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**Spanish III**  
**Unit 5**  
**Leisure: Camping and Sports**

**How to use this unit**

**Essential Questions:**

How do leisure activities reflect Hispanic culture?

**What students should be able to do:**

Future Tense of Regular and Irregular Verbs

Preterite Tense of Regular and Irregular Verbs

Ir a + infinitive

Ir a + place

Present Tense of Regular and Irregular Verbs

Informal Commands Regular and Irregular (Affirmative and Negative)

Hay que + infinitive

Weather Expressions

Por v. Para

Geography of the Spanish speaking World

Subject Pronouns

**Elements:**

MLIII.IP1A

Expresses needs and desires.

MLIII.IP2B

Begin to participate in oral and written activities reflecting the future and the past.

MLIII.IP2F

Demonstrate Novice-High to intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

MLIII.INT1E

Understands simple connected discourse.

MLIII.P1C

Write short, organized compositions in the present.

MLIII.P2A

Prepare and present original essays, poetry, skits or stories in the target language.

**Summative Performance Based Assessment I**

**Elements:** MLIII.IP1A

**¡Mantengamos limpio y seguro nuestro parque!**  
**Keep our park clean and safe!**

You are a park ranger for a national park in Nicaragua. Part of your responsibility is to maintain an environment that clean and safe for the animals and the visitors. Lately you have noticed that some visitors and exhibiting dangerous or harmful behavior such as leaving trash behind, failing to put out their campfires, and even feeding the animals. Create several signs that tell park visitors how to conduct themselves appropriately. Use Formal commands. Include a picture for the children that may not be able to read. (SPIII-7 PBA 1)



**Summative Performance Based Assessment 1**

**Scoring Rubric**

7 or more signs are created	0	1	2	3		
Each sign contains a picture	0	1	2	3		
Signs are grammatically correct	0	1	2	3	4	5
Vocabulary is appropriate	0	1	2	3	4	5
3 or more signs contain irregular commands	0	1	2	3	4	5

## Summative Performance Based Assessment 2

Elements: MLIII.INT1E

### ¡Vamos a acampar! Let's go camping!

Efraín and Sarita are planning a camping trip with several friends to El Yunque, a tropical rainforest, in Puerto Rico. Listen to their telephone conversation then, answer the following questions. (SPIII-7, PBA 2)

### SPANISH SAMPLE OF THE TEACHER SCRIPT:

*(El teléfono suena.)*

Efraín Aló.  
Sarita ¿Se encuentra, Efraín?  
Efraín Sí, soy yo, Efraín. ¿Quién habla?  
Sarita Efraín...soy yo, Sarita. ¿Qué tal?  
Efraín Regular.  
Sarita Te llamo para hablar de los planes de este fin de semana. ¿A qué hora vamos a salir?  
Efraín Bueno, salimos el sábado 13 a las seis de la mañana de mi casa. Pablo va a manejar.  
Sarita ¡Qué bueno! ¿Viene Isabel? Y, ¿qué traes contigo?  
Efraín Sí, Isabel y su hermana Lola vienen. Yo traigo un saco de dormir, una linterna y una tienda de campaña. Puedes traer lo mismo. Lola e Isabel traen la comida enlatada. Pablo quiere pescar y nadar en las cascadas.  
Sarita Pues, voy a traer mi linterna, pero pienso que necesita pilas. Tengo que traer algo para dormir porque no tengo saco de dormir. Yo quisiera pescar también. ¿Qué más hay que hacer allí?  
Efraín Puedes dar caminatas por la selva y sacar fotos de la naturaleza y los animales, especialmente el coquí. Es la rana nacional.  
Sarita ¡Qué chévere! Y, ¿cuándo regresamos?  
Efraín Acamparemos por tres días. Bueno, ¡No olvides el traje de baño ni el repelente!  
Sarita Gracias. Nos vemos el sábado a las seis. Chau.  
Efraín Adiós.

### English Translation

Efraín Hello.  
Sarita Is Efraín there?  
Efraín Yes. This is Efraín. Who is speaking?  
Sarita Efraín, it's me, Sarita. How are you?  
Efraín Fine.  
Sarita I am calling to talk about plans for this weekend. What time are we leaving?

