World Languages Curriculum

Spanish II Curriculum

Grades 9-12

Unit 7: Vacaciones
Course Description

Philosophy

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Demonstrate knowledge of vocabulary pertaining to thematic unit contexts
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc…
- Rely on background knowledge to develop fluency in the second language related to their daily lives, families, and communities
- Compose short dialogues, stories and narratives, on a variety of topics
- Describe the products, practices and perspectives of the target culture
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become global citizens, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures
Overview

The Spanish program in Paterson Public Schools is guided by the NJ DOE Model Curriculum for World Languages. Students will focus on acquiring communication skills and cultural exposure through 7 units of study. This course encompasses the N.J.C.C.C. Standards for World Languages, which address the need to prepare all students for an interdependent world.

The World Language units of study for Spanish II are as follows:

Unit 1: ¡Hola Madrid!
Unit 2: El Mundo Hispano
Unit 3: Ir de compras
Unit 4: ¡Viva el fin de semana!
Unit 5: El mundo del trabajo
Unit 6: La cultura pop
Unit 7: Las vacaciones
## Pacing Chart – Unit 7

<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>CCSS</th>
<th>4 Weeks</th>
</tr>
</thead>
</table>
| 1  | Identify vacation time in Spain and Spanish-speaking countries including locations, types of trips, and needed items and documentation.                                                                                  | 7.1.NH.A.4  
7.1.NH.B.5  
7.1.NH.C.2 |         |
| 2  | Describe past travel experiences and future plans.                                                                                                                                                                           | 7.1.NH.C.5            |         |
| 3  | Identify and explain the various sporting activities in Spain and Spanish-speaking countries and their importance.                                                                                                         | 7.1.NH.A.3  
7.1.NH.B.3 |         |
| 4  | Analyze and demonstrate the impact of physical activity on health.                                                                                                                                                        | 7.1.NH.A.2  
7.1.NH.B.4  
7.1.NH.C.2  
7.1.NH.C.5 |         |
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
# Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

<table>
<thead>
<tr>
<th>CRP1. Act as a responsible and contributing citizen and employee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP2. Apply appropriate academic and technical skills.</th>
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</thead>
<tbody>
<tr>
<td>Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRP3. Attend to personal health and financial well-being.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</td>
</tr>
</tbody>
</table>
**Career Ready Practices**

**CRP4. Communicate clearly and effectively and with reason.**
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
**Career Ready Practices**

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
# Differentiated Instruction

Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
</tr>
<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
<td></td>
<td>• Color code materials</td>
</tr>
</tbody>
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|                                                                                   |                                               |                                               |                                  |
|                                                                                   |                                               |                                               |                                  |
Enrichment

Accommodate Based on Students’ Individual Needs: Strategies

- Adaption of Material and Requirements
- Open-ended Activities
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects Completed Individually or with Partners
- Individual Response Boards
- Tiered/Multilevel Activities
- Learning Centers
- Opportunities to Sustain Discourse
- Circumlocution Strategies
- Picture Similarity Description
- R.A.F.T.
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- **Integrated Performance Assessments**
  - Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog; Makebeliefscomix to Create a Comic Strip
Enduring Understandings:

- Culture influences the way that we look at health and well-being.
- Travel documentation is needed for identification purposes and entry into a foreign country.
- The concept of vacation is manifest in different ways across cultures.
- Sports and exercise play a substantial role in the development of healthy bodies.

Grade: 9-12
Unit: Seven
Topic: Vacaciones


ACTFL Modes of Communication:

- Interpersonal
- Interpretive
- Presentational

NJDOE Student Learning Objective

SLO # 1
Identify vacation time in Spain and Spanish-speaking countries including locations, types of trips, and

- How is leisure time defined in the target culture? How do family and friends influence the choice of leisure time activities?

¡A Responder!
Watch DVD 1 and then listen to the sentences. After each sentence, point to the image being described on pages 36-37 in the textbook.

¡Avancemos! 2
¡Vamos de viaje!
Textbook: pp. 34-55
DVD 1
CD 2: Tracks 1, 2, 3, 4, 5, 6, 7, 8, 9

Regional terms are very evident in the Spanish-speaking world. Bathing suits in Costa Rica are called trajes de baño, while in Argentina and Uruguay are called la malla, in Cuba.
<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Cultural Products, Practices, and Perspectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.1.NH.A.4</strong> Identify people, places, objects, and activities in daily life based on oral or written descriptions.</td>
<td>• How does one’s culture or personality shape one’s leisure time? • What do leisure activities indicate about a person and his/her values?</td>
<td><strong>Answer in Writing</strong> &lt;br&gt;Answer in writing the questions on page 38, # 3 in the textbook. Ask/Respond with a partner.</td>
<td>Cuaderno: pp. 1-3, 4-6, 7-9, 10-11</td>
<td>it is called <em>la trusa</em> and in Spain it is called <em>el bañador</em>.</td>
</tr>
<tr>
<td><strong>7.1.NH.B.5</strong> Converse on a variety of familiar topics and/or topics studied in other content areas.</td>
<td></td>
<td><strong>Passport</strong> &lt;br&gt;Students create their own Spanish Passport from Spain or a Spanish-speaking country.</td>
<td>*Avancemos! 2&lt;br&gt;Textbook: p. 38 # 3</td>
<td></td>
</tr>
<tr>
<td><strong>7.1.NH.C.2</strong> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</td>
<td></td>
<td><strong>Postcard</strong> &lt;br&gt;You are visiting your family in one of the regions in Spain or a Spanish-speaking country. Create, design and write a card to your friend.</td>
<td>Passport template&lt;br&gt;Glue stick&lt;br&gt;Pictures of celebrities</td>
<td></td>
</tr>
<tr>
<td>needed items and documentation.</td>
<td></td>
<td><strong>Digital Voice Recorders</strong> &lt;br&gt;In groups of two, students respond to a vacation scenario that they teacher projects onto the board. They are given two minutes to prepare and two minutes to speak into a digital voice recorder. Speech samples are collected into a teacher folder for grading with a rubric.</td>
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</table>
| SLO # 2                        | Describe past travel experiences and future plans. | **What constitutes an ideal vacation?**  
**Landmark Narration**  
Select a landmark from Spain or the Spanish-speaking world, from a given list. Using electronic devices, research its location, importance, and historical background. Pretending to be a travel guide, present your landmark to the class orally.  
**Cyber Trip**  
Plan a trip to a Spanish-speaking country. Include in your plans needed documentation (passport, visa, etc…), means of travel (plane, car, etc…), clothes needed according to season and temperature, and three major places/landmarks to visit, and activities to conduct. Share your trip details with a partner.  
**Jigsaw:**  
Students count off by 4’s. They leave their group to meet with students of the same number, forming an expert group. Each expert group reads and discusses | Top 9 Spanish-speaking Travel Destinations:  
https://www.google.com/?gws_rd=ssl&q=popular+vacation+spots+in+spanish+speaking+countries  
**Latin American destinations**  
**Tourist sites**  
https://prezi.com/trv3b0vg402z/top-10-tourist-sites-in-spanish-speaking-countries/ | Costa Rica, often called “Joya de Centroamérica” (Jewel of Central America) has a rich ecosystem, sheltering 4% of the world’s biological diversity and environmentally protecting 25% of the territory as National Parks or reserves. |
<table>
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<tr>
<td></td>
<td></td>
<td>a section of The Top 9 Spanish-speaking Travel Destinations. They return to their regular group and teach their peers about the physical characteristics, survival needs, geographical location, weather patterns and compass points of the animal assigned. Whole class discussion follows identifying commonalities.</td>
<td></td>
<td>Latin American countries and teams have always played a very important role in the international soccer scene. Every year the best soccer club of Latin America plays the best European club.</td>
</tr>
</tbody>
</table>

**Travel itinerary:**
Come to an agreement with your friends about how to balance “must sees” (museums, monuments) with “must dos” (music, events, adventures) on your visit to_________.

