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Spanish III

Plan

Travel

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Essential Question:

How is traveling in a Spanish speaking country different from traveling in the United States?

What students should be able to do:

Elements

- MLIII.IP1A Express needs and desires
- MLIII.IP1C Exchange opinions and preferences
- MLIII.IP1F Ask questions and provide responses based on suggested topics
- MLIII.IP2B Begin to participate in an oral or written exchange reflecting future and past tenses
- MLIII.IP2F Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges
- MLIII.INT1B Understand culturally authentic materials and information
- MLIII.CU1A Participate in real or simulated cultural events

What students should know:

- Beginning use of future tense in both conversation and writing
- Beginning use of present perfect tense in both conversation and writing
- Use of informal commands
- Use of transition words to connect sentences/paragraphs
- Use of opinions about likes/dislikes
- Vocabulary related to: modes of transportation, directions, accommodations, sightseeing
- Verbs of travel: viajar (to travel), visitar (to visit), tomar (to take), quedarse (to stay or remain), hacer la maleta (to pack), necesitar (to need)

Summative Performance Based Assessment 1

Elements: MLIII.IP2B, MLIII.IP2F

When will we arrive?

Student Task:

You and your family are going to spend three weeks in Madrid with some Spanish friends of yours. Since you are the only one in your family who speaks Spanish, you have to write an email to your friends to let them know when to expect you. You need to tell them the following information: which airline you will use, which flight you will be on, which airport you will fly into, date and time of your arrival and date and time of your departure.

Scoring Rubric

3 exceeds expectations

Email includes all 5 of the required details about your stay PLUS additional ones
Errors in grammar, spelling, and punctuation, if any, are minor and do not interfere with comprehensibility

2 meets expectations

Email includes all of the 5 required details about your stay
Errors in grammar, spelling, and punctuation, if any, do not interfere with comprehensibility

1 approaches expectations

Email includes 4 of the required details about your stay
Errors in grammar, spelling, and punctuation interfere with comprehensibility

U does not meet expectations

Email includes 3 or fewer of the required details
Errors in grammar, spelling, and punctuation interfere greatly with comprehensibility

Summative Performance Based Assessment 2

Elements: MLIII.IP1A, MLIII.IP1F, MLIII.INT1B, MLIII.CU1A

Which youth hostel should we choose?

Student Task:

You and your best friend want to experience staying in a youth hostel while in Spain. You want to know some details about one that a Spanish teenager recommended. Call the youth hostel manager and find out the following: how to get there, how much it costs per night, what meals are included or are optional, and what activities are available. Make a reservation for 2 beds. Use this link for the hostel: <http://www.hostels.com/en/es.html>.

You will role-play the young person asking questions, and your teacher or a classmate will be the manager of the hostel. You may use an index card with words/phrases in English to help prompt your responses, if necessary.

Here are some sample questions:

How does someone get to this youth hostel?

¿Cómo se llega al hostel?

How much does an overnight stay with breakfast cost?

¿Cuánto cuesta una noche con desayuno incluido?

Are lunch or dinner meals offered? How much does it cost?

¿Ofrecen almuerzo o cena? ¿Cuánto cuestan?

What kind of free time possibilities are there?

¿Qué actividades se pueden hacer allí?

Scoring Rubric

3 Exceeds Expectations

Contains more than 5 exchanges

Contains all required information about the hostel PLUS extra questions and responses

Errors in pronunciation and grammar, if any, are minor and do not interfere with comprehensibility

2 Meets Expectations

Contains 5 exchanges

Contains all required information about the hostel

Errors in pronunciation and grammar may occur but do not interfere with comprehensibility

1 Approaches Expectations

Contains 4 exchanges

Contains 3 of the 4 of the required informative details about the hostel

Errors in pronunciation and grammar interfere with comprehensibility

U Does Not Meet Expectations

Fewer than 4 exchanges

Pronunciation and grammar errors greatly interfere with comprehensibility

Summative Performance Based Assessment 3

Elements: MLIII.IP2F, MLIII.INT1B, MLIII.CU1

How do I get around on the metro?

