

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Un Día en el Parque de Diversiones
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Content Area: World Language, Spanish
Grade Level(s): M3

Summary of Unit

In this unit, students will explore the world of amusement parks and leisure activities while learning to expend, accept and refuse invitations, describe things that have already happened, and how to make phone calls to people they know and don't know. This unit should be taught as the sixth unit of study in a three-year middle school curriculum.

Grammatically, its focus is on the preterit tense, while its larger scope is thematic in describing things we do and have done already, as well as to invite friends to join in our adventures.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

- 1.1 Students introduce themselves and others, name objects, places and actions in response to teacher questions.
- 1.2 Students understand isolated words and memorized chunks used by their teacher and their friends. They react to commands, questions and storytelling.
- 1.3 Students recite, sing and role play.
- 2.1 Students recognize cultural practices in school routines and family activities.
- 2.2 Students recognize cultural products relating to school, family, and community.
- 3.1 Students demonstrate an understanding about concepts learned in other subject areas in the target language, including weather, math facts, measurements, animals, insects, geographical concepts, etc.
- 4.1 Students recognize and group together cognates and those that are false cognates.
- 5.2 Students have fun learning to dance, sing, play games and respond in the target language..

Big Idea(s)

- Leisure activities

Unit Enduring Understanding(s)

While people who speak Spanish share the same language, they don't necessarily share the same culture.

Leisure activities give us time to enjoy the vastness and diversity of the world around us.

Unit Essential Questions(s)

How does the culture of Spanish-speaking people contribute to the cultural atmosphere of the U.S.?

How can cultural awareness enhance your language learning and vice versa?

What is more valuable? Diversity or uniformity?

Is culture reflected by how a group of people spend their time?

Knowledge and Skills

Students will know...

- How to talk about places of interest
- How to talk on the phone to people they know and don't know
- How to extend and refuse invitations
- How to say where I went, how it was and what I did
- How to use que + adjective to show emphasis
- How to use phone etiquette

Students will be able to...

- Describe amusement parks and places of interest
- Extend and receive invitations to cultural events
- Use proper phone Etiquette to extend and receive invitations
- Say where they went, how it was, and what they did
- Compare conformity and diversity
- Identify examples of how the Hispanic culture has contributed to American culture
- Describe the connection between language and culture
- Describe buildings and places used for leisure activities, recreation, and entertainment in different cities
- Use Preterite of Ir, Ser and Hacer
- Use pronouns after prepositions

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s) and Rubrics:

Interpersonal (Role Play):

Students will participate in at least one of the following role plays. If time permits students may do both. Each role play should last around three minutes.

- A. You will invite a friend to your new amusement park over the telephone using all necessary and polite conventions of telephone etiquette.
 - a. Person A will be the proud owner of a new amusement park, and will ask questions over the phone to see if Person B would like to travel with Person A to the park. Person B will decline, but Person A will be persistent until Person B agrees.
 - b. Person B will be asked to travel to the new amusement park owned by Person A. You may decline up to three different ways, but will eventually be persuaded to go with Person A.

- B. You will phone a point of interest to request specific information about its operations (i.e. time, address, what activities they perform, etc).
 - a. Person A will be the receptionist at the point of interest.
 - b. Person B will request information from Person A.

Differentiate: Give students a conversation to put in order based on one of the scenarios. Other students may benefit from having 4-5 minutes to think about their role and to take notes on key vocabulary words and phrases to use in the role play.

Interpersonal Assessment Rubric - Based on ACTFL Rubrics¹			
The teacher may decide to work with the students to model expectations around each of the criterion and ask students to revise this language to make it understandable to them.			
Category Based on ACTFL rubrics	Exceeds Expectations	Meets Expectations	Does Not meet Expectations
Language Function Language tasks the student is able to handle in a consistent, comfortable, sustained and spontaneous manner.	Creates with language; ability to express own meaning expands in quantity and quality.	Creates with language, able to express own meaning in a basic way.	Mostly memorized language with some attempts to create.
Text Type Quality and organization of language discourse (continuum: word - phrase - sentence - connected sentences - paragraph)	Strings of sentences; some connected sentence-level discourse (with cohesive devices), some may be complex (multi-clause) sentences.	Simple sentences and some strings of sentences.	Simple sentences and memorized phrases.

