en Madrid - students will get a list of attractions to visit and figure out the most efficient way to get to all of them in a day using the Madrid metro. They will also figure out how much that day trip will cost by adding the entrance fees, metro costs, food etc.

Day 13:

Objective: We will learn about how to plan a day trip in a city and I will practice logical trip planning.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Un Día en Madrid - students will get a list of attractions to visit and figure out the most efficient way to get to all of them in a day using the Madrid metro. They will also figure out how much that day trip will cost by adding the entrance fees, metro costs, food etc.

3. Mi Viaje - Phase 1 Cont'd - Currency & Transportation - students will research their city and learn about the currency and modes of transportation/cost of transportation for tourists

TAREA: Finish C&T research

Day 14:

Objective: We will learn about how to plan a day trip in a city and I will practice logical trip planning.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Mi Viaje - Phase 1 Cont'd - 5 Días de Viaje - students will use what they have found in research to create 5 days worth of plans for the city they are "travelling" to and come up with a cost per day for their stay in that city

Day 15:

Objective: We will learn to talk about the past and I will conjugate Ir and Ser correctly.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Apuntes - Ir & Ser - students will inductively learn the forms of Ir & Ser in the past tense
3. Guided Practice - Wkbk pg 144 - students will practice using the verb forms in context

Day 16:

Objective: We will practice ir and ser in the preterite and I will write a story using them.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Repaso - students will review the forms of Ir & Ser in the preterite
4. Srta's Mini-Cuento - students will read and recognize forms of IR and SER in the preterite and make some guidelines about using them
5. Mi Mini-Cuento - students will work in pairs to write their own mini-stories about a vacation.

Tarea: Finish your mini-cuento

Day 17:

Objective: We will think about packing for a trip and I will make a packing list for my trip.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Haciendo la Maleta - students will read about a trip in Spanish and then make a packing list for that trip
3. Preparando para mi Viaje - students will create a packing list for their trip to their city

Day 18:

Objective: We will practice listening skills and I will answer questions about what see/hear.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. El Videohistoria - students will watch the video and answer questions about what they watched
3. 2ª Wkbk pg 150-152, Act 1-4 - students will complete the activities that go with the video
4. 2ª Wkbk pg 153, Act 5-6 - students will listen to conversations about trips and answer questions.

Tarea: Estudia para la prueba de gramática

Day 19:

Objective: We will synthesize what we've learned and I will show what I can and then we will practice listening skills and I will learn about Barcelona.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Grammar Quiz - students will show what they know about the A personal and Ir & Ser
3. Interpretive Listening - Mi Ciudad - students will watch/listen about Barcelona and answer questions

<https://www.youtube.com/watch?v=WrwHX8p3XUA&feature=related>

Day 20:

Objective: We will practice reading comprehension skills and I will answer questions about what I read.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Interpretive Reading - Razones para Viajar - students will read about reasons to travel and answer questions - the infographic can be found at <https://www.pinterest.com/pin/573575702517105231>
3. Interpretive Reading - Beneficios de Viajar - students will read about the benefits of travelling and answer questions - this infographic can be found at <https://www.mosalingua.com/es/files/2015/03/beneficios-de-viajar.jpg>

Day 21:

Objective: We will work on planning a budget for a trip and I will calculate an expected budget for my trip.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Budgeting for Travel - students will create spreadsheet using Google Sheets with all their estimated costs and then create a budget for their trip per person and then total amounts

TAREA: Finish Budget (turn in by sharing with the teacher on Google sheets)

Day 22:

Objective: We will work on our final projects and I will create a “scrapbook” of my trip.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Mi Viaje Project Explanation - students will learn about and ask questions about the final phase of the project
3. Mi Viaje Project Workday - students will work on creating their final project

TAREA: Mi Viaje Project (due Day 26)

Day 23:

Objective: We will work on our final projects and I will create a “scrapbook” of my trip.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Mi Viaje Project Workday - students will work on creating their final project

TAREA: Mi Viaje Project (due Day 26)

Day 24:

Objective: We will work on our final projects and I will create a “scrapbook” of my trip.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Question Ladders - students will work on asking questions about vacations
3. Hablando en Español - students will practice talking about vacations and answering questions