Student Task:

You want to see some of the famous sights in Madrid. You will be using public transportation to get around and you do not use it very often in America. For this reason you want to get directions to trace your route in advance on a metro map. Ask a Spanish working at the train station to help you. Use the map located at this website:

HYPERLINK "<http://www.fahrinfo-berlin.de/gis/index.jsp>"
www.fahrinfo-berlin.de/gis/index.jsp. You must begin at the Zoologischer Garten stop since it's very close to where you are staying. Your first sights are at Unter den Linden and then you will have further stops at Potsdamer Platz, Wittenbergplatz, and Kurfürstendamm before you return to the Zoologischer Garten. Before you begin your day, take a look at the list of sights you can see at the stops and choose what you want to see ahead of time. (See this link for ideas:

HYPERLINK "http://www.berlin-tourist-information.de/english/sightseeing/e_si_berlinprogramme.php"
http://www.berlin-tourist-information.de/english/sightseeing/e_si_berlinprogramme.php.)

You will visit at least 6 different places. The person giving directions may make notes in English on his/her copy of the map. The conversation may be recorded or presented to the teacher.

Teacher Note: You can substitute any other format of a metro map (from textbook, overhead, etc.) for a Spanish speaking city. Just select a route you want the students to follow and suggest places they could see along the route.

Scoring Rubrics

Rubric for SPEAKING Part

3 Exceeds Expectations

Route begins and ends at garden

Directions to 4 stops on the route are correctly and logically given

More than 6 places to visit on the way are mentioned

Errors in pronunciation and grammar, if any, are minor and do not interfere with comprehensibility

2 Meets Expectations

Route begins and ends at garden

Directions to 4 stops on the route are correctly given even though another route could have been shorter or more logical

6 places to visit on the way are mentioned

Errors in pronunciation and grammar may occur but do not interfere with comprehensibility

1 Approaches Expectations

Route begins and ends at garden

Directions to 3 stops on the route are correctly given but another route could have been shorter or more logical

At least 5 places to visit on the way are mentioned

Errors in pronunciation and grammar interfere with comprehensibility

U Does Not Meet Expectations

Fewer than 3 stops on the route are correctly given

Fewer than 5 places to visit on the way are mentioned

Errors in pronunciation and grammar seriously interfere with comprehensibility

Rubric for LISTENING Part

3 Exceeds Expectations

Friend correctly outlines route for all 4 stops on public transportation map

Friend correctly identifies more than 6 places to visit at the destinations

2 Meets Expectations

Friend correctly outlines the route for all 4 stops on map

Friend correctly identifies 6 places to visit at the destinations

1 Approaches Expectations

Friend correctly outlines route for 3 stops on map

Friend correctly identifies 4-5 places to visit at the destinations

U Does Not Meet Expectations

Friend outlines route with fewer than 3 stops on map

Friend identifies fewer than 4 of the places to visit at the destinations

Summative Performance Based Assessment Task 4

Elements: MLIII.IP1C, MLIII.IP2B, MLIII.IP2F

How would I describe my sightseeing trip?

Student Task:

After your day seeing the sights of Madrid, you want to write to your Spanish teacher back home and tell her about what you saw. In your letter, describe at least three sights you visited in detail. Tell what your favorite sight was and why. Also, tell her if there was anything you did not enjoy. Try to impress your teacher with your use of past tense!

