

Viajar: antes y ahora



Unit Introduction

In recent years, our society has undergone many changes. The emergence of new technologies, among other factors, has influenced our habits and way of life.

During Quarter 4 students will be able to describe the past and compare it with the present, and to exchange information about childhood and important moments of life. Furthermore, they will learn new vocabulary related to travel, leisure activities and things that people used to do but they don't anymore.

Unit Priority Standards

- I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.
- I can understand familiar questions and statements from simple sentences in conversations.
- I can present personal information about my life and activities, using simple sentences most of the time.

Unit Transfer Goals

- Communicate effectively demonstrating cultural competence in order to function in a variety of situations and for multiple purposes in local and global communities.
- Investigate, explain and reflect on aspects of the target culture and language present in authentic materials in order to access and evaluate diverse perspectives.
- Reflect on the nature of language in order to develop effective language-learning strategies.

| Unit Essential questions | |
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| <ol style="list-style-type: none"> 1. How was our everyday life when there were no smartphones? 2. Can we imagine a day without the internet? A trip without GPS? 3. How has society changed over time? | |
| Acquisition of Knowledge Skill | |
| <i>Students will know...</i> <ol style="list-style-type: none"> 1. Vocabulary pertaining to childhood and important moments in life. 2. Vocabulary related to how people used to travel in the past. 3. Conjugations of regular verbs, and irregular verbs in the pretérito imperfecto tense, and regular verbs in the pretérito indefinido tense. | <i>Students will be skilled at...</i> <ol style="list-style-type: none"> 1. Describe characteristics and habits observed in the past. 2. Compare the present and the past. 3. Exchange information about childhood and important moments of life. |

Unit Plan

| Week 1: April 12-15 | Antes y ahora |
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| Learning Target(s): | <ul style="list-style-type: none"> • I will be able to describe and contrast a past period with the present • I will be able to describe how people were in the past and how they have changed |
| Acquired Knowledge: | <ul style="list-style-type: none"> • To recognize and understand when we use pretérito imperfecto tense • To recognize and practice regular verb forms in pretérito imperfecto tense |
| Skills, Activities, Due Dates and Assessments: | <ul style="list-style-type: none"> • Use of language: attention to form exercises • Interpretative: reading & listening • Interpersonal: speaking and writing |

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| Week 2: April 18-22 | Los viajes antes eran aventuras |
| Learning Target(s): | <ul style="list-style-type: none"> • I will be able to describe how traveling has changed over the years • I will be able to exchange information about habits, customs and circumstances in the past |
| Acquired Knowledge: | <ul style="list-style-type: none"> • Recognize and practice irregular verb forms in pretérito imperfecto tense |
| Skills, Activities, Due Dates and Assessments: | <ul style="list-style-type: none"> • Use of language: attention to form exercises • Interpretative: reading & listening • Interpersonal: speaking and writing |

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| Week 3: April 25-29 | Una vida de película |
| Learning Target(s): | <ul style="list-style-type: none"> • I will be able to talk about famous people • I can describe changes in the life of a person • I can talk about the years that have been particularly important in my life |
| Acquired Knowledge: | <ul style="list-style-type: none"> • To recognize and practice regular verb forms in the past simple, or pretérito indefinido tense • To understand when we use the past simple |
| Skills, Activities, Due Dates and Assessments: | <ul style="list-style-type: none"> • Use of language: attention to form exercises • Interpretative: reading & listening • Interpersonal: speaking and writing |

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| Week 4: May 2-6 | Nos gustó mucho |
| Learning Target(s): | <ul style="list-style-type: none"> • I will be able to describe the most important things of a place that we know well • I will be able to talk about personal experience and express my opinion |

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| Acquired Knowledge: | <ul style="list-style-type: none"> Review when we can use the present perfect tense and the pretérito indefinido |
| Skills, Activities, Due Dates and Assessments: | <ul style="list-style-type: none"> Use of language: attention to form exercises Interpretative: reading & listening Interpersonal: speaking and writing Presentational |

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| Week 5: May 9-13 | Fechas importantes |
| Learning Target(s): | <ul style="list-style-type: none"> I will be able to match relevant events to the year in which they occurred I can recognize and understand how we use the past simple tense when we talk about important events in the past |
| Acquired Knowledge: | <ul style="list-style-type: none"> Past tense markers Some irregular verbs in the past simple tense |
| Skills, Activities, Due Dates and Assessments: | <ul style="list-style-type: none"> Interpretative: reading & listening Interpersonal: speaking and writing |