TAREA: Mi Viaje Project (due Day 26), Estudia para los exámenes

Day 25:

Objective: We will synthesize what we have learned and I will show what I can do.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Unit Assessments: Interpretive Listening
Interpretive Reading

TAREA: Completa el proyecto

Day 26:

Objective: We will synthesize what we have learned and I will show what I can do.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Entrega Proyecto - students will share their digital project via Google and turn in a handout of the slides of their project
3. Unit Assessments: Presentational Speaking
Presentational Writing

TAREA: Completa el proyecto

Day 27:

Objective: We will synthesize what we have learned and I will show what I can do.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Unit Assessments: Interpersonal Speaking - students will use their project to complete their conversations

Day 28:

Objective: We will synthesize what we have learned and I will show what I can do.

1. Cultura Diaria/Entrada - students come in and complete the Cultura Diaria/Entrada
2. Unit Assessments: Interpersonal Speaking - students will use their project to complete their conversations

Unit Vocabulary

Parte 1 - Los Viajes

el país

La ciudad

El viaje

Ir de vacaciones

Viajar

En...

...avión

...autobús

...barco

...tren

...coche

El boleto

El lugar

la atracción (las atracciones)

visitar

El estadio

El monumento

El museo

El parque de diversiones

subir la montaña rusa

El teatro

la obra de teatro

El zoológico

el animal

el mono

el oso

Comprar los recuerdos

Parte 2 - Las Vacaciones

El mar

tomar el sol

bucear

El parque nacional

el árbol

el pájaro

montar a caballo

El lago

pasear en bote

El hotel

descansar

salir

regresar

¿Qué te pasó?

¿Cómo lo pasaste?

¿Cómo fue?

Fue...

...un desastre

...tremendo/a

...fantástico/a

...impresionante

durante

tarde

temprano

De Vacaciones

Performance Assessments

1. **Interpretive Listening - Sevilla en 2 días**

EIM Target - I can talk about vacations and travel.

Task: Watch the video, [Sevilla en 2 Días](#), and answer questions about what you hear.

Method: chromebooks, GC w/ video link

2. **Interpretive Reading - Los Amigos, La Cena, y El Campo**

EIM Target - I can talk about vacations and travel.

Task: Read the story and use the visual cues to aid your comprehension. Answer the questions about what you read.

Method: hardcopy of story to be read/written on

3. **Presentational Speaking - Guía de Turismo**

EIM Target - I can talk about vacations and travel.

Task: You are a travel agent/tour guide who is working to get more people to visit your city (the city you planned a trip to.) Since you've "been there", you can talk about what there is to see/do and your experiences in that city, which is very helpful for people deciding where to travel. Give a description of your city, it's attractions, culture and your opinion about. You could also explain why you liked it, why it would be good to travel there etc.

Method: record on iPads

4. **Presentational Writing - Tarjeta Postal a Srta. Metcalf**

EIM Target - I can talk about vacations and travel.

Task: Send Srta. Metcalf a postcard while on a trip to your city. Make sure to include the following: the date (in Spanish), a greeting, where you are, who you are travelling with, how you got there, what the weather is like, at least 3 things you have done so far, at least 1 thing you are going to do before you leave, your opinion of the city, when you are returning home, a good-bye with your name. Create the back of the postcard including your city name.

Method: written on a "postcard" from that city - students will decorate the back of the postcard

5. **Presentational Writing - Mi Viaje a... Scrapbook Project**

EIM Target - I can talk about vacations and travel.

Task: Create a scrapbook of a trip "you took" to the city you researched. Caption all of your pictures and describe your trip throughout your scrapbook.

Method: create a digital scrapbook and print a copy in color.

6. **Conversational Speaking - Mi Viaje a...**

EIM Target - I can talk about vacations and travel.

Task: You and your best friend haven't seen each other all summer and you have just reunited the first day of school! You've seen pictures of each other's vacations on Facebook and want to hear all about it. Now, look at their scrapbook and ask your friend questions about his/her trip. Answer his/her questions about your trip too.