¹ <https://sites.google.com/site/worldlanguageshudson/interpersonal-tasks/rubrics-for-interpersonal-tasks---intermediate-level>

<p>Communication Strategies</p> <p><i>Quality of engagement and interactivity:</i> amount of negotiation of meaning; how one participates and advances the conversation.</p> <p><i>Clarification Strategies:</i> how the student handles a break down in comprehension; what one does when the partner doesn't understand.</p>	<p>Maintains conversation by asking and answering questions.</p> <p>Clarifies by asking and answering questions.</p>	<p>Maintains simple conversation: asks and answers some basic questions (but still may be reactive).</p> <p>Clarifies by asking and answering questions.</p>	<p>Responds to basic direct questions. Asks a few formulaic questions (primarily reactive).</p> <p>Clarifies by occasionally selecting substitute words.</p>
<p>Comprehensibility</p> <p>Who can understand this person's meaning? How sympathetic must the listener be? How independent of the teaching situation is the conversation?</p>	<p>Although there may be some confusion about the message, generally understood by those unaccustomed to interacting with language learners.</p>	<p>Generally understood by those accustomed to interacting with language learners.</p>	<p>Understood with occasional difficulty by those accustomed to interacting with language learners.</p>
<p>Language Control</p> <p>Accuracy, form, appropriate vocabulary, degree of fluency</p>	<p>Most accurate with connected sentence-level discourse in present time.</p> <p>Accuracy decreases as language becomes more complex.</p>	<p>Most accurate when producing simple sentences in present time.</p> <p>Accuracy decreases as language becomes more complex.</p>	<p>Most accurate with memorized language, including phrases.</p> <p>Accuracy decreases when creating, when trying to express own meaning.</p>

Interpretive/Presentation Integrated Assessment:

Students will read the information on the website for Feria de Chapultepec, an amusement park in Mexico City (<http://www.feriachapultepec.com.mx/>). Students will take notes on the attributes of the park's rides, food, entertainment, amenities, tickets, and hours. Then they will use that information to plan an agenda for visiting that park, maximizing time and the geographical locations of attractions, to enjoy as many rides and attractions as possible while in the park.

Interpretive Assessment Rubric - Based on ACTFL Rubrics ²			
The teacher may decide to work with the students to model expectations around each of the criterion and ask students to revise this language to make it understandable to them.			
	Exceeds Expectations	Meets Expectations	Approaches Expectations
<p>Reading Comprehension: basic understanding</p>	<p>Identifies just about all of the main ideas and details about the rides, food, entertainment, amenities, ticket prices, and hours for Feria de Chapultepec.</p>	<p>Identifies most of the main ideas and details about the rides, food, entertainment, amenities, ticket prices, and hours for Feria de Chapultepec.</p>	<p>Identifies only a few of the main ideas and details about the rides, food, entertainment, amenities, ticket prices, and hours for Feria de Chapultepec.</p>
<p>Reading Comprehension: interpretation</p>	<p>Integrates information and details from the website and plans an agenda for the day that includes most</p>	<p>Integrates information and details from the website and plans an agenda for the day that includes</p>	<p>Integrates information and details from the website and plans an agenda for the day that includes</p>

² <http://sas-globalanguages.wikispaces.com/file/view/ACTFL+Rubrics.pdf>

	of the rides and entertainment offerings that are interesting to students.	many of the rides and entertainment offerings that are interesting to students.	some of the rides and entertainment offerings.
Presentational Mode	Provides a thorough explanation of how the visitor's time is maximized at the park with full of details from the website.	Provides an adequate explanation of how the visitor's time is maximized at the park, but lacks in some detail.	Provides a limited explanation of how the visitor's time is maximized at the park and/or lacks specific details.

