

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Spanish II Travel/Geography

How to Use this Unit

This unit was developed using the principle of beginning with the end in mind. In other words, the end-of-unit assessments were developed first, based on the current Georgia standards for Modern Languages. Those standards were developed and adopted in 2002 and can be accessed in their entirety at the following URL:

www.GeorgiaStandards.Org

To use this unit, follow these steps:

1. Read over the unit in its entirety.
2. Decide which of the **Summative Performance-based Assessment Tasks** you will use to assess student performance at the end of the unit.
3. Based on that choice, review the **Interdisciplinary Instructional Tasks**, decide which ones you will use, and in what order.
4. Review your draft unit plan, the **Standards and the Corresponding Essential Questions**, and the **Language Structures Needed for this Unit**. Identify any standards that are not addressed or other gaps in instruction and design appropriate **Interdisciplinary Instructional Tasks** to address those standards and/or instructional gaps.
5. Review the list of **Formative Assessment Tasks** and decide which ones you will use to assess student progress during the unit. Be sure to choose tasks that will reinforce student performance on the **Summative Assessment Tasks**. Design your own tasks as well!
6. Review your entire unit and identify the materials and resources you need to teach it.
7. Have fun teaching a performance-based unit!

Teacher Note: At the beginning of this unit you could assign each student a different country from the Hispanic World and let them do research on that country for the duration of the unit. I am including a list of websites that may be used during the unit.

<http://www.cia.gov/cia/publications/factbook/index.html>

<http://www.countrywatch.com/>

<http://www.zonalatina.com/Zlpapers.htm>

<http://www.lonelyplanet.com/>

<http://www.xe.com/ucc/>

<http://eleaston.com/> (click on the languages link at the top of the page.)

<http://www.fodors.com/>

<http://www.ricksteves.com/>

<http://xe.com/>

Essential Questions: What does travel itself and planning to travel teach us? What students should be able to do:

Elements:

- MLII.IP1D Give descriptions
- MLII.IP1G Ask questions and provide responses about plans and events.
- MLII.IP2D Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.
- MLII.INT1D Demonstrate Novice-Mid to Novice-High proficiency in listening, viewing and reading comprehension
- MLII.P2A Demonstrate Novice-Mid to Novice-High Proficiency in pronunciation and intonation when presenting material.
- MLII.CU1B Identify patterns of behavior typically associated with cultures, such as eating and shopping customs, leisure activities, and celebration of national holidays.
- MLIICCC2A Compare and contrast traditions, such as holidays, foods, and celebrations.
- MLII.CCC5A Illustrate how the target language and culture(s) studied are evident in and through media, entertainment, and technology.

What Students Will Know

Negative and Affirmative Commands
Geography vocabulary
Weather vocabulary
Hispanic countries and the major cities in those countries
Travel
Airport Procedures

Summative Performance Based Assessment 1

Elements: MLII.IP1D, MLII.IP1G, MLII.IP2D, MLII.P2A

Your First Time

Your family has hosted an exchange student for a year and now you are traveling with the student to his country. You have never been on a plane before and as you ask questions, the exchange student is explaining to you the check-in process at the airport. As you arrive at your destination, you will continue asking questions, but this time about the check-out process. (SPII-6 PBA I)

Scoring Rubric

3 Exceeds Expectations

- Includes all the necessary items and additional information.
- Few errors may be present , but is comprehensible.

2 Meets Expectations

- Includes all the necessary items.
- There may be some errors, but it is still comprehensible.

1 Approaches Comprehension

- There are items missing from the dialogue
- Errors in pronunciation makes it incomprehensible

U No attempt was made

Summative Performance Based Assessment 2

Elements: MLII.INT1D

¿Dónde está la profesora ahora? (Where's the teacher now?)

Imagine that we have a magic sombrero and that when worn it can take the wearer anywhere. Your teacher puts on the sombrero and gives you these clues. Label the map as the clues are given.

1. Estoy en el Mar Caribe en la isla más pequeña de las Antillas Mayores.
2. Ahora estoy en Cancún.
3. Caramba, ¡qué estrecho es este país!
4. Este país es muy importante para el comercio por que tiene un canal.
5. Ahora estoy en el país de Shakira.
6. Tengo hambre y voy a comer paella.
7. Ahora voy para el país más pequeño de la América Central.
8. Necesito mi traje de baño por que voy a nadar en el Lago Titicaca.
9. Este país tiene un dictador como gobernante.
10. Y finalmente voy a Buenos Aires para bailar El Tango.

Teacher Note: For this activity you may use any map you may have available.