Method: conversation in pairs w/printed scrapbooks

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____

De Vacaciones

Performance Assessments

Nombre _____

Año _____

Setting Expectations for Assessment Centers

- All centers are assessments. You MUST work individually. If you have a question, ask a teacher, NOT another student!
- No talking with your classmates.
- Cheating = Looking up words, having a cellphone, or asking friends for help = a parent phone call & a 0% for the assessment.
- If you fail one of the assessments, you may make an appointment to come in and retake it.
- You may have only a pen or pencil and the materials at each center. Binders and books will be left in the designated area.

Centro 1: **Sevilla en 2 Días** (Interpretive Listening)

Nombre _____

1. Watch/Listen to the [Sevilla en 2 Días](#) episode. Pay attention for cognates and visual cues to help you.
2. Answer the questions in English on your worksheet.

Parte 1: Key Word Recognition - Based on the context, write what you think the definition is for each word.

- | | |
|----------------------------|---------------------------------|
| 1. Preciosa - _____ | 6. Musulmanes - _____ |
| 2. La catedral - _____ | 7. Los jardines - _____ |
| 3. La tumba - _____ | 8. El Archivo de Indias - _____ |
| 4. Cristobal Colón - _____ | 9. Enorme - _____ |
| 5. Espléndida - _____ | 10. Calles estrechas - _____ |

Parte 2: Main Idea - After watching and listening to the video, explain the basic plot of the video in English.

Parte 3: Supporting Details - Complete both steps below:

1. Circle the letter of each detail that is accurately quoted/translated from the video.
2. Edit and correct any details that are incorrectly quoted/translated from the video.

- A. A visitor needs to be in Sevilla 1 week to really know and see the city. _____
- B. The cathedral in Sevilla is one of the largest in the world. _____
- C. The cathedral’s tower is called Giralda. _____
- D. The Real Alcazar are the palaces of past Muslim and Christian kings.

- E. Sevilla was important in the 18th & 19th centuries since it was where the ships from America came in. _____
- F. The Archivo contains documents from the Spanish colonization of India. _____
- G. The Plaza de España is next to the María Luisa Park where you can rest. _____
- H. The Barrio Santa Cruz is enchanting and has narrow streets, pretty plazas and patios filled with flowers.

Parte 4: Other Information:

1. The narrator recommends going to see which Virgin in a church? _____
2. What else does she recommend you see at the end of the video?

3. Which attraction does she say “If you don’t have time, you don’t have to go in.” _____

	3	2	1
Comprehension Can I understand what I heard or read?	My answers are relevant and accurate and show that I understood what I heard/read.	Most of my answers are relevant and accurate and show that, for the most part, I understood what I heard/read.	My answers are irrelevant and/or inaccurate and show that I really didn’t understand what I heard/read.
Communication Strategies What strategies do I use to understand what I heard or read?	a) I accurately identify vocabulary words that I have already been taught. b) I can figure out new words based on the context of what I heard or read.	a) I accurately identify most vocabulary words that I have already been taught b) I can sometimes figure out new words based on context.	a) I cannot accurately identify many vocabulary words that I have already been taught b) I cannot figure out new words based on context.
Main Idea - Can I identify the main idea?	a) I can confidently identify the main idea.	a) I can mostly identify the main idea.	a) I cannot identify the main idea.
Interpretation - If there is a message beyond the literal one, can I understand it?	a) I can sometimes successfully interpret between the lines when necessary.	a) I attempt to interpret between the lines when necessary.	a) I cannot interpret between the lines.

Puntos: _____/15

Setting Expectations for Assessment Centers

- All centers are assessments. You MUST work individually. If you have a question, ask a teacher, NOT another student! No talking with your classmates.
- Cheating = Looking up words, having a cellphone, or asking friends for help = a parent phone call & a 0% for the assessment.
- If you fail one of the assessments, you may make an appointment to come in and retake it.
- You may have only a pen or pencil and the materials at each center. Binders and books will be left in the designated area.

Centro 2: Los Amigos, La Cena y El Campo (Interpretive Reading) Nombre _____

1. Read the story Los Amigos, La Cena y El Campo. Use the visual cues and cognates to help you.
2. Answer the questions in English on your worksheet.