Presentational Assessment:

Ask students to imagine that each of them is a new owner of an amusement park. The park has a basic layout, basic rides, and basic food stalls, but it needs sprucing up. Given \$100,000 dollars, ask the students to make a plan to renovate their park.

Costs for Improvements:

- A. Small rides - \$ 30,000
- B. Big Rides - \$ 45,000
- C. Moving existing rides - \$15,000 per ride; \$1,000 per food stall
- D. Food Stalls - \$2,000
- E. Extra Path – \$300 per 500 square foot (each inch is equal to 500 square foot)
- F. Decorations - \$150 per decoration

The tasks:

1. Given a blank amusement park map, redesign the park based on the fee table above. Stay within the \$100,000 budget. Create a new plan of your park, labeling each ride, stall, and decoration in Spanish.
2. Create an Excel Spreadsheet to show the budgetary costs.
3. Create an advertisement for the park using the structure QUE + ADJ
4. Write an article for the Amusement Park National Journal™ describing the things that were done to renovate did to the park to spruce it up for the new amusement park season.

Presentational Assessment Rubric - Based on ACTFL Rubrics³			
The teacher may decide to work with the students to model expectations around each of the criterion and ask students to revise this language to make it understandable to them.			
Category	Exceeds Expectations	Meets Expectations	Does Not meet Expectations
Language Function Language tasks the student is able to handle in a consistent, comfortable, sustained, and spontaneous manner	Language expands toward narration and description that includes connectedness, cohesiveness, and different time frames.	Creates with language; ability to express own meaning expands in quantity and quality.	Creates with language, able to express own meaning in a basic way.
Text Type Quantity and organization of text discourse (continuum)	Mostly connected sentences and some paragraph-like discourse.	Strings of sentences; some connected sentence-level discourse (with	Simple sentences and some strings of sentences.

³ <https://sites.google.com/site/worldlanguageshudson/presentational-tasks/rubrics-for-presentational-tasks>

word-phrase-sentence-connected sentences-paragraph)		cohesive devices), some may be complex (multi-cause) sentences.	
Impact Depth of presentation and attention to audience Vocabulary	Provides continuity to a presentation. Makes choices of a phrase, image, or content to maintain the attention of the audience. Vocabulary provides information and limited explanation.	Provides continuity to a presentation. Begins to make choices of a phrase, image, or content to maintain the attention of the audience. Vocabulary is sufficient to provide information and limited explanation.	Provides continuity to a presentation. Begins to make choices of a phrase, image, or content to maintain the attention of the audience. Vocabulary is sufficient to provide information and limited explanation.
Comprehensibility Who can understand this person's message? How sympathetic must the listener/reader be? Does it need to be the teacher or could a native speaker understand the message? How independent of the teaching situation is the presentation?	Although there may be some confusion about the message, generally understood by those unaccustomed to the speaking/writing of language learners.	Generally understood by those accustomed to the speaking/writing of language learners.	Generally understood by those accustomed to the speaking/writing of language learners.
Language Control Accuracy, form, degree of fluency	Most accurate with connected discourse in present time. Accuracy decreases when narrating and describing in time frames other than present.	Most accurate with connected sentence-level discourse in present time. Accuracy decreases as language becomes more complex.	Most accurate when producing simple sentences in present time. Accuracy decreases as language becomes more complex.