Scoring Rubric

- 3 Exceeds Expectations**
Identifies 9 -10 countries correctly.
- 2 Meets Expectations**
Identifies 7-8 countries correctly.
- 1 Approaches Expectations**
Identifies 5-6 countries correctly.
- U Does not meet expectations**
Identifies less than 5 countries correctly.

Summative Performance Based Assessment 3

Elements: MLII.IP2D, MLII.CU1B, MLII.CCC5A, MLII.CC2A

Una celebración (A Celebration)

Students in your Spanish class are traveling to different countries. You keep a journal to let your teacher and friends know about your experiences by posting messages in a blog. Today, a very important holiday was celebrated. Write about what you ate, what souvenirs you bought and in what activities you participated. As you begin to write, you start to think about your own holiday celebrations in the United States. So, you include this reflection in your journal writing.

Teacher Note: You can use the following sites to start a blog for your class.

<http://groups.yahoo.com>

<http://www.epals.com/schoolblog>

<http://www.blogger.com/>

Scoring Rubric:

- 3 Exceeds expectations**
- Includes 6 or more sentences with five or more words in the blog
 - May make grammatical errors that rarely hinder comprehension.
 - Includes a photo.
- 2 Meets Expectations**
- Includes 5 sentences with at least 5 words each.
 - Grammar errors may be present but do not hinder comprehension.

1 Approaches Expectations

- Includes less than 5 sentences and sentences are less than 5 words long.
- May make grammar errors that hinder comprehension.

U Unsatisfactory

- Includes sentence fragments or no attempt was made in writing the entry.

Summative Performance Based Assessment 4

Elements: MLII.INT1D

That Song in My Head . . .

You are searching the Internet for lyrics and you stumble upon the lyrics for the song “Guantanamo”. Suddenly you remember that you have heard this song before and you wondered about its meaning (SPII-6 PBA4)

Now that you understand that this song was originally a poem, can you list 5 elements from nature mentioned in the poem.

<http://ingeb.org/songs/guantana.html>

Scoring Rubric:

3 Exceeds Expectations

- Answers 7-8 questions correctly.

2 Meets Expectations

- Answers 5-6 questions correctly.

1 Approaches Expectations

- Answers 4 questions correctly.

U Does not meet expectations

- Answers 3 or fewer questions correctly.

Interdisciplinary Instructional Tasks

Interpersonal Communication Tasks

1. Recuerdos (Memories) (Art, Social Studies)

You have come back from visiting your country and you have many brochures and pictures. You want to put them together in one place to put on your bedroom wall. Create a collage in the shape of your country. Make a presentation to the class telling them 5 facts about the country you visited.

2. ¡A divertirse que hoy regresamos a los Estados Unidos! (Enjoy ourselves because today we return to the US!) (Math)

The last day you are in your country you have a free day to spend at the capital. Your international flight leaves at 10:00 P.M. Your chaperone has given you the option to do what you want as long as you are back at the airport by 7:00 P. M. Send your teacher an e-mail with the activities you did including the times. Do not forget to use the international clock.

3. ¡A empacar! (Time to pack!) (Science, Social Studies)

You are packing to go on your trip. You have a closet full of clothes and do not know what to take. Go to <http://espanol.weather.com> and find out what the weather is like this time of the year. Take into account the geography of the country. It can be cold in one part of the country while in other part of the country it might be warmer. Ask your partner if he/she is taking a particular piece of clothing. (SPII-6 Act3)

Example: A: ¿Vas a llevar una chaqueta?

B: Sí, porque hace frío en las montañas de Argentina.

or

No, porque hace calor en el verano en Argentina.

Teacher Note: You may want to bring different articles of clothing for this activity.

4. En el aeropuerto (At the Airport) (Language Arts)

You are about to leave for your much anticipated trip tomorrow. You are getting nervous because you have never traveled by air. The exchange student that you have been hosting for a year will return home. He/she will help you navigate through the airport. With a partner write a dialogue asking and answering questions about the steps in checking in and out of the airport.

5. ¡Vamos a jugar! (Let's Play!) (Physical Education)

While you are visiting your country you visit an elementary school. The children at the school teach you the games they play. When you return to the United States you teach your classmates the games you learned.

<http://www.topics-mag.com/edition11/games-section.htm>

6. Desastre / Disaster (Health)

You are traveling with your teacher and fellow classmates to Chile which has been experiencing some mild tremors in the part of the country you will be visiting. Your teacher wants to make certain that you are prepared to be protected in the event of any earthquake. She has pulled you all together to tell you exactly what you should do. Listen to her instructions and follow them to the letter (SPII-6 Act 6)

Interpretive Communication Tasks

7. ¡Vamos a empezar! (Let's Begin!) (Music, Social Studies)

There are so many Spanish-speaking countries and you want to learn everything there is to know about them. You ask your teacher for an easy way to learn the names of the countries. Your teacher has the perfect song to help you learn the countries and capitals. Sing "Capital Rock".