Scoring Rubric

3 Exceeds Expectations

Correctly uses past tense

Describes more than 3 places visited

Gives more than 3 opinions about places visited

May have minor errors in grammar (other than past tense usage), spelling, or punctuation but they do not interfere with comprehensibility

2 Meets Expectations

May have minor errors in past tense usage

Describes 3 places visited

Gives 3 opinions about places visited

May have errors in grammar (other than past tense usage), spelling, or punctuation but they do not interfere with comprehensibility

1 Approaches Expectations

Uses past tense but has some errors with word order or conjugation

Describes 2 places visited

Gives 2 opinions about places visited

May have errors in grammar (in addition to past tense usage), spelling, or punctuation that interfere with comprehensibility

U Does Not Meet Expectations

Does not use past tense

Gives only 1 place visited or opinion

Has errors in grammar (in addition to past tense usage), spelling, or punctuation that interfere with comprehensibility

Interdisciplinary Instructional Tasks

Interpersonal Communicative Tasks

1. Let's go to Caracas! (Social Studies, Math)

You and a friend are going to fly from Atlanta to Caracas and back. You want to stay for two weeks. Your Spanish-speaking grandparents have to approve your travel choice because they are paying for the trip. You have to discuss it with them in Spanish. Go to the Delta website:

HYPERLINK "<http://konzern.lufthansa.com/de/index.html>"

www.delta.com. Enter a departure and arrival date and print out your possible flight choices.

Discuss with your partner in Spanish which flight to take, how much it costs in Bolívares/dollars, when you will leave and when you will come back home.

2. How do we get around San Juan? (Social Studies)

You are in San Juan, a city you know well, and a Puerto Rican from a small town asks you for directions to some famous sights. Looking at a map of Old San, give your partner (the Puerto Rican) directions to three sights. Begin at Plaza San José. Use a map you have or try this map:

HYPERLINK "<http://www.hotmaps.de/europe/germany/bavaria/munich/homeen.html>"
www.travelmaps.com/OldSanJuan.html.

Teacher Note: This works well if you give one student an end point to direct their partner to and have the student check at the end to see if their partner ended up at the right end point.

3. What did I miss? (Social Studies)

You and your Dominican cousin, who speaks little English, both explored part of Santo Domingo together. Then you decided to split up because you wanted to see different things. Ask each other what you saw and describe two places you visited without each other. You can make up names for fictitious places that are likely to be in any city of that size such as a museum or a theater.

4. Where should I go? (Social Studies)

You work part-time in a travel agency in Chile and your partner is a customer. He cannot decide where to go on vacation in Chile. You need to convince him to go to a specific area that you like. Suggest an area, and then give reasons why he should go there. Your partner should respond to your suggestions with questions to get more information from you. You should have at least 5 exchanges.

5. Can you follow my directions? (Social Studies)

With a partner, create a basic town square map on a piece of paper with four streets, streetlights, a stop sign, a railroad crossing, etc. Draw three or four generic buildings on each street. Make two copies of the map so each person has the identical map. The first partner should tell the other where to begin and then give directions to three different buildings. For example: Begin at the stop sign on Picasso Street. Go straight until the street light and then turn left. At the corner on the left side of the street is the bank building.

As the directions are given, the partner follows them and labels each building. Switch roles and then check each other's maps to see if they are still the same.

Interpretive Communicative Tasks

6. Plane, train, or automobile? (Social Studies, Art, Physical Education)

Have students work in pairs to list as many modes of transportation as they can in English. Then have one student call out to the partner a mode of transportation from the list in Spanish while the partner draws a picture of it to show that he knows the word. This could also be done as a whole class activity if you play Win, Lose, or Draw on the board up front.

7. How much does that cost in Euros? (Social Studies, Math)

You and your family are going to Europe. You have \$1000 dollars to spend on a hotel for a week in Barcelona. You need to find out the current conversion rate for dollars to euros. Go to this website:

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

<http://www.xe.com/ucc/>. Once you determine how many Euros you have, find a hotel you can afford online. You can try this sight:

HYPERLINK "<http://www.deutschland-tourismus.de/DEU/infocenter/unterkuenfte.htm>"

www.bookings.es. Be prepared to answer questions about which hotel you've chosen, why you chose it and how much it will cost.

8. Scrambled up day! (Language Arts)

Write out 10 things that you did when you visited a city in the U.S.--it can be your hometown. Connect each sentence to the one before by using a transition word such as entonces (then) or después (after). Also repeat a bit of the sentence to make it clear which order the actions occurred in during the day. Cut the sentences up into strips and scramble them up. Give them to a partner and see how quickly he/she can put them into the correct sequence. Sentence examples: First we went to the movie theater in downtown Atlanta. After the movie theater, we went to the aquarium.

9. Why don't they use Fahrenheit over there? (Science, Math)

You want to go skiing in the Pirineos region over your Christmas break from school. You know it will be cold, but you need to check the weather and figure out how to plan for temperatures in Celsius. First, look up the weather in that region at that time of year. You can try this link:

HYPERLINK "<http://de.weather.com/>"

<http://de.weather.com/>. Then use this link to a conversion chart:

HYPERLINK "<http://www.condoconcepts.com/convers.htm>"

<http://www.condoconcepts.com/convers.htm>. Figure out what the average daytime and nighttime temperatures for the region you want to visit are in both Celsius and Fahrenheit.

10. Four Corners (Physical Education, Social Studies)

Explain this game to students before you start. Label four corners (or areas) of the room with letters A, B, C, and D. You will read a question and give four possible choices for answers. The students are to pick the letter of the answer that best fits them and go to that corner of the room. Then they can discuss why they chose that corner. Use questions about travel. Here are 5 samples to get you started. Translate them into your language.

1. What Spanish speaking country would you most like to visit?

A. Costa Rica B. Argentina C. México D. España

2. What city would you most like to visit if you were to visit southern Spain?

A. Andalucía B. Murcia C. Valencia D. Sevilla

3. What method of public transportation would you most like to use to get around?

A. autobús B. metro C. bicicleta D. coche

4. What would you most need to pack to wear while in Spain in summer?

A. pantalones cortos B. camiseta C. pijamas D. jeans

5. What would you need on the plane trip to help time pass quickly?

A. I-pod B. una novela C. a Gameboy D. una revista

Presentational Communicative Tasks

11. Visit My Hostel! (Art, Social Studies)

On a map of Spain, choose a small to medium sized town that you would like to visit and look it up in a book or online. Find out about the geography, weather and special activities of the region. Create an ad for a youth hostel in or near this town. Include on the ad a picture showing the geographical elements of the region and information that any hostel would provide. This could include the owners, contact information, the number of beds/rooms, type of meals/dining rooms, price, people who can stay there, and activities available. Share your ad with the class and try to convince them to stay at your hostel. Make your hostel very appealing!

12. My Future Trip (Social Studies, Art, Language Arts)

Research a Spanish-speaking city that you would like to visit one day in the future. Create a PowerPoint about a two week trip and include details such as what airlines you might take, where you might stay while there, what places you would be sure to visit, and what items you might look for to bring home with you. Present your PowerPoint to the class. Teacher Note: Another format such as a poster may be used instead of PowerPoint.

13. Where will we stay? (Language Arts, Social Studies)

You and your family are planning to spend three weeks in Mexico near Mexico City. You want to rent a private home and you don't want to stay directly in the city. You decide to place an ad for a private home outside Berlin online. In your ad, include when you need the home, how much you will pay, what rooms you need, what transportation choices you want to have, and your contact information.

14. I love my city! (Music, Social Studies)

Write a song about a Spanish city that you love or would love to visit and include details about why the city is so great. Present your song to the class.

16. Come fly with me! (Language Arts, Social Studies)

You work at a travel agency and have been asked by a Spanish family to prepare 3 different travel packages for them to look over and select a vacation from. They want to see California and Nevada. Look online for three different airline/hotel package deals. Also find three or four sights/activities you could offer in each different travel package. For example, you might focus on sporting events for one package in case they are an athletic family. Then for another package you might focus on national parks in case they like to be outdoors. Alone or with a group of 2 or 3 others, create a presentation of the three choices and show it to the family. Teacher Note: Choose people in the class to act as the family going on vacation. Tell students about sites such as orbitz.com and expedia.com for travel packages and tips.