Other Evidence

Informal Assessment:

Teacher observations
Partner dialogue
Presentations
Homework
Vocabulary and grammar quizzes
Role play exercises
Language lab

Formal Assessment:

Unit exams – written and oral
Quizzes
Performance assessments

Student Self-Assessment and Reflection

"I Can" Checklists

Vocabulary Games (Sparkle, Mata-lo, Grab it, and other varied vocabulary games)
Daily Warm-ups
Exit tickets that ask students to reflect on the day's learning
Varied Assessment Prompts (3-2-1, \$10 summaries, homework revision)
Project Goal-Setting (group and individual)

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

Leading to the Interpersonal and Interpretive Assessments:

Amusement Parks and Other Leisure Activities

- I. Present Amusement Park Vocabulary. Show students various plans for familiar and unfamiliar parks in Spanish. Have students create a list of words for the rides. Have students sort the rides by big and small rides; have students sort vocabulary by fast and slow rides; have students sort vocabulary by adult and kiddy rides. Have students design their own ride and give the name in Spanish. Have students share their work with the class.
- II. Have students brainstorm ways they spend their leisure activities. Create a list on an overhead. Tell students in Spanish about your own (real or imagined) leisure activities. Give students the vocabulary in Spanish. Have students create a new weekly activity schedule for their school. Have students include weekend activities like going to the amusement park, park, movies, etc.
- III. Give students a list of leisure activities. Have students sort activities that they like and don't like to do. Review *Gustar* with infinitives. Have students share out three activities.
- IV. Give students a list of telephone expressions. Act out a short phone call to someone you know by yourself to teach students vocabulary. Next, give students a copy of the dialogue. Act out the skit while the students read through aloud (in chorus). Next, practice with one or two students in front of the class. Have students role play in partners a situation. Give students situation cards (Person A asks person B to the movies; person B declines. Person A asks person B to go to the park, and person A accepts, etc). Have two or three share out for the class. Give students a copy of a phone conversation with parts of the conversation blanked out that students should fill in in groups or independently.
- V. Review phone etiquette vocabulary with students. Give students more specific guidelines for this part of the lesson. Remind students that they'll use formal discourse on these phone calls. Give students a list of vocabulary expressions to make polite requests and ways to address people on the telephone. Give students a list of requests that Person A has to make of Person B. Have students practice with their partner making the requests. Have Person B be the business end of the phone call. Your topical cards should include: information (hours of operation, address, etc), the price for two items, etc). Have students role play for the class.

- VI. Give students a copy of the amusement park you've created. Have students label each of the rides and food stalls. Next give students a list of ride costs and tell them to pick, based on the current map, which would most likely be a good improvement. Next show students an excel spreadsheet in which you've created a template for the budget. Review numbers up to 100,000. Have students practice filling in hypothetical improvements and reporting on the calculations they're getting.
- VII. Show students the structure Que + Adjective. Remind students that adjectives agree in gender and number. Have students write an advertisement campaign for your amusement park as practice.

Leading to the Presentational Assessment:

- I. Have students list the leisure activities they do regularly on butcher paper. Display the butcher paper for the class to see. Have students write 4 sentences of things they're doing this week. Write four activities on the board. Ask which activities students did last week. Write those activities in the preterit on the board. Using AR verbs, show students an example sentence in the preterit for each subject pronoun. Have students write down the grammar rule with their partner. Have students write a Facebook message to another student in the class telling three activities he or she did last week and asking which activities person B did. Have person B respond. Show the conjugations of ER and IR verbs in the preterit. Have students practice these verbs by playing battleship and the dice game.
- II. Have students read an article you wrote about your park. Include structures Que + Adj as well as the preterit where appropriate. Have students work in pairs to write a paragraph about an imaginary amusement park. Have students brainstorm ideas for their amusement park, including rides, decorations, and food stalls. Have students write the paragraph based on the brainstorm list. Have students read and peer-evaluate other students' writings.

Resources and Teaching Tips

- <http://www.sixflags.com/fiestatexas/info/espanol.aspx>
- <http://www.parquediversiones.com/>

Differentiation

- Students at this level will need varying degrees of scaffolding. Give a model of written work to students struggling to write.
- Students having difficulty drawing items on their park can use images from the internet or from magazines.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** – Students are learning about the cultures of other language speakers.
- **21st Century Learning** – (1) Students use knowledge of math and make business decisions with their created amusement parks.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8th Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).

Students use computers to manage their budget.

Content Connections

Content Standards integrated within instructional strategies

Students draw from Math to complete their budget.