Parte 1: Key Word Recognition - Based on the context, write what you think the definition is for each word from the story.

- | | |
|------------------------|--------------------------|
| 1. Mientras - _____ | 6. Se comió - _____ |
| 2. Nadie - _____ | 7. Hora de cenar - _____ |
| 3. Desaparecen - _____ | 8. Dentro - _____ |
| 4. Quedan - _____ | 9. Vino - _____ |
| 5. Juntos - _____ | 10. Ir de visita - _____ |

Parte 2: Main Idea - Using information from the story, provide the main idea(s)/plot line of the story in English.

Parte 3: Supporting Details - Complete both steps below:

1. Circle the letter of each detail that is accurately quoted/translated from the story.
2. Edit and correct any details that are incorrectly quoted/translated from the story.

- A. The lion and the jaguar are good, but different, friends.

- B. The jaguar likes to run and eat other animals.

- C. The narrator is a lion who likes to eat small animals. _____
- D. The lion likes to go to the stadiums because he can eat while he watches football games. _____
- E. The lion’s problem is that an hour after he gets somewhere, all the people disappear. _____
- F. The jaguar loves to go into the city to eat.

- G. When the jaguar and the lion took a trip, the jaguar ate the horse he was learning to ride.

- H. The lion and the jaguar decided they didn’t want to live at the zoo. _____

Parte 4: Other Information:

1. Why did the lion and the jaguar like visiting the zoo so much?

	3	2	1
Comprehension Can I understand what I heard or read?	My answers are relevant and accurate and show that I understood what I heard/read.	Most of my answers are relevant and accurate and show that, for the most part, I understood what I heard/read.	My answers are irrelevant and/or inaccurate and show that I really didn’t understand what I heard/read.
Communication Strategies What strategies do I use to understand what I heard or read?	a) I accurately identify vocabulary words that I have already been taught. b) I can figure out new words based on the context of what I heard or read.	a) I accurately identify most vocabulary words that I have already been taught b) I can sometimes figure out new words based on context.	a) I cannot accurately identify many vocabulary words that I have already been taught b) I cannot figure out new words based on context.
Main Idea - Can I identify the main idea?	I can confidently identify the main idea.	I can mostly identify the main idea.	I cannot identify the main idea.

Interpretation - If there is a message beyond the literal one, can I understand it?	I can sometimes successfully interpret between the lines when necessary.	I attempt to interpret between the lines when necessary.	I cannot interpret between the lines.
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Puntos: _____/15

Puntos Total: ____/30 **Listening/Reading Nota:** _____%

Setting Expectations for Assessment Centers

- All centers are assessments. You MUST work individually. If you have a question, ask a teacher, NOT another student! No talking with your classmates.
- Cheating = Looking up words, having a cellphone, or asking friends for help = a parent phone call & a 0% for the assessment.
- If you fail one of the assessments, you may make an appointment to come in and retake it.
- You may have only a pen or pencil and the materials at each center. Binders and books will be left in the designated area.

1. Follow the instructions located near the iPad to record and turn in your speaking assessment. The prompt is included in the directions.

	3	2	1
Task Completion	Completes all aspects of the task.	Completes most aspects of the task.	Completes few aspects of task.
Vocabulary	a) Uses a variety of targeted vocab b) Uses previous vocab as necessary	a) Repetitive and/or limited use of targeted vocab b) n/a	a) Little to no use of targeted vocab b) Does not use previous vocab when necessary
Structure	a) Excellent control of targeted structure (few/no errors) b) Errors cause minimal interference with understanding c) Excellent control of previous structures	a) Good control of targeted structure (some errors) b) Errors cause some interference with understanding c) Good control of previous structures	a) Lacks control of targeted structure (lots of errors) b) Errors cause major interference with understanding c) Lacks control of previous structures
Comprehensibility	a) Speaker's meaning very easily understood. (little/no L1 interference) b) Excellent pronunciation c) No use of L1	a) Speaker's meaning somewhat understood. (some L1 interference) b) Good pronunciation c) N/A	a) Hard to understand speaker's meaning. (lots of L1 interference) b) Poor pronunciation c) Use of L1