Efraín We are leaving Saturday at 6 a.m. from my house. Paul is going to drive.  
Sarita Great! Is Isabel coming? And, what should I bring with me?  
Efraín Yes, Isabel and her sister Lola are coming. I am bringing a sleeping bag, a flashlight, and a tent. You can bring the same thing. Lola and Isabel are bringing canned foods. Paul wants to go fishing and to swim in the waterfalls.  
Sarita Well, I'll bring my flashlight, but I think that it needs batteries. I will have to bring something else to sleep on because I don't have a sleeping bag. I would like to go fishing also. What else is there to do there?  
Efraín You can hike through the park and take pictures of nature and the animals, especially the coquí. It is the national animal.  
Sarita. Cool! And, when will we return?  
Efraín We will be camping for three days. Oh! Don't forget your bathing suit or bug repellent.  
Sarita Thanks. We will see each other on Saturday at 6. Bye!  
Efraín Bye!

## Summative Performance Assessment 3

Elements MLIII.P2B; MLIII.P1C

### Newspaper Advertisement

You have obtained a summer job as a Camp Counselor for Great Adventures Summer Camp in the Red Top Mountains of north Georgia. Your boss has just informed you that because you are bi-lingual he would like for you to create an advertisement in Spanish that will recruit Spanish speaking children to your two week overnight camp. Your advertisement should provide information about the climate, the geography, activities provided, the cost and age groups. Don't forget the contact information and a couple of pictures of last year's campers.

### Scoring Rubric

- 3 Exceeds expectations
- Identifies the location, climate, geography in a brief description of the camp in 3-4 sentences.
  - Identifies 5 or more sports
  - Identifies the cost and age group of campers.
  - Identifies contact information.
  - Provides two or more pictures, clip art, etc.
  - 0-1 spelling or grammatical error(es) that does (do) not interfere with comprehensibility.
- 2 Meets expectations
- Identifies the location, climate, geography in a brief description of the camp in 2 sentences.
  - Identifies 3-4 sports
  - Identifies the cost and age group of campers.
  - Provides 1 picture, clip art, etc.
  - Provides contact information.
  - Spelling/grammatical errors are minimal and do not interfere with comprehensibility
- 1 Approaches expectations
- Identifies the location, climate, geography in a brief description of the camp in 1 sentence or multiple sentence fragments.
  - Identifies 2 sports
  - Provides no picture, clip art, etc.
  - Provides contact information.
  - Makes errors in vocabulary and pronunciation that impede comprehensibility.

- U Does not meet expectations
- Identifies the location, climate and geography in multiple sentence fragments.
  - Identifies 1
  - Provides no picture, clip, art, etc.
  - Provides incomplete contact information or contact information is missing.
  - Errors in vocabulary and grammar greatly impede comprehensibility.

## **Summative Performance Based Assessment 4**

### **Elements MLIII.P2B**

#### **¡Al volcan!**

You are on a study abroad for two weeks in Costa Rica. The family that you are staying with is planning a camping trip to the beautiful tropical forest el Parque Nacional Volcán Póas. It is two days before the trip and you all are finalizing the plans. Have a conversation with your family discussing who will bring and do what, what the weather will be like and what you will do once you get there.

### **Group Presentational Scoring Rubric**

- 3 Exceeds expectations
- Identifies 6 or more camping items needed for the trip in complete sentences.
  - Correctly identifies who will set up the tent, start the fire and prepare the meals.
  - Describes what the weather will be like.
  - Identifies three activities that will be done during the trip.
  - Makes minor errors in pronunciation that do not interfere with comprehensibility; very little hesitation is noted.
- 2 Meets expectations
- Identifies 4-5 camping items needed for the trip in complete sentences.
  - Identifies who will set up the tent, start the fire and prepare the meals.
  - Describes what the weather will be like.
  - Identifies 2 activities that will be done during the trip.
  - Makes minor errors in pronunciation that do not interfere with comprehensibility; some hesitation noted.
- 1 Approaches expectations
- Identifies 2-3 items needed for the trip in complete sentences.
  - Identifies who will set up the tent, start the fire and prepare the meals with some hesitation.
  - Identifies 1 activity that will be done during the trip.
  - Makes errors in vocabulary and pronunciation that hinder comprehensibility.

- U Does not meet expectations
- Identifies 1 or no items needed for camping.
  - Does not talk about the weather.
  - Does not include activities that will be done on the trip.
  - Uses sentence fragments and frequent hesitation is noted.
  - Makes errors in vocabulary and pronunciation that greatly impede comprehensibility.  
or
  - No attempt is made.

## Interdisciplinary Instructional Tasks

### Interpersonal Communication Tasks

1. **¡Las vacaciones de verano han llegado! (Language Arts)** