

Unit: Travel (Spanish 2)

NCWL Essential Standards:

- NH.CLL.2.3- Summarize simple texts containing familiar vocabulary in terms of the main ideas and supporting details.
- NH.CLL.4.1- Classify basic cultural practices of people in the target culture and the students' culture
- NH.COD.3.2- Produce a sequence of simple phrases and short sentences relating common themes in other disciplines.
- NH.COD.3.3- Use readily available technology tools and digital literacy skills to present academic information in the target language.

Prerequisites: Students will have worked on methods of travel vocabulary and using past tense.

Day 1: ¿Qué es la Unión Europea?

Map: Students will receive a map of the EU in which they will write the name of each country (English and Spanish) and complete a table with each capital and matching flag.

Students will receive a series of input materials to gather information about the EU. Students will rotate stations to complete a set of questions or definition matching activities for each source. For the readings, students will highlight cognate words and answer interpretive questions in English and Spanish to assess comprehension.

1. Infographic 1: <https://www.hoytamaulipas.net/infografias/427/Union-Europea.html>
2. Infographic 2:
<https://i2.wp.com/ticsyformacion.com/wp-content/uploads/2013/02/etapasue.jpg>
3. Vídeo: <https://youtu.be/rtpX8ZH3r7Y>
4. La UE y Yo Booklet (p. 7, 19):
<https://publications.europa.eu/es/publication-detail/-/publication/6fcdb304-b542-11e7-837e-01aa75ed71a1>

At the end of the interpretive activity stations, students will write two questions they still have about the EU

Day 2: The Euro

- Review of numbers in Spanish.

Students will receive envelopes with quantities of Euro bills and coins. They will classify them into “billetes y centavos”

<https://drive.google.com/file/d/0BzXuoXz7PalaWUUxdmhBdExwZnM/view?usp=drivesdk>

Formative for numbers: Kahoot on classifying Euros in Spanish

Verbal Questioning: Students will receive a table with two categories (barato y caro) to classify items I will show on the board. I will say a price and students will have to decide if the item is “barato”-cheap or “caro”- expensive.

Afterwards, students will work in groups and have to organize products with what the average price is in Euros and the average price is in US dollars (similar to the Price is Right). The group that has the best approximation to prices wins. This will help students understand the exchange difference and value of the € vs \$.

(<http://ocupatea.es/euro2/?epik=dj0yJnU9b241ZEpOWndySk5CY3RHQmYzZDRqaWphN2NNU E5BMDEmbj1VeTdw1JfS21ibIFCYmo5SUJ0X0NRJm09MyZ0PUFBQUFBRjFFT1dr>)

Day 3-5: Traveling through Europe

Students will choose 5 places within the EU to travel to. They must cross borders twice. They will create an itinerary of the places they will visit and for each place include:

- Method of transport
- Place to stay
- Places to eat
- At least two tour sites

They will use Google Maps to create a route of their trip. They will use labels to note each different category of places visited.

Their written itinerary will include the following target phrases:

- Fui a:
- Viajé en/por:
- El viaje costó:
- Me quedé en:
- Comí (desayuno/almuerzo/cena) en:
- Visité:

Students will share their trip route with their classmates in groups.

- For students with accommodations: reduce the number of places to two and provide a pre-filled our form with the target phrases.
- For AIG students: Create a video blog or narrated presentation to include a spoken presentational component.