**SLO # 3**
Identify and explain the various sporting activities in Spain and Spanish-speaking countries and their importance.

- How does the Spanish obsession with sports compare with that of the United States?
- How do popular Spanish sports reflect national preferences?

**Identification**
Watch DVD 1 and then listen to the CD track. If the sentence is about soccer, point your hand up. If the sentence is about something else, point your hand down.

¿Cuál es?
Match the expressions with its

¿Avancemos! 2
La Copa Mundial
Textbook: pp. 88-109
DVD 1
CD 3: Tracks 1, 2, 3, 4, 5, 6, 7, 8, 9
Cuaderno: pp. 50-52, 53-55, 56-58, 59-60
<table>
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<tr>
<th>NJDOE Student Learning Objective</th>
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<th>Resources</th>
<th>Cultural Products, Practices, and Perspectives</th>
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</thead>
</table>
| 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s). | • What are the leading sports in Spain and the Spanish-speaking world? In the United States?  
• What sports does Spain participate in and/or watch during various seasons? | images on page 92 # 1 in the *Avancemos!* textbook.  
**Distance Activity**  
Given a map of Spain and a breakdown of distances from departure to arrival points, ask students to measure the distances and convert them from kilometers to miles.  
**Chart/Graph**  
Create a chart/graph of sporting activities based on each season.  
**Survey**  
Students conduct a survey of various sporting activities their peers participate in and graph class participation.  
**Journal Entry**  
Choose a sport that you actively participate in or a sport that fascinates you. Write a journal entry explaining in details reasons you enjoy the activity. Read aloud your entry to a partner. | Metric Conversions  
http://www.metric-conversions.org/length/kilometers-to-miles.htm  
Student/Peer interviews  
Data Collection  
Journals |
<table>
<thead>
<tr>
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<th>Resources</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SLO # 4</td>
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</tbody>
</table>
| Analyze and demonstrate the impact of physical activity on health. | | Venn Diagram  
Compare and contrast the most popular sports in Spain or a Spanish-speaking country and the US. | | Eating right, staying physically active, and not smoking are a few examples of good habits that can help you stay healthy. |
| 7.1.NH.A.2                      | What happens to bodies that are immobile? | **Simon Dice**  
Play a game of Simon Says in Spanish. Have students follow teacher’s directions to do physical activities using body parts. Teacher may also assign a student leader to give commands. | Breastfeeding.org  
http://www.breastfeeding.org  
Immunization.org  
http://www.immunization.org |
| Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. | What are the benefits of physical education? | **Dialogues**  
In pairs, students conduct guided dialogues asking/answering questions related to sports, health and staying in shape. |
| 7.1.NH.B.4                      |                     | **Healthy Diet**  
Students create a healthy diet plan for a week. Students will include healthy foods, exercise and activities. Share your plan with a partner. | Dietitians.org  
http://www.dietitians.org |
|                              |                     | **Journal Entry** |
|                               |                     | Biography.com – Hispanic Athletes  
http://www.biography.com/people/groups/hispanic-athletes |
|                               |                     | ¡Avancemos! 2  
Textbook: p. 94 # 4 |
|                               |                     | ProProfs Flashcards-Vocabulary  

**Eating right, staying physically active, and not smoking are a few examples of good habits that can help you stay healthy.**
<table>
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<tbody>
<tr>
<td>social situations.</td>
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</tr>
<tr>
<td><strong>7.1.NH.C.2</strong></td>
<td>Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</td>
<td>Write a journal entry of a typical day in your Physical Education class. Include the various activities that you are to complete before period’s end. <strong>Magazine Cover</strong> Students create an electronic Sports Magazine Cover in Spanish using Glogster. <strong>Jigsaw</strong> Students count off by 4’s. They leave their group to gather with students of the same number, forming an expert group. Each expert group reads and discusses a section of <em>The Best Hispanic Athletes in History</em>. They return to their regular group and teach their peers about the physical characteristics, survival needs, geographical location, weather patterns and compass points of the animal assigned. Whole class discussion follows identifying commonalities.</td>
<td>Journals Glogster</td>
<td></td>
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</tbody>
</table>
### Unidad 7: Vocabulario: Vacaciones