Puntos Total: _____/27

Nota: _____%

Setting Expectations for Assessment Centers

- All centers are assessments. You **MUST** work individually. If you have a question, ask a teacher, **NOT** another student!
- No talking with your classmates.
- Cheating = Looking up words, having a cellphone, or asking friends for help = a parent phone call & a 0% for the assessment.
- If you fail one of the assessments, you may make an appointment to come in and retake it.
- You may have only a pen or pencil and the materials at each center. Binders and books will be left in the designated area. **Centro**

Centro 4: Tarjeta Postal para Srta. Metcalf (Presentational Writing) Nombre _____

1. **PROMPT: Write/Send Srta. Metcalf a postcard while on a trip to your city. Design/Create the back of the postcard including your city name.**

Make sure to include the following in your letter:

- the date (in Spanish)
- a greeting
- where you are
- who you are travelling with
- how you got there
- what the weather is like
- at least 3 things you have done
- at least 1 thing you are going to do
- your opinion of the city
- when you are returning home
- a good-bye with your name

2. Use the space below to write a rough draft or make notes about what you will write. Use the blank postcard to create your final draft.

- Write your letter in pen (not marker or pencil)
- Use color in the design on the back of your postcard, make sure it says your city name somewhere
- Address your postcard (Srta. Metcalf, 1365 E. 49th Place, Tulsa, OK 74105)
- Get a stamp from Srta. Metcalf

	3	2	1
Task Completion	a) Completes all aspects of the writing tasks. b) Completes all aspects of the creative tasks.	a) Completes most aspects of the writing tasks. b) Completes most aspects of the creative tasks.	a) Completes few aspects of the writing tasks. b) Completes few aspects of the creative tasks.
Vocabulary	a) Uses a variety of targeted vocab b) Uses previous vocab as necessary	a) Repetitive use of limited targeted vocab b) n/a	a) Little use of targeted vocab b) Does not use previous vocab when necessary
Structure	a) Excellent control of targeted structure (few/no errors) b) Errors cause minimal interference with understanding c) Excellent control of previous structures	a) Good control of targeted structure (some errors) b) Errors cause some interference with understanding c) Good control of previous structures	a) Lacks control of targeted structure (lots of errors) b) Errors cause major interference with understanding c) Lacks control of previous structures
Comprehensibility	a) Writer's meaning very easily understood. (little/no L1 interference) b) No use of L1	a) Writer's meaning somewhat understood. (some L1 interference) b) N/A	a) Hard to understand writer's meaning. (lots of L1 interference) b) Use of L1

Puntos Total: _____/27 Nota: _____%

Setting Expectations for Assessment Centers

- All centers are assessments. You MUST work individually. If you have a question, ask a teacher, NOT another student! No talking with your classmates.
- Cheating = Looking up words, having a cellphone, or asking friends for help = a parent phone call & a 0% for the assessment.
- If you fail one of the assessments, you may make an appointment to come in and retake it.

- You may have only a pen or pencil and the materials at each center. Binders and books will be left in the designated area.

Centro 5: Mi Viaje a... Scrapbook Project(Presentational Writing) Nombre _____

1. **PROMPT: Attach a printed color copy of your scrapbook project to this assessment packet. All text in your project will be assessed for this Presentational Writing Grade. Notes from the teacher will be made in the space below.**

	3	2	1
Task Completion	Completes all aspects of the task	Completes most aspects of the task	Completes few aspects of the task
Vocabulary	a) Uses a variety of targeted vocab b) Uses previous vocab as necessary	a) Repetitive use of limited targeted vocab b) n/a	a) Little use of targeted vocab b) Does not use previous vocab when necessary
Structure	a) Excellent control of targeted structure (few/no errors) b) Errors cause minimal interference with understanding c) Excellent control of previous structures	a) Good control of targeted structure (some errors) b) Errors cause some interference with understanding c) Good control of previous structures	a) Lacks control of targeted structure (lots of errors) b) Errors cause major interference with understanding c) Lacks control of previous structures
Comprehensibility	a) Writer's meaning very easily understood. (little/no L1 interference) b) No use of L1	a) Writer's meaning somewhat understood. (some L1 interference) b) N/A	a) Hard to understand writer's meaning. (lots of L1 interference) b) Use of L1

Puntos Total: _____/24 Nota: _____%

Setting Expectations for Assessment Centers

- All centers are assessments. You MUST work individually. If you have a question, ask a teacher, NOT another student! No talking with your classmates.
- Cheating = Looking up words, having a cellphone, or asking friends for help = a parent phone call & a 0% for the assessment.
- If you fail one of the assessments, you may make an appointment to come in and retake it.
- You may have only a pen or pencil and the materials at each center. Binders and books will be left in the designated area.

