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Vacation Plans

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Vacation Plans

Grade Level: 9-12

Subject/Topic Area(s): Spanish I

Designed By: Jonelle Bailey

Time Frame: 3 weeks

School District: Fort Bend ISD

School: George Bush High School

School Address and Phone: 6707 FM 1464 Richmond, TX 77469/ (281) 634-6060

Brief Summary of Unit (Including curricular context and unit goals):

The curricular context of this unit focuses on the cultural similarities and differences between hobbies and pastimes in Spanish-speaking countries and the United States as well as in relation to different individuals and their leisure activity likes and dislikes. As stated in the Understandings of this Unit, student will gain an understanding of the influence that geographic location, socioeconomic status, personal choice, and individual characteristics influence the leisure activities that people like and dislike.

This unit provides student with an understanding and application of the fact that the way we choose to spend our time outside of work or school is a reflection of many factors including cultural influence and personal choice.

Vacation Plans

UbD Template 2.0

Stage 1 – Desired Results		
<p>Established Goals</p> <p>TEKS: 114.22.C.01-05 (see attached for expanded goals)</p>	Transfer	
	<p><i>Students will independently use their learning to plan for a summer vacation with family and/ or friends to visit a Spanish-Speaking country with an itinerary of places to visit and leisure activities to participate in based on likes and dislikes.</i></p>	
	Meaning	
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Understandings</p> <ul style="list-style-type: none"> • <i>Students will understand that geographic location, socioeconomic status, and personal choice/ characteristics influence likes and dislikes in leisure activities.</i> • <i>The way we choose to spend our time outside of work or school impacts our lives in many ways including mentally, emotionally, socially, and physically.</i> </td> <td style="width: 50%; vertical-align: top;"> <p>Essential Questions</p> <ul style="list-style-type: none"> • <i>How does economic status, geographic, and personal characteristics influence personal choices?</i> • <i>What influences the leisure activities that people like or dislike?</i> • <i>What role do hobbies and pastimes play in our lives?</i> • <i>How would you compare the way you spend your spare time to the way your parents or grandparents spent theirs? How would you compare the way you spend your spare time to students in Spanish-speaking countries?</i> </td> </tr> </table>	<p>Understandings</p> <ul style="list-style-type: none"> • <i>Students will understand that geographic location, socioeconomic status, and personal choice/ characteristics influence likes and dislikes in leisure activities.</i> • <i>The way we choose to spend our time outside of work or school impacts our lives in many ways including mentally, emotionally, socially, and physically.</i>
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Acquisition		
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	<ul style="list-style-type: none"> • Descriptions of likes and dislikes using the verbs <i>gustar</i> and <i>encantar</i>. 	<ul style="list-style-type: none"> • Talk about the typical household responsibilities in a Spanish-speaking household, how they are changing and their own chores.
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Stage 2 – Evidence

CODE (M or T)	Evaluative Criteria (for rubric)	
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T		<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by planning for a summer vacation with family and/ or friends to visit a Spanish-Speaking country with an itinerary of places to visit and leisure activities to participate in based on likes and dislikes on the left side (singular verb forms) and what someone there could expect to do and experience in the United States on the right side (plural verb forms) of the conjugation chart layout below. Students will include appropriate clothing for the weather and plan ahead with a map and directions to get to each place, then send this information by e-mail, post card, etc. to a pen pal in that country to update them as they prepare to welcome you and your family and/ or friends and show you around during your visit.</i></p> <p>Performance Assessment Activity Vacation/ Transportation/ Weather/ Personal A</p> <p><i>Students, you will synthesize and apply your knowledge of previously covered grammar and vocabulary in this 3 weeks grading cycle to create a conjugation chart summarizing a typical summer vacation schedule. You will write at least three sentences in each box in the conjugation chart drawn the size of a sheet of copy paper. The sentences will consist of using Ir A and the destination and activity done there, the mode of transportation, who will be visited including the Personal A, and the weather in that season.</i></p> <p>Points/ Rubric: (Detailed Rubric at end of Unit)</p> <ul style="list-style-type: none"> <input type="checkbox"/> 30 points (illustrations of sentences in each box) <input type="checkbox"/> 50 points (three grammatically correct sentences in each box) <input type="checkbox"/> 10 points (presentation or project included in gallery walk) <input type="checkbox"/> 10 points (layout follows instructions and includes all requirements)
		Planes de Vacación
		PICTURE
		PICTURE
		<p>1) El <u>lunes</u>, voy al <u>parque nacional</u> en <u>coche</u>.</p> <p>2) Visito a <u>mi primo Geraldo</u>.</p> <p>3) En la <u>primavera</u>, hace <u>calor</u>.</p>
		<p>1) _____ vamos a _____ en _____</p> <p>2) Visitamos a _____.</p> <p>3) En _____, hace _____</p>
		PICTURE
		☺ (Vosotros por credito extra)