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| Week 6: May 16-19 | ¿Quedamos el sábado? |
| Learning Target(s): | <ul style="list-style-type: none"> I can talk about different business hours, comparing Spain with other countries I will be able to make plans |
| Acquired Knowledge: | <ul style="list-style-type: none"> Vocabulary related to leisure time, hobbies and cultural activities Review Ya/ Todavía no |
| Skills, Activities, Due Dates and Assessments: | <ul style="list-style-type: none"> Interpretative: reading & listening Interpersonal: speaking and writing Presentational |

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| Week 7: May 23-27 | Lo siento, es que tengo que estudiar |
| Learning Target(s): | <ul style="list-style-type: none"> I can extend, accept and politely turn down invitations to social events |
| Acquired Knowledge: | <ul style="list-style-type: none"> Expressions to justify and provide details |
| Skills, Activities, Due Dates and Assessments: | <ul style="list-style-type: none"> Interpretative: listening Presentation |

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| Week 8: May 30-June 3 | ¿He ido o fui? |
| Learning Target(s): | <ul style="list-style-type: none"> I can talk about general experiences throughout my life and about personal events that happen in a specific date of the past |
| Acquired Knowledge: | <ul style="list-style-type: none"> Review and understand the difference between present perfect and past simple tenses |
| Skills, Activities, Due Dates and Assessments: | <ul style="list-style-type: none"> Use of language: attention to form exercise Interpretative: reading & listening Interpersonal: speaking and writing Presentation writing |

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| Week 9: June 6-12 | End of Quarter 4 FINAL EXAMS |
| Learning Target(s): | <ul style="list-style-type: none"> Review contents and demonstrate learning |
| Acquired Knowledge: | <ul style="list-style-type: none"> Reflect on our growth this term |

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| Skills, Activities, Due Dates and Assessments: | <ul style="list-style-type: none"> • Interpretative: reading & listening • Interpersonal: speaking and writing • Use of language |
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Assessment Details

| Evidence | |
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| I will check students' understanding throughout the unit by... | |
| Summative <ul style="list-style-type: none"> • Performance Task: Quarter 4 project • Quizzes: graded quizzes regarding the four skills of communication: one reading, one listening, one writing and one speaking for each Quarter. Retakes are allowed based on teachers requirements and guidance. | Formative <ul style="list-style-type: none"> • Exit tickets: At the end of class, students will have to complete a non graded online assessment about content learnt in class during that day. • Classwork: some class activities will be evaluated to check if the concepts of the day have been learned and understood |

Oral assessment Criteria: ORAL PERFORMANCE RUBRIC

| Categories | Starting 1pts | Novice Low 1,5 pts | Novice Mid 2 pts |
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| How well do I understand? Comprehension | I can understand some isolated words. | I can understand some simple questions and statements. I frequently need to hear things repeated again. | I can understand simple questions and statements. Sometimes I need to hear things repeated again. |
| How do I use language? Function & Structure Leisure activities, weather, languages | I can use some simple words to provide basic information. | I can use words, phrases and formulaic sentences to provide basic information. | I can use phrases and short simple sentences to provide basic information. I can begin to combine words and phrases to create original sentences. |

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| <p>How well do I use the language? Language Control</p> <p>Present of regular verbs and verbs “Querer” “estar”</p> | <p>I can utter only words; unable to speak at any length No identifiable organization; only individual words</p> | <p>My errors in grammar, word order, and word choice often prevent communication.</p> | <p>My errors in grammar, word order, and word choice sometimes prevent communication.</p> |
| <p>How well am I understood during this task? Comprehensibility</p> | <p>I can pronounce very few sounds unique to the target language and can only be understood with great effort.</p> | <p>I can pronounce in isolation some sounds unique to the target language and be understood with difficulty by someone accustomed to a language learner.</p> | <p>I can mostly be understood by someone accustomed to a language learner. I can pronounce in isolation many sounds unique to the target language, but mispronunciation during speech or the use of longer sentences often result in a breakdown in comprehensibility.</p> |
| <p>How well am I understood during this task? Fluency</p> | <p>I can produce a discontinuous and disconnected discourse with very long pauses, repetitions and dead ends.</p> | <p>I can produce a discontinuous discourse with long pauses and repetitions.</p> | <p>I can produce a discontinuous discourse with frequent short pauses and repetitions and corrects my speech.</p> |