1. **PROMPT:** You and your best friend haven't seen each other all summer and you have just reunited the first day of school! You've seen pictures of each other's vacations on Facebook and want to hear all about it. Now, look at their scrapbook and ask your friend questions about his/her trip. Answer his/her questions about your trip too.

	4	3	2	1
Task Completion <u>BONUS:</u> Extended the conversation by asking questions beyond the task.	a) Completes all aspects of the task b) Maintained the conversation by asking complete questions. c) Listened to partner's response and responded accordingly before moving on to next question.	a) Completes most aspects of the task b) Maintained the conversation by using question words. c) Mostly listened to partner's response and responded before moving on to the next question.	a) Completes some aspects of the task b) Maintained the convo by asking yes/no questions. c) Sometimes listened to the partner's response to respond before moving on.	a) Completes few aspects of the task b) Makes little attempt to maintain the conversation (¿y tú?) c) Rarely/Never listened to partner's response before moving on to the next question
Vocabulary <u>BONUS:</u> Also uses self-selected vocab <u>BONUS:</u> Extended the conversation by responding beyond the question asked.	a) Uses a variety of previous and current vocab b) Maintained the conversation by responding with all complete sentences.	a) Uses a variety of current vocab b) Maintained the conversation by responding with some complete sentences and some phrases.	a) Repetitive use of current vocab b) Maintained the conversation by responding with mostly basic sentence/phrases	a) Little use of current vocab b) Makes little attempt to maintain the conversation by responding with one word answers.
Structure	a) Excellent control of targeted structure (few errors/no pattern of errors) b) Errors don't interfere with understanding c) Excellent control of previous structures	a) Good control of targeted structure (some errors/no pattern of errors) b) Errors cause minimal interference with understanding c) Good control of previous structures	a) Some control of targeted structure (patterns of errors) b) Errors cause frequent interference with understanding c) Some control of previous structures	a) Lacks control of targeted structure (lots of errors/patterns of errors) b) Errors cause significant interference with understanding c) Lacks control of previous structures
Comprehensibility	a) Excellent flow of conversation (Pauses don't hinder understanding) b) Excellent pronunciation doesn't hinder listener's understanding at all c) Little/no L1 interference make it extremely easy to be understood	a) Good flow of conversation (Pauses somewhat hinder understanding) b) Good pronunciation makes it somewhat difficult to be understood c) Some L1 interference makes it easy to be understood	a) Some flow of conversation (Pauses largely hinder understanding) b) Okay pronunciation makes it very difficult to be understood c) Consistent L1 interference makes it somewhat difficult to be understood	a) Lacks flow of conversation (Pauses completely hinder understanding) b) Poor pronunciation makes it impossible to be understood c) Frequent L1 interference makes it very difficult to be understood.

Puntos Total: _____/44 Nota: _____%

Setting Expectations for Assessment Centers

- All centers are assessments. You MUST work individually. If you have a question, ask a teacher, NOT another student!
- No talking with your classmates. CONVERSATIONAL SPEAKING = SPANISH ONLY!!
- Cheating = Looking up words, having a cellphone, or asking friends for help = a parent phone call & a 0% for the assessment.
- If you fail one of the assessments, you may make an appointment to come in and retake it.
- You may have only a pen or pencil and the materials at each center. Binders and books will be left in the designated area.

Centro 3: DE VACACIONES Presentational Speaking Instructions

1. Read the prompt: You are a travel agent/tour guide who is working to get more people to visit your city (the city you planned a trip to.) Since you've "been there", you can talk about what there is to see/do and your experiences in that city, which is very helpful for people deciding where to travel. Give a description of your city, it's attractions, culture and your opinion about. You could also explain why you liked it, why it would be good to travel there etc.

