



AERO: SBC Basic Unit Template

Subject/Course: SSL II (Spanish as a Second Language)

Grade Level: Spanish II

Topic/concept: "At the beach" " En la Playa"

Estimated Time Required: 2 weeks

Desired Results:

1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s):

Standard 1.1 (Communication) Student uses the target language to engage in conversations, expresses feelings, emotions, exchanges opinions and emotions.

Standard 1.2 (Cultures) Student demonstrates an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 1.3 (connections) Student reinforces and furthers his/her knowledge of other disciplines through the foreign language.

Standard 1.4 (Communities) Student uses the target language both within and beyond the school setting.

Relevant benchmarks:

Student establishes differences between the ocean and the sea.

Student compares similarities and differences between life in the city and life in the coastal town.

Student describes different people and objects found at the beach.

2. What are the enduring understandings that this unit is built upon?

Student will understand that the ocean and the sea are different.

Students will notice that the ocean and the sea have similarities.

Students will understand that geography shapes people's life on coastal areas.

Students will understand that there are differences between city life and coastal life.

Students will understand that coastal life influences people's life.

Student will notice that people perform various activities at the beach in Latin America.

3. What essential or unit questions will prompt curiosity and focus?

How many oceans are there in the world?
What are the main differences between the ocean and the sea?
How does coastal geography influence people's life?
How different is people's life in the city compared to life in coastal towns?
When does beach season begin in Chile and in your home country?
What are some of the most popular beaches found in your home country?
What are some of the most popular water sports practiced in your home country?
What kind of recreational activities can people do at the beach?

4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

Students will know...

The names of oceans and seas of the world.
The differences between the city and coastal towns.
The similarities between the city and coastal towns.
The way geography shapes people's life.
The types of sports practiced at the beach.
The various activities people do at the beach.

Students will be able to ...

Name the oceans and seas of the world.
Discuss the way geography influences people's life
Compare life in the city and in coastal towns.
Take a class survey about vacation spots.
Name the types of sports practiced at the beach.
Describe the most popular water sports practiced at the beach.
Describe the various activities people do at the beach.
Name people and objects found at the beach.
Identify means of transportation used at the beach.
Create a brochure that advertises a coastal town.
Design a poster advertising a sea resort.
Make a 3-D model of a beach scene.

Relevant structures

When does the summer season start? ? ¿Cuándo comienza la temporada de vacaciones?
The summer season starts in ... La temporada de vacaciones comienza en...
What activities do people do at the beach? ¿ Qué tipo de actividades hacen las personas en la playa?
People swim and play different sports at the beach.

Grammar:

Action verbs

To swim = nadar

To rest = descansar

To throw = lanzar, tirar

To surf = surfear

To run = correr

To jog = trotar

To jump = saltar

To dive = tirarse piqueros (Chilean Spanish)

To lie down = recostarse

To sunbathe = tomar baños de sol, broncearse

Related vocabulary:

Lifeguard

Binoculars

Bathing suit

Shovel

Towel

Suntan lotion

Beach ball

Swimmer

Cooler

Sand

Sunglasses

Materials and resources: Map, globe, OHP, data show, postcards, posters, realia (seashells, beach ball, pictures) color pencils, cardboard, glue, scissors, water colors, atlas, brochures, audio tapes with the sounds of the waves, picture books, charts, flashcards.

Evidence of Learning:

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

Performance tasks:

Name the oceans and the seas.
Establish differences and similarities between life in the city and a coastal town.
Describe the various activities people do at the beach.
Group project:
Draw and label activities done at the beach.
Poster design.
Class survey results on vacation spots.
3-D model on a beach scene.

Quizzes:

Vocabulary quizzes. (Action verbs, objects found at the beach)
Work samples: posters, 3-D model, class surveys, and brochures.

Unprompted evidence:

Pair-work observations, group work observations, class participation, dialogues, oral presentations.

Student Self Assessment:

Journal entry logs, reflective tasks, student self-assessment checklists.

Links to relevant web sites:

http://www.syvum.com/cgi/online/serve.cgi/learn/vocabulary/Spanish/beach_1.html
<http://www.musicalspanish.com/tutorial/activity-summer.htm>
<http://www.shertonenglish.com/resources/es/vocabulary/at-the-beach.php>
<http://www.studyspanish.com/vocab/games/beachla-oral.htm>

1. Provide a detailed description of the culminating task (summative assessment):

Students will be assessed based on a persuasive conversation held between a group of coastal villagers and a summer camp crew. They will have to convince a group of foreign students coming to join a summer camp located on a coastal city. Students will apply all the contents practiced and reviewed in class related to the thematic unit called " At the Beach". Students will use visual aids (PPP, posters, post cards and an excerpt from a movie) and written literature (pamphlets) to perform the different roles related to the summer camp crew and the coastal villagers.

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2. *Provide the scoring guide/rubric for the culminating task (summative assessment).*

Dialogue Rubric

Group number: _____

Score obtained: ____/32

Names: _____

Grade: _____

Date: _____

<i>Criteria</i>	<i>1 - Attempts the standard</i>	<i>2 - Approaches the standard</i>	<i>3 - Meets the standard</i>	<i>4 - Exceeds the standard</i>
<i>Content</i>				
<i>Coherence and organization</i>				
<i>Fluency</i>				
<i>Creativity</i>				
<i>Mechanics and grammar</i>				
<i>Vocabulary</i>				
<i>Eye contact</i>				
<i>Material and resources</i>				

Instructional Plan:

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

Unit Title: "At the Beach"/" En la Playa" Grade: 6 Level: Upper Intermediate

Subject/ Topic Area (s): Spanish/ Latin American Sea Side Resorts.

Key Words: ocean, sea, beach, swimmers, binoculars, swim, dive, make sand castles, lifeguard, coastal towns, cities, brochures, 3-D models, summer cam, tent, beach umbrella, shovel, bucket, boats, ships, bathing suits, sunglasses.

Standards: 1.1, 1.2,2.1,2.3,3.1,3.2, 4.1,5.1

Supporting standards: 1.3, 2.2

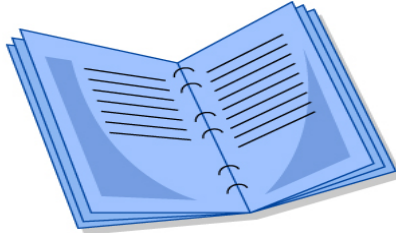
Brief summary of unit: Including curricular contexts and unit goal(s):

Teacher brings in a world map to show the different oceans and seas to class. After learning the locations and names of oceans and seas, students will label oceans and seas from the different world zones.


In addition, students will practice and review different vocabulary related to the beach, coastal towns and cities, and role-plays a persuasive conversation held between a group of coastal villagers and a summer camp crew. Students will understand the essential role of the Spanish language in settings beyond school.

AUTO EVALUACIÓN

Unidad: "En la Playa"
(1 punto cada aseveración marcada)



TOTAL: _____ / 9 puntos

Lo que soy capaz de hacer:	
Puedo nombrar los océanos y mares.	
Puedo establecer las diferencias y similitudes entre la vida en las ciudades en los pueblos costeros.	
Puedo describir lo que hacen las personas en la playa.	
Puedo usar el vocabulario aprendido en clase y escribir oraciones con él.	
Puedo conjugar los verbos aprendidos en clase de forma correcta.	
Puedo decir cuándo comienza la temporada de vacaciones.	
Puedo nombrar algunos de los deportes más populares que la gente practica en la playa	
Puedo describir una escena de la playa.	
Puedo confeccionar una maqueta que represente una escena de la playa.	

Comentarios adicionales:

Addendum 1: The following two pages contain a list of lexical items that students will use after learning about the unit " At the Beach" or "En la Playa"



Addendum 2: Advertisement to be used by students when practicing and reviewing different vocabulary related to the beach, coastal towns and cities, and role-plays a persuasive conversation held between a group of coastal villagers and a summer camp crew

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