

Becoming a Global Tourist Unit 1 for TGC

Grade 8 (5 lessons for unit 1)

Established Goals: (Standards: The Five C's)

http://seclang.ncwiseowl.org/curriculum_instruction/national_standards/

Communication, Cultures, Communities, Comparisons, Connections

World language Standard of New Hampshire State and the Keene District SAU29

1. **Communication Standard 1.1** Communicate in languages other than English. Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.
2. **Communication Standard 1.3** Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
3. **Cultures Standard 2.1** Gain knowledge and understanding of other cultures.
4. **Comparison Standard 4.2** Develop insight into the Nature of language and culture. Students demonstrate understanding of the concept of culture through comparisons of the culture studied.

LESSON PLAN 1: Standard 2.1

Students prepare to travel abroad with passports, visas, search CDC for immunizations, immunization cards, customs, maps,

LESSON PLAN 2: Standard 2.1

Students will become familiar with Hispanic countries and their locations. Students investigate sites to travel to, find sites of interest in the new culture, and pin point with varying web 2.0 tools.

LESSON PLAN 3: Standard 1.3 and 4.2

Students will prepare a creative writing piece on a picture postcard (on the document template) with information they researched for their country of travel. These will be shared with their class. Requirement of vocabulary in the target language.

LESSON PLAN 4: Standard 1.1

Students in small groups will prepare a 5 – 8 line skit in the target language demonstrating the use of the travel vocabulary of a tourist with a problem with their passport.

LESSON PLAN 5: Standard 4.2 and 1.2 Students create a city/town of their dreams with the vocabulary of the city in the target language. They will be writing the directions (locations) of places in their city.

Established Goals

1. Students will have a general knowledge about the locations of the Hispanic speaking countries with map reading skills.
2. Students will have knowledge of finding particular destinations and cultural activities that happen within one of the Spanish speaking countries. (Local map reading skills)
3. Students will learn to fill out a passport and investigate what medical information/ immunizations they need through the [CDC.gov](http://www.cdc.gov) and their own medical physician.
4. Students will fill out an immunization card.
5. Students will navigate [Google Maps](http://www.google.com/maps), pin point their destinations, and add one piece of information about the destination of interest onto the Google Map or www.zeemaps.com
6. Students will create a picture postcard on the computer template that is a creative writing post about their experiences traveling to this country. They will describe 3 of the 5 destinations they chose to pinpoint on Google Maps, and why this is of interest to them.
7. Students will use at least 10 Spanish words in their postcard.
8. Students will read their postcards out loud to a small group in their classroom.
9. Students, in small groups, will create a memorized dramatization of a tourist (in the Spanish language) with 1 slang term and 2 colloquialisms. Classmates will film these skits with the Bloggie for future viewing.
10. Students will use the city vocabulary and direction words on the map of the “city of their dreams:.”
11. Students will create a virtual map of a city of their dreams on computers (or a hand created map) using 10 of the 15 new Spanish vocabulary words.

Desired Results: Students will be able to independently use their learning to...

1. locate the Hispanic speaking world in relation to the United States and the rest of the world.
2. investigate local tourist sites, festivals, traditions, food, culture, etc. in a particular country of interest.
3. create a creative writing piece (postcard) that will intrigue the reader to want to visit those sites because of their personal interest in them.
4. work with Google Maps or www.zzzmaps.com to create a city /village map of their dreams.
5. use salutations in the target language at the beginning and the end of a letter/postcard and a few local colloquialisms and slang words of a particular country.
6. speak fluently in a short drama about a tourist using travel vocabulary from our class.
7. film and photograph their classmates with the Bloggie.
8. share their investigative research with an audience.
9. share their opinions of the places visited by their classmates, hear others' perspectives, and decide if they would be interested in traveling to these locals.

Understandings: Students will understand that...

1. map reading skills are important when you are traveling in and around a country/ town
2. it is important to have Spanish language skills to interpret the local maps, ask for directions, speak to customs agents about passports and other tourist situations.
3. that there are different colloquialisms and slang terms in all the countries of the world (including the US),
4. every country has unique places of wonder and cultural events specific to the Spanish speaking country even though they all speak the same language.
5. that geography may bring a particular event, tourist attraction to the country.

6. every individual has their own perspective and will enjoy unique interests.

7. everyone has his or her own accent when speaking in the target language.

8. there is a particular protocol that you must follow

How do I fill out an immunization card?

c. What are the map skills that I need ?

d. Who is my physician and how to I contact him/her?

1. What do I need to do to travel abroad?

a. How do I fill out a passport correctly.

b. How do I fill out an immunization card?

c. What are the map skills that I need?

d. Who is my physician and how do I contact him/her?

2. Where are the Spanish speaking countries located?

a. How do I use Google Maps?

b. What is the geography of the country?

c. What country am I interested in visit?

d. Can I appreciate the study of another culture?

3. Do I know how to write and address a postcard?

a. What are some of the slang terms that I will need to know before I travel?

b. Can I use 10 appropriate travel Spanish words in my creative writing piece?

c. Do I know how to present the information in a creative writing piece?

- d. Can I hear the voices/opinions of others who may have different interests than I have?
- e. Can I examine a culture and recognize some interconnections with my life in the United States.

4. Can I speak fluently in Spanish as an American tourist?

Students will be skilled at and know how to...

1. Read Google Maps, pin point destinations, add info about their sites on the Google Map, work in zeemaps on a map of the Hispanic world.
2. Research interesting destinations in their country of choice.
3. Fill out a passport, look up health issues in countries of travel, fill out an immunization card.
4. Speak Spanish fluently in a dramatization.
5. Present their information to an audience.
6. Create a map with the city/town vocabulary.
7. Hear directions, tell directions, and understand directions in Spanish.
8. Write a creative writing piece in postcard format in English.

Assessment:

1. Fill out passports and immunization card.
2. Pin point your country on Google Maps.
 - a. Pin point 3 destinations and an interesting fact about each one.
 - b. (Go to www.marlbroughschool.k12.nh.us to find research sites)
3. Picture Postcard created on the computer template and e-mailed to Sra. Goodman.
 - a. In a creative description of your travels, tell me about 3 of the 5 places you visited and why you chose those places.
 - b. You need to have at least 10 words translated into Spanish.

4. Read your postcard in a small group to hear varying perspectives.
 - a. Have a discussion as to why you/they chose and visited these places.
5. Create a computer-based map or a hand created map of 10 of the 15 Spanish vocabulary words about the city/town.
 - a. Write 5 sentences in Spanish giving the location of the site.
6. Create and present a memorized skit of a total of 7 sentences/questions of a problem that you encountered while traveling (In Spanish).