Teacher Note: Students can follow along using a map from a textbook, an overhead transparency or a copy of a map. I recommend to do this activity first as the introduction to the unit. Song available at <http://color-connection.com> \$16.00

8. ¿Dónde está Justo? (Where is Justo?) (Music, Social Studies)

As you start the new unit on traveling and you and your classmates begin the new projects and activities, a classmate who has lived in the mid-west tells you that he has been to a Justo Lamas concert. You mention it to the teacher and the teacher happens to have the CD. As you listen to the song write down the countries and the elements of nature mention in the song.

Teacher Note: Song available at <http://teachersdiscovery.com> \$13.95

9. El país con el clima ideal (The country with the most ideal climate) (Science, Social Studies)

You would like to spend some time in a Hispanic country, but first you would like to know what the climate of that country is like during the different seasons of the year. In <http://www.google.com>, type clima de ... to read about the climate of your country. Use the chart to checkmark if the country has that type of climate. Then, present the research to the class. (SPII-6 Act 9)

10. Puerto Rico, La Isla del Encanto (Puerto Rico, Enchanted Island) (Social Studies)

It has been your dream to visit Puerto Rico because your teacher is from Puerto Rico and she is always talking about how beautiful the island is. Listen to your teacher as she describes different places on the island and write the number next to each place on the map (SPII-6 Act. 10)

TeacherNote: Use the website below to get a copy of the map of Puerto Rico.
http://www.lonelyplanet.com/mapshells/caribbean/puerto_rico/puerto_rico.htm

Presentational Communication Tasks

11. **¿Qué comerías en _____? (What would you eat in . . .?) (Art)**

You are visiting your country and your host family is taking you out to eat. You want to eat a dish that is very typical to the country. Research the recipes from your country. Glue a picture of the foods on a paper plate. Present your findings to the class.

12. **No trajiste suficiente ropa (You didn't bring enough clothes) (Math)**

You are visiting your assigned country and have run out of clothes. You have to go out and buy some clothes. First you must go to the bank and exchange some money. Then you go to a store to buy the clothes. Prepare a mini poster with an illustration of what you bought and what you pay in dollars and the currency of your country. You may use Microsoft publisher, Power Point, clipart or you may draw. You can find a money converter at <http://www.xe.com/ucc/>.

13. **Oda a una ciudad (Ode to a city) (Language Arts)**

You had a wonderful experience on your trip and when you return you are inspired to write about a city you visited. Write a diamante poem about a city you visited while on your trip. (SPII-6 Act 13)

Teacher Note: It may be easier if the students choose to write about the capital of their country.

14. **Un país de contrastes (A County of Contrasts) (Social Studies)**

You are an exchange student visiting the United States and your classmates are curious about your country. Prepare a Power Point presentation in which you show and tell the physical geography of your country.

Cultural Perspectives Tasks

15. **Un ladrón en los Juegos Olímpicos (A Thief at the Olympic Games) (Physical Education, Social Studies)**

A thief has stolen the flags of the Spanish-speaking countries from the Olympic village. It is your job to put together the flags and take them back to the Olympic village and set them in alphabetical order, but you also want others to learn something about your country.

Teacher Note: Four tables will be placed far away from each other around the track. Each table will have construction paper in one color. The students are to walk around to create the flag of their country. They write a fill in the blank item on the back of the flag for the other students to answer. Then they have to place the flag around the track in alphabetical order. After the flags are placed around the track the students walk around to answer the questions.

16. Precauciones (Precautions) (Health)

You have returned from your trip and you have a wealth of information that you are willing to share with your classmates and future travelers. Prepare a brochure listing the precautions one must take when visiting that country. Be sure to include what one must do to have a safe and healthy trip.

Recommended Formative Assessment Tasks

Throughout the teaching and learning process, teachers use various methods to determine if their students are “getting it.” In fact, using a variety of assessment activities that address students’ multiple intelligences and learning styles is an intrinsic part of good instruction. The formative assessment activities below are specifically designed to maintain a performance focus throughout the teaching of the unit and to allow teachers to pay attention to the building blocks that are necessary for students to actually *do* the performances at the end of the unit.