2. Record your Speaking Assessment using these directions:
 - a. Read the prompt and take a couple of minutes to think about what you want to say.
 - b. If necessary: Open the Voice Record app in the iPad's Español folder. (has a microphone/ headphones in the icon)
 - c. Click the red RECORD button to open a New Recording.
 - d. Click the red RECORD button AGAIN to start recording. **DO NOT EVER CLICK PAUSE!**
 - e. When finished, click the STOP button.
 - f. RENAME FILE:
 - Find the File Name – It is on the left, underneath the camera picture and under the file size and duration time, and consists of lots of numbers and .mp4.
 - Tap on the numbers of the File Name. A "Rename File" screen should pop up.
 - Type your Spanish Name and Last Name as the new name for your audio recording.

3. Turn your Speaking Assessment in using these directions:
 - a. SAVE YOUR FILE:
 - Click SAVE TO GOOGLE DRIVE and then click the gray SAVE bubble on the right.
 - A GoogleDrive screen should pop up with Srta. Metcalf's picture and name at the top and your file name & title.
 - Click UPLOAD in the top right corner (by the up arrow in the circle).
 - Click OK in the little white box that pops up.
 - b. RESET:
 - Click BACK so the screen is ready for the next student.

Setting Expectations for Assessment Centers

- All centers are assessments. You MUST work individually. If you have a question, ask a teacher, NOT another student!
- No talking with your classmates.
- Cheating = Looking up words, having a cellphone, or asking friends for help = a parent phone call & a 0% for the assessment.
- If you fail one of the assessments, you may make an appointment to come in and retake it.
- You may have only a pen or pencil and the materials at each center. Binders and books will be left in the designated area.

Nombre _____ Año _____ Fecha _____

De Vacaciones

Unit Performance Assessment

√ PHASE 1: **PLANNING** (*this phase will be completed throughout the unit in parts*)

- **TASK:** Plan a 3-day trip to your assigned Spanish-speaking city/country (_____).

PHASE 2: REMINISCING

- **TASK:** Create a scrapbook-like presentation of your trip. Pretend you went on the trip you planned. Your scrapbook must include the following:
 - 13 pages
 - 1 - Cover Page (Project Title, City/Country visited, your name)
 - 2 - Travel Companions (who went on the trip), Air Travel (how did you get there, what airline did you fly, where were your connections etc.)
 - 3- Currency (what is the currency, exchange rate)
 - 4- Lodging (where did you stay what kind of room, other cool things about the hotel...)
 - 5 - Transportation (how did you get around the city, what did it cost, etc.)
 - 6-10 - Tourist/Sightseeing Destinations (where did you go, what did you see, what was it like, did you like it, why or why not)
 - 11 - Restaurants/Meals (where did you eat, what new food did you try/like/not like etc.)
 - 12 - Packing (what did you take, why did you need certain things etc.)
 - 13 - Bibliography (a list of websites where you got your information and your pictures)
 - Each page must include pictures with captions (make sure you use the past tense!) These captions will count as a Writing Assessment Grade!
 - You make create your "scrapbook" using Google Slides, Prezi, Glogster or another (approved by Srta. Metcalf) presentation website. It must be digital and you must be able to turn it in via an email or sharing a link!

PHASE 2-REMINISCING DUE DATE: _____

Nombre _____ Año _____ Fecha _____

De Vacaciones

Unit Performance Assessment

PHASE 1: PLANNING (*this phase will be completed/assessed throughout the unit*)