		<p>1) _____ vas a _____ en _____.</p> <p>2) Visitas a _____.</p> <p>3) En _____, hace _____.</p>	
		<p>PICTURE</p> <p>1) _____ va a _____ en _____.</p> <p>2) Visita a _____.</p> <p>3) En _____, hace _____.</p>	<p>PICTURE</p> <p>1) _____ van a _____ en _____.</p> <p>2) Visitan a _____.</p> <p>3) En _____, hace _____.</p>
<p><i>Relevant vocabulary Attached at end of unit</i></p> <p>-----</p> <p>Other Evidence (e.g., formative)</p> <ul style="list-style-type: none"> ○ Using any electronic format, such as Prezi, Animoto, Movie Maker, etc., present a 3 minute speech titled "My Favorite Things" The presentation should include a minimum of two different activities. For each activity described, the student should talk about the five w's: who, what, when, where, and why. With whom, when (what season of the year, before or after school, where (city and or exact location ie. gym), and why they like to participate in the sport. Pictures must accompany – may be clip art, taken from online, or (even better) actual pictures of themselves participating in the sport or activity). Speech must be memorized. If students prefer not to talk about things they like to do, they may pick a celebrity and talk about his or her favorite activities. ○ Write a Facebook post or Twitter describing five different things that you might be caught doing during a typical school day. Also conduct a survey of classmates' leisure time activities, graph and discuss the results. 			

Stage 3 – Learning Plan

CODE (A, M, T)	<p style="text-align: center;">Pre-Assessment</p> <p style="text-align: center;"><i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i></p> <ul style="list-style-type: none"> ● <i>Provide the Essential Questions at the beginning of each corresponding part of the unit for student to answer in their journals.</i>
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	<p>Learning Activities</p> <p>Goals: What are students working towards being able to do?</p> <p>1) Students will be given various oral and written activities allow them to apply knowledge of hobbies and pastimes using the present and present progressive tense.</p> <table border="1" style="width: 100%;"> <tr> <td>Name: Ms. Bailey Room: E135 Periods: 1-2 & 4-7</td> </tr> <tr> <td>Course: Spanish 1</td> </tr> </table>	Name: Ms. Bailey Room: E135 Periods: 1-2 & 4-7	Course: Spanish 1	<p>Progress Monitoring (e.g., formative data)</p>
Name: Ms. Bailey Room: E135 Periods: 1-2 & 4-7				
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<p>A/M</p>	<p>OBJECTIVE: <i>Students will be to identify and classify verbs in various contexts using appropriate conjugation and also identify various hobbies and pastime activities.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Students will answer EQs as a pre-assessment to the Vacation Plans unit.</p> <ul style="list-style-type: none"> • <i>How does economic status, geographic, and personal characteristics influence personal choices?</i> • <i>What influences the leisure activities that people like or dislike?</i> • <i>What role do hobbies and pastimes play in our lives?</i> • <i>How would you compare the way you spend your spare time to the way your parents or grandparents spent theirs? How would you compare the way you spend your spare time to students in Spanish-speaking countries?</i> <p>Students will work on enfocate activity for introduction to the unit.</p> <p>TNM: Teach or re-teach regular verb endings and other relevant conjugations and show “Conjugation Back” music video using teacher tube.</p> <p>GP: Student will work in pairs to complete packet and prepare mini-lectures or foldables with correct conjugations of AR, ER, and IR verbs and strategies for retaining information.</p> <p>IP: Students will packet with correct answers and Enfocate activity on hobbies after completion.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback.</p>	<p>Enfocate Anticipatory Set</p>
	<p>OBJECTIVE: <i>Students will be able to use verbs in context of describing hobbies and pastimes through various oral and written activities to show mastery of the present tense.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Allow students review the different forms of the verbs in the present tense and vocabulary relevant to the hobbies/ pastime unit to begin responding to EQ “What role do hobbies and pastimes play in our lives?”.</p> <p>TNM: Teach or re-teach students the vocabulary and instruction for enfocate activity.</p>	