Communication in the Interpersonal Mode

- ❑ Work in pairs to create and/or practice simple conversations.
- ❑ Perform a short skit or dialogue for a class, the school or the community.
- ❑ Develop simple conversations based on provided visual cues.
- ❑ Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- ❑ Play games such as charades, Concentration/Memory, Pictionary, Slaps, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- ❑ Communicate via mail or the Internet with a pen pal in other classes, other schools in the U.S., or countries where the target language is spoken.
- ❑ Send and respond to simple invitations.
- ❑ Interview a peer to gather information to fill out a form or complete a simple survey.
- ❑ Work in pairs or in groups to retell a story that has been presented.
- ❑ Give and/or follow simple directions.
- ❑ Simulate a real-world task such as conducting a basic telephone conversation, purchasing a ticket, ordering a simple meal, making a hotel reservation, etc.

- ❑ Work in pairs or groups to create illustrations that indicate comprehension of a story, description, or sequence of events.
- ❑ Work in pairs or groups to compare, complete or describe a picture.
- ❑ Respond with gestures or body language, such as using Total Physical Response (TPR) activities.
- ❑ Work in pairs or groups to describe something or someone, such as a famous person, a mystery person, a suspect in a crime, their room at home, etc.
- ❑ Work in pairs or groups to plan an event, such as a party, trip, meeting, etc.
- ❑ Work in pairs or in groups to do peer correction such as simple editing or improving a written presentation.
- ❑ Work in pairs or groups on an Internet task such as a Web Quest.
- ❑ Work in pairs or groups on the Internet to gather information for a presentation, such as a report on weather, current events, a famous person, etc.
- ❑ Work in pairs on dictation activities.
- ❑ Work in pairs or groups to create a simple story or dialogue using pictures, realia, props, etc.
- ❑ Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Communication in the Interpretive Mode

- ❑ Complete a Cloze Text activity to indicate listening and/or reading comprehension.
- ❑ Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- ❑ Take dictation.
- ❑ Identify characters, main events, and essential details from a text or listening activity.
- ❑ Participate in a listening comprehension activity that requires problem-solving, such as reacting to a scenario by choosing the solution to the problem or possible courses of action.
- ❑ Listen to a passage and follow a map or diagram.

- ❑ Use a checklist during a listening activity to illustrate comprehension.
- ❑ Evaluate pictures and/or written descriptions based upon a reading or listening activity.
- ❑ Retell a simple story and/or event after having read or listened to a passage.
- ❑ Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- ❑ Create a poster to illustrate something learned, using technology when appropriate.
- ❑ Match pictures with appropriate captions.
- ❑ Match reading passages with appropriate headlines and/or titles.
- ❑ Draw and/or label an illustration such as a house, clock or a map according to verbal or written cues.
- ❑ Match written questions with appropriate answers.

Communication in the Presentational Mode

- ❑ Write simple journal entries in present tense.
- ❑ Create a poster with captions that illustrates something learned, such as a family tree.
- ❑ Produce a simple brochure or schedule, using technology when appropriate.
- ❑ Write a short, simple story using technology when appropriate.
- ❑ Create a PowerPoint presentation that illustrates something learned.
- ❑ Develop a web page. Topics may include information about the target culture(s), foreign language programs, games, songs, art, etc.
- ❑ Develop a Web Quest (inquiry-based activity).
- ❑ Create a game that illustrates something learned, using technology when appropriate.
- ❑ Create and present simple dialogues, skits, easy poems and/or songs.
- ❑ Create short video clips, such as simple commercials or short weather reports, etc.
- ❑ Develop and present a simple fashion show.

- ❑ Give short presentations on familiar topics.
- ❑ Describe a picture, person, object, route, etc.
- ❑ Give directions and/or create a “how to” list.
- ❑ Give a weather forecast or report.
- ❑ Compare and differentiate between pictures in a simple way.
- ❑ Present simple information gleaned from tables, maps, or graphs.
- ❑ Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- ❑ Compile a directory of resource persons.
- ❑ Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- ❑ Identify cultural differences such as animal sounds and onomatopoeia.
- ❑ Exchange video and/or audiotapes with a school in the target culture.
- ❑ Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- ❑ Produce crafts and/or artwork that are representative of the target culture(s).
- ❑ Find cognates in culturally authentic materials.
- ❑ Illustrate proverbs, poems and idiomatic expressions, using technology when appropriate.
- ❑ Examine a culturally authentic object and relate its function.
- ❑ Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- ❑ Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- ❑ Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- ❑ Create and illustrate a folktale, fairy tale, or legend based on culturally appropriate themes.

- ❑ Create a chart comparing cultural products, practices and perspectives on current events.
- ❑ Examine school schedules that are typical of the target culture(s).
- ❑ Research airfares and hotel costs for a short trip to a country where the target language is spoken and prepare a simple budget.
- ❑ Compare advertisements or commercials for a given product.