PHASE 2: REMINISCING – Scrapbook Visual Project

	Así así	Aceptable	¡Muy bien!	¡Excelente!
Vocabulary (16%)	Use less than 10 unit vocabulary words correctly.	Use 10-19 unit vocabulary words correctly.	Use 20-24 unit vocabulary words correctly.	Use 25 or more unit vocabulary words correctly.
Past Tense (20%)	Use 5 or less different verbs <u>and</u> conjugate 5 or more of them correctly.	Use 6-7 different verbs <u>and</u> conjugate 6 or more of them correctly.	Use 8-9 different verbs <u>and</u> conjugate 8 or more of them correctly.	Use 10 or more different verbs and conjugate them correctly.
Captions (24%)	Your captions have 16 or more grammatical mistakes total.	Your captions have 11-15 grammatical mistakes total.	Your captions have 6-10 grammatical mistakes total.	Your captions have less than 5 grammatical mistakes total.
Visuals (16%)	Without the captions, the pictures would not tell what you did on your trip at all.	Without the captions, the pictures would kind of tell what you did.	Without the captions, the pictures would mostly tell what you did.	Without the captions, the pictures would tell the story of your trip.
Required Components (20%)	Your project is missing 6+ parts required on the Assignment Sheet.	Your project is missing 3-5 parts required on the Assignment Sheet.	Your project is missing 1-2 parts required on the Assignment Sheet.	Your project has every part required based on the Assignment Sheet.
Overall Project (4%)	Your scrapbook does not make me want to visit that city.	Your scrapbook is nice. I might want to visit that city someday.	Your scrapbook is cool! I definitely want to visit that city soon!	Your scrapbook is so awesome it makes me wish I had been there!

PHASE 3: SHARING – Oral Presentation of Scrapbook Project

	Así así	Bien	¡Excelente!
Pronunciation (30%)	You have some work to do! I understand some of what you say but not a lot.	Your pronunciation is good. I can understand what you are saying most of the time.	Your pronunciation is close to perfect! I can understand almost everything you say!
Content (30%)	Your presentation covers less than half the required aspects of your trip.	Your presentation covers most of the required aspects of your trip.	Your presentation covers every aspect of your trip required.
Fluidity (30%)	I can tell you did not practice your part of the presentation because it did not flow and you made it up as you went.	I can tell you kind of practiced your part of the presentation and it sort of flowed.	I can tell you really practiced your part of the presentation and it flowed really well.
Flair (10%)	You read the captions off the screen in a monotone voice.	You read the captions off the screen but tried to make it interesting.	You were able to present mostly from memory and make it interesting!

Nombre _____ Año _____ Fecha _____

MI VIAJE

DE VACACIONES UNIT PROJECT

Phase 1: City Research & Travel Plan

You must plan and budget for a six-night/seven-day trip. You will need to plan the trip for 2 people.

My City: _____ Time Difference: _____

Dates: _____ Season/Climate during Travel Period: _____

Record all costs on this paper and then create a Google Sheets using the template on Google Classroom.

Airfare:

Cost: _____ per ticket / _____ total (for 2 people)

Airline: _____ Flight Number: _____

Checked Luggage cost (for 2 bags): _____

Departure: Place - _____, date - _____, time - _____

Arrival: Place - _____, date - _____, time - _____

Accommodations:

Hotel: Name - _____ Costs - _____ per night / _____ total

What is included? (continental breakfast, pool etc.)

Meals: *find at least 3 restaurants and base your meal costs for the whole trip off those prices (Remember! There might be some meals included in your flights so you don't need to budget for those here.)*

Breakfast - restaurant: _____, estimated meal cost: _____

Total cost of breakfasts: _____

Lunch - restaurant: _____, estimated meal cost: _____

Total cost of lunches: _____

Dinner - restaurant: _____, estimated meal cost: _____

Total cost of dinners: _____

City Travel: *research how you will want to get around the city*

Check off all the possibilities in your city:

Rent a car? _____ Bus? _____ Taxi? _____ Subway/Metro? _____ Walking?

Research any possibilities that you think you might want to use. Make sure you record the following information: cost per trip/ride, pricing for tourist passes (3-day, 5-day, 7-day etc.) (Later you will be able to estimate your total cost once you have looked at your attractions and can figure out how many trips you will need to take etc.)

Souvenir Budget: _____

Unexpected Costs: \$200 .

Research your city and all the attractions it has to offer. You can also look for day-trips that might be of interest around your city. Record your findings on a sheet of looseleaf paper and attach your information to this sheet.

Find a minimum of 10 attractions to visit and list record the following for each one: Name of attraction, location/address, schedule, price of entry, metro stop (if applicable), website url, other information you might need/want.