A/M	<p>GP: In groups of 3, students will complete enfocate activity and also study vocabulary handout.</p> <p>IP: Students will complete, grade, and turn in assignment. Students will also complete a vocabulary quiz.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback.</p> <hr/> <p><i>OBJECTIVE:</i> <i>Students will be able to use verbs in context of various oral and written activities to show mastery of the present tense.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Allow students review the different forms of the verbs in the present tense.</p> <p>TNM: Teach or re-teach students the format or examples of constructing sentences from verbs in the present tense.</p> <p>GP: In groups of 3, students will review and work on a verb conjugation test review of activities from Dime textbook.</p> <p>IP: Students will complete their test review packet.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback.</p>	
A/M	<p><i>OBJECTIVE:</i> <i>Students will be able to synthesize vocabulary, grammar and other terminology used in the unit through various oral and written activities.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Students will review all vocabulary and grammar.</p> <p>TNM: Teach students the expectations for completing test review and review as needed.</p> <p>GP: Allow students to respond and discuss one answer from each activity to check for understanding before continuing assignment.</p> <p>IP: Students will complete test review including all activities except</p>	Conjugation Test Review Packet

A/M	<p>for CH and F. Students will also complete ER and IR verb conjugations crossword activity as review before test on Tuesday.</p> <p>Assessment/ Evaluation & Feedback: Student for HW practice using conjuguemos with result e-mailed to teacher.</p> <hr/> <p>OBJECTIVE: <i>Students will be able to synthesize vocabulary, grammar and other terminology used in the unit through various oral and written activities.</i></p> <p>PROCEDURES:</p> <p>Introduction/ Warm-Up: Students will review all vocabulary already covered and grammar.</p> <p>TNM: Show students the correct conjugation for each activity.</p> <p>GP: Allow students to share and discuss correct answers out loud and on board as a class.</p> <p>IP: Students will grade both the test review and crossword as well as turn in all missing assignments.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback.</p>	Conjuguemos Conjugation Practice
A/M	<p>Goals: What are students working towards being able to do?</p> <ol style="list-style-type: none"> 1) Students will be given various oral and written activities allow them to apply knowledge of hobbies and pastimes using the present and present progressive tense. 2) Students will apply the use of stem-changing verbs to describe pastimes and hobbies through various oral, written, and kinesthetic activities. <hr/> <p>OBJECTIVE: <i>Students will be able to apply knowledge of present tense and stem-changing verbs in context of sentence descriptions including hobbies and pastimes.</i></p> <p>PROCEDURES:</p> <p>Introduction/ Warm-Up: Students will complete warm up to conjugate each verb and choose one to write a sentence.</p> <p>HINT: Stem-Changing Verbs (O-UE/ U-UE, E-IE, and E-I) A) JUGar</p>	Crossword

A/M	<p><u>OBJECTIVE:</u> <i>Students will be able to show mastery of the present, present progressive and stem-changing verbs including go and boot verbs in context through various oral and written activities.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Allow students to review for test.</p> <p>TNM: Re-teach as necessary regular verb endings and other relevant conjugations. Share expectations and instruction for test.</p> <p>GP: Student will work in pairs to review for test.</p> <p>IP: Students will complete test on conjugation on scantron and write on test to complete the entire packet.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback.</p>	Matamoscas Review Game
A/M	<p><u>OBJECTIVE:</u> <i>Students will be able to use verbs in context of describing hobbies and pastimes as well as clothing through various oral and written activities to show mastery of the present tense.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Allow students review all previously covered information.</p> <p>TNM: Teach or re-teach students the different conjugations through discussion.</p> <p>GP: In rows, student will play row game and in groups numbered heads together or matamoscas as a check for understanding and review.</p> <p>IP: Students will complete and turn in all missing work.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback.</p>	Pre-Assessment of sub section
<p>Goals: What are students working towards being able to do? 1) Students will be given various interpersonal, intrapersonal, verbal-linguistic, spatial, and kinesthetic activities that allow them to</p>		

A/M	<p>respond to questions and hold conversations through the application of sports vocabulary using frequency terms (when and how often), ir + a + infinitive and other grammar and vocabulary to describe various leisure activities (also distinguishing between those they like and dislike).</p> <div style="border: 1px solid black; padding: 5px;"> <p><i>OBJECTIVE:</i> <i>Students will be able to show their understanding of IR and the use of location and places in context.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Allow students to review using ir practice power point interactive questions.</p> <p>TNM: Students will review forms of IR and location/ places vocabulary.</p> <p>GP: Students will complete the Chapter 4 Pre-Assessment which will be recorded and used for grouping.</p> <p>IP: Students will complete all missing assignments and Activity 3.9 for practice.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback for the assessment.</p> </div>	Practice Activity
A/M	<div style="border: 1px solid black; padding: 5px;"> <p><i>OBJECTIVE:</i> <i>Students will be able to apply their understanding of IR to describe where various people are going (location) or going to do (infinitives/ activities) and places in context.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Allow students to review the using the various forms of ir in context using the rapid row race by writing responses on the chalkboard.</p> <p>TNM: Students will review forms of IR and vocabulary for leisure activities and locations/ places.</p> <p>GP: Students will complete the worksheet 3.9 Ir + a + Infinitive practice and translate the “Adonde vas song”.</p> <p>IP: Students when having completed this activity will translate and rehearse the ?Adonde vas? song to practice using the different forms of the verb Ir. Students will listen to the song twice and on the 3rd time sing on their own for a grade.</p> </div>	Song Comprehension

A/M	<p>Assessment/ Evaluation & Feedback: Grade and provide feedback for the assessment.</p>	Chapter 4 Practice Activities
	<p><i>OBJECTIVE: Students will be able to apply conjugation rules for ir and the ir+a+infinitive formula for creating sentences to describe themselves and others.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Quickly review the correct conjugations of the verb ir using flash cards. Students will complete and turn in all assignments. Students will write a sentence with all and 3 forms of the verb ir and illustrate correctly.</p> <p>TNM: Teach students that ir can be used with or without the formula ir+a+infinitive. Show Videohistoria (movie and ir gramatica) in response to EQ “How does economic status, geographic, and personal characteristics influence personal choices?”</p> <p>GP: Allow students to respond to questions based on the Videohistoria. Students will also sing “Adonde vas” song for a participation grade of not having homework for the weekend if done well.</p> <p>IP: Students will complete chapter 4A-1 -4A-3 practice activities to demonstrate individual understanding. Students will work in revolving pairs to complete Vocabulary recognition activity in 4A-1 to check for understanding.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback.</p>	
	<p>Goals: What are students working towards being able to do?</p> <ol style="list-style-type: none"> 1) Students will be given various oral and written activities allow them to apply knowledge of the different forms of the verb Ir to initiate and respond in conversations or to comprehend this material in context of different settings. 2) Students will also apply knowledge of vacation, transportation, and family vocabulary through various oral and written activities. <p>Name: Ms. Bailey Room: E135 Periods: 1-2 & 4-7</p> <p>Course: Spanish 1</p> <p><i>OBJECTIVE: Students will be able to apply their understanding of IR to describe where various people are going (location) or going to do (infinitives/ activities) and places in context.</i></p> <p>PROCEDURES:</p>	

A/M	<p>Introduction/ Warm-Up: Allow students to submit and present through gallery walk their projects.</p> <p>TNM: Students will review forms of IR and vocabulary for locations/ places using all resources available such as visual flash cards, kinesthetic demonstrations to build sentences, and review games also in response to the EQ “What influences the leisure activities that people like or dislike?”.</p> <p>GP: Students will complete the chapter 4 review packet in preparation for a test Wednesday.</p> <p>IP: Students will complete Chapter 4 Review to show understanding and mastery of content vocabulary.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback for the independent assessment. Students will continue to translate and rehearse the ?Adonde vas? song to practice using the different forms of the verb Ir and better grasp understanding of response to EQ “What role do hobbies and pastimes play in our lives?”. Students will listen to the song twice and on the 3rd time sing on their own for a participation grade of not having homework for the weekend if done well.</p>	Review Games
A/M	<p><u>OBJECTIVE:</u> <i>Students will be able to apply conjugation rules for ir and the ir+a+infinitive formula for creating sentences to describe themselves and others.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Students will review for test the following day by beginning the Chapter 4A vocabulary review.</p> <p>TNM: Teach students the correct response to the first question in each of the five review sections.</p> <p>GP: Students will share their answers and explanations of why these answers are correct to their classmates by writing on the board and discussion during grading.</p> <p>IP: Students will complete and turn in Chapter 4A vocabulary review.</p> <p>Assessment/ Evaluation & Feedback: Grade independent practice activity and provide feedback.</p>	

A/M/T	<p><i>OBJECTIVE: .Students will be able to apply use of various leisure activities, related vocabulary, and ir + a + infinitive through various verbal-linguistic and kinesthetic activities.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Quickly review the correct conjugations of the verb ir and related vocabulary previously covered.</p> <p>TNM: Teach students the information to be covered on the test today.</p> <p>GP: Allow students to participate in Numbered Heads Together review and Chapter 4 Jeopardy game for extra points for the winning team on the test. Students will also grade the Chapter 4 vocabulary worksheet activity.</p> <p>IP: Students will complete Chapter 4 Test including essay of 20 sentences (10 will be graded).</p> <p>Assessment/ Evaluation & Feedback: Grade test and provide feedback to students.</p>	Chapter 4 Vocabulary Review
A/M/T	<p><i>OBJECTIVE: .Students will be able to apply to use of various leisure activities, related vocabulary, and ir + a + infinitive through various verbal-linguistic and kinesthetic activities.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Quickly review the correct conjugations of the verb ir using flash cards. Students will complete and turn in all assignments. Students will write 15 sentences individually or equally divide sentences in their groups (still having 15 on their own paper) about a description of their neighborhood and where places are with an illustration.</p> <p>TNM: Teach students that ir can be used with or without the formula ir+a+infinitive. Show Videohistoria (movie and ir gramatica) to respond to EQ “How does economic status, geographic, and personal characteristics influence personal choices?”</p> <p>GP: Allow students to respond to questions based on the Videohistoria. Groups will present champs example and non-example.</p> <p>Students will work in revolving pairs to practice using flash cards for the forms of ir. Students will also participate in a numbered heads together game as review.</p> <p>IP:</p>	Chapter 4 Test with Essay

A/M	<p>Students should complete Chapter 4 Vocabulary Quiz.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback for the IP activities.</p>	
	<p>OBJECTIVE: <i>Students will be able compare and contrast the personality of different people based on likes and dislikes of various leisure activities, use of negative sentences, and ir + a + infinitive in given descriptions.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Introduce the new lesson by having students inductively define the ir verb conjugation chart given the meaning of the infinitive and their prior knowledge of the pronoun chart.</p> <p>TNM: Students will be taught the forms and application of the verb ir in conjunction with sports vocabulary. Students will view IR powerpoint.</p> <p>GP: Students will work in pairs to show response cards with the forms of the verb ir in response to various questions and cues about the conjugation and when to use the verb.</p> <p>IP: Students should complete Chapter 4A vocabulary matching and respond to interactive power point questions and cues to show understanding.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback for the IP activities.</p>	<p>Chapter 4 Quiz</p> <p>C for U Response Cards</p>
	<p>OBJECTIVE: <i>Students will be able compare and contrast the personality of different people based on likes and dislikes of various leisure activities, use of negative sentences, and ir + a + infinitive in given descriptions.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Students will begin to complete VWB p. 125-126 and p.143-146.</p> <p>TNM: Students will be review previously covered information on the use of the verb ir in conjunction with an infinitive/ sports vocabulary and locations in response to EQ “What role do hobbies and pastimes play in our lives?” Students will review IR powerpoint as necessary (using interactive questions).</p> <p>GP: Students should work in pairs to ensure their partner understands</p>	<p>Interactive PPT Questions</p> <p>Vocabulary Wkbk. Pages</p>

A/M	<p>the instructions for completing the practice activities. Students will also grade 4A with answers read aloud by another student leader.</p> <p>IP: Students should complete the remaining exercises from the following VWB p.125-126 and p.143-144 (and p.145-146) for practice on ir, ir+a (and jugar in context), completely and correctly.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback for the IP activities.</p>	IR PowerPoint Questions
	<p>OBJECTIVE: <i>Students will be able to apply use of various leisure activities, related vocabulary, and ir + a + infinitive through various oral and written activities.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Students will complete and prepare to grade VWB p. 125-126 and p.143-146 as well as the Chapter 4A vocabulary matching activity (using page 194 of textbook).</p> <p>TNM: Students will review any remaining questions on the assignment before grading.</p> <p>GP: Students should work in pairs to grade their neighbor's assignment with name written below front page.</p> <p>IP: Students should grade exercises from the following VWB p.125-126 and p.143-144 (and p.145-146) for practice on ir, ir+a (and jugar in context), completely and correctly. Students will also complete the Chapter 4A vocabulary matching activity.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback for the IP activities.</p>	Vocabulary Workbook
A/M	<p>OBJECTIVE: <i>Students will be able to apply use of various leisure activities, related vocabulary, and ir + a + infinitive through various oral and written activities.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Students will complete the following in response to EQ “How does economic status, geographic, and personal characteristics influence personal choices such as likes and dislikes of various leisure activities?”:</p> <ol style="list-style-type: none"> 1. ¿Cual es tu restaurante favorite? 2. ¿Adonde vas para hacer ejercicio? 3. Complete blue workbook VWB p. 115-124. 	Chapter 4A Matching

A/M	<p>TNM: Students will review any remaining questions on this assignment (textbook p.194 is a reference for vocabulary) and be reminded of the importance of turning in all assignments as related to their present averages shown. Also teach students the expectations for successfully completing the Vacation/ Ir performance assessment project.</p> <p>GP: Students should work in pairs to ensure partner has completed the warm-up as teacher walks around to check for understanding and grade. Students will also work in pairs to ensure accurate completion of the project rough draft.</p> <p>IP: Students should complete both VWB p. 115-124 and the rough draft of the project illustrated and written on another sheet of paper due the following day.</p> <p>Assessment/ Evaluation & Feedback: Grade and provide feedback for the IP activities.</p>	Workbook Practice
	<p><u>OBJECTIVE:</u> <i>Students will be able to apply use of various leisure activities, related vocabulary, and ir + a + infinitive through various verbal-linguistic and kinesthetic activities.</i></p> <p>PROCEDURES: Introduction/ Warm-Up: Students will complete VWB p. 115-124 and rough draft of performance assessment in response to EQ “What role do hobbies and pastimes play in our lives?”</p> <p>TNM: Students will view a power point presentation with specific instructions on completing the performance assessment correctly and before the due date.</p> <p>GP: Students should work in pairs to ensure partner has completed project rough draft and vocabulary practice pages as teacher walks around to check for understanding and grade.</p> <p>IP: Students should grade both assignments and peer edit at least two other rough drafts and rate them on a scale of 1-5 keeping record of whose they edited and the score applied including one strength and one area of improvement. Students when having completed this activity will translate and rehearse the ?Adonde vas? song to practice using the different forms of the verb Ir. Students will listen to the song twice and on the 3rd time sing on their own for a participation grade of not having homework for the weekend if done well.</p>	

A/M

Assessment/ Evaluation & Feedback:
Grade and provide feedback for the IP activities.

Goals: What are students working towards being able to do?
1) Students will be given various oral and written activities allow them to apply knowledge of the different forms of the verb Ir, vacation, transportation, weather, and other vocabulary and grammar to initiate and respond in conversations or to comprehend this material in context of different settings.

Name: Ms. Bailey Room: E135 Periods: 1-2 & 4-7

Course: Spanish 1

OBJECTIVE: *Students will be able to apply use of various leisure activities, related vocabulary, and ir + a + infinitive through various verbal-linguistic and kinesthetic activities.*

PROCEDURES:
Introduction/ Warm-Up:
Students will complete Vacation Plans Performance Assessment.

TNM:
Students are reminded of the performance assessment rubric grading scale and expectations.

GP:
Students should work in pairs to ensure partner has completed project rough draft and vocabulary practice pages as teacher walks around to check for understanding and grade.

IP:
Students will present their Vacation Plans Performance Assessment in the form of a gallery walk or other choice in response to all EQs.

- ***How does economic status, geographic, and personal characteristics influence personal choices?***
- ***What influences the leisure activities that people like or dislike?***
- ***What role do hobbies and pastimes play in our lives?***
- ***How would you compare the way you spend your spare time to the way your parents or grandparents spent theirs? How would you compare the way you spend your spare time to students in Spanish-speaking countries?***

Assessment/ Evaluation & Feedback:
Grade and provide feedback (teacher and peer- comments on a celebration page posted throughout gallery walk) for the IP activities.

Performance Assessment

Vacation Plans Performance Assessment Rubric

RUBRIC	1: little or no evidence of effort and achievement	2: limited evidence of effort and achievement	3: clear evidence of effort and achievement
Evidence of Planning/ Follow Directions [10%]	No written draft of layout provided based on instructions and requirements.	Draft was written but not inclusive of all requirements and/ or corrected.	Draft and layout have been corrected and includes all requirements.
Project Content [50%]	Correct vocabulary and grammar is not present in sentences to be written in each box.	Some vocabulary and grammar are incorrect in the sentences written each box.	Correct and relevant vocabulary and grammar is used with three or more sentences each box.
Illustrations [10%]	No illustrations reflecting creativity or uniqueness in project.	Some creativity and unique choices included in illustrations.	Student's creativity is distinct and deliberate in illustrations.
Your presentation [10%]	Presentation did not include any or most of the design and description requirements.	Presentation included some of the design and description requirements.	Presentation included all components, including the design and description requirements.

Vacation Plans Rubric

- 30 points (illustrations of sentences in each box)**_____
- 50 points (three grammatically correct sentences in each box)**_____
- 10 points (presentation or project included in gallery walk)**_____
- 10 points (layout follows instructions and includes all requirements)**_____

Useful Vocabulary for completing Performance Assessment

Vocabulario

Seasons

- ☐ La primavera- spring
- ☐ El verano- summer
- ☐ El otoño- autumn/ fall
- ☐ El invierno- winter

Weather

- ☐ Hace calor- It's hot
- ☐ Hace viento- It's windy
- ☐ Hace sol- It's sunny
- ☐ Hace frío- It's cold
- ☐ Llueve- It's raining
- ☐ Nieva- It's snowing

Places to visit (vacation)

- ☐ El museo- museum
- ☐ El monumento- monument
- ☐ El teatro- theater
- ☐ La obra de teatro- play
- ☐ El zoológico- zoo
- ☐ La ciudad- city
- ☐ El estadio- stadium
- ☐ El lago- lake
- ☐ El mar- sea
- ☐ El lugar- place
- ☐ El país- country
- ☐ El parque de diversiones- amusement park
- ☐ El parque nacional- national park

Ways to Travel

- ☐ En- by
- ☐ El autobús- bus
- ☐ El avión- airplane
- ☐ El barco- boat, ship
- ☐ El tren- train

Verbs

- ☐ Visitar- to visit
- ☐ Ir- to go

Days of the Week

- ☐ El lunes- on monday
- ☐ El martes- tuesday
- ☐ El miércoles- wednesday
- ☐ El jueves- thursday
- ☐ El viernes- friday
- ☐ El sábado- saturday
- ☐ El domingo- sunday

Expanded Established Goals: TEKS for World Languages

114.22.C.01 - The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.	
114.22.C.01.A - The student is expected to engage in oral and written exchanges of learned material to socialize and to provide and obtain information	
114.22.C.01.B - The student is expected to demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics	
114.22.C.01.C - The student is expected to present information using familiar words, phrases, and sentences to listeners and readers	
114.22.C.02 - The student gains knowledge and understanding of other cultures	
114.22.C.02.A - The student is expected to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied	
114.22.C.02.B - The student is expected to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied	
114.22.C.03 - The student uses the language to make connections with other subject areas and to acquire information	
114.22.C.03.A - The student is expected to use resources (that may include technology) in the language and cultures being studied to gain access to information	
114.22.C.03.B - The student is expected to use the language to obtain, reinforce, or expand knowledge of other subject areas	
114.22.C.04 - The student develops insight into the nature of language and culture by comparing the student's own language and culture to another	
114.22.C.04.A - The student is expected to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied	
114.22.C.04.B - The student is expected to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied	
114.22.C.04.C - The student is expected to demonstrate an understanding of the influence of one language and culture on another	
114.22.C.05 - The student participates in communities at home and around the world by using languages other than English	
114.22.C.05.A - The student is expected to use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	
114.22.C.05.B - The student is expected to show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	