<table>
<thead>
<tr>
<th><strong>Vocabulario</strong></th>
<th><strong>Los verbos</strong></th>
<th><strong>Ir de compras</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Los grandes almacenes</td>
<td>Salir con amigos</td>
<td>Hacer compras</td>
</tr>
<tr>
<td>Los vacaciones de verano</td>
<td>Hacer nuevos amigos</td>
<td>Hacer deportes</td>
</tr>
<tr>
<td>Una carta</td>
<td>Ir a...</td>
<td>Practicar la equitación</td>
</tr>
<tr>
<td>La mar</td>
<td>Visitar guías turísticas</td>
<td>Practicar deportes acuáticos</td>
</tr>
<tr>
<td>La costa</td>
<td>Visitar guías históricas</td>
<td>Comer</td>
</tr>
<tr>
<td>La montaña</td>
<td>Visitar monumentos</td>
<td>Ir</td>
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<tr>
<td>La campaña</td>
<td>Ir en vacaciones con la familia</td>
<td>Ser</td>
</tr>
<tr>
<td>Une isla</td>
<td>Cenar</td>
<td>estar</td>
</tr>
<tr>
<td>Un hotel</td>
<td>Viajar</td>
<td></td>
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<tr>
<td>Un centro turístico</td>
<td>Participar</td>
<td></td>
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<tr>
<td>Una estación balnearia</td>
<td>Pasar</td>
<td></td>
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<tr>
<td>Una estación de esquí</td>
<td>Mesurar</td>
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<tr>
<td>Una turista</td>
<td>Mirar</td>
<td></td>
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<tr>
<td>Un guía turístico</td>
<td>Hablar</td>
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<tr>
<td>Un guía de turismo</td>
<td>Comprar</td>
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<tr>
<td>Una agencia de turismo</td>
<td>Preguntar</td>
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<tr>
<td>Un pasaporte</td>
<td>Montar</td>
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<tr>
<td>Un visa</td>
<td>Acampar</td>
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<td>Un avión</td>
<td>Alquilar</td>
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<td>Un bus</td>
<td>Nadar</td>
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<td>El metro</td>
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<tr>
<td>Los monumentos</td>
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<td>Les lugares turísticos</td>
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<td>Un museo</td>
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<td>Un estancia</td>
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</tr>
</tbody>
</table>

### Expresiones útiles
- Junto al mar
- Borde del camino
- Hay tormentas
- al norte/ al sur
- al este/ al oeste
- vamos cada año
- ¡vamos!
- ¡venga!

### Revisión
- La ropa
- Los alimentos
- El tempo
- Las direcciones
- Los colores
- Los números
- Las estaciones
- Los adjetivos
Unit 7 Vocabulary
Unidad 7: Vocabulario: Vacaciones

<table>
<thead>
<tr>
<th>Un café</th>
<th>Acompañar</th>
<th>Difícil</th>
</tr>
</thead>
</table>

Unit 7 Grammar

This Unit will focus on the following grammatical concepts:

- Irregular Preterit Tense
- Imperfect Tense
- Distinction between the two past tenses

Unit Project (Choose 1)

1. Create a documentary tracking one week of your physical activities. Narrate, describe the type(s) and extent of the activities you do, calories burned, distance, number of hours per day, etc.... Documentary can be in the form of iMovie, PPT, or Photostory.

Rubric Required

2. Plan a detailed trip to a destination of your choice. Include images, landmarks to be visited, means of transportation to and from, transportation within the country, days to be spent, restaurants, currency, cost, the amount of money needed while there, etc... Provide with your plan an itinerary with days, dates and time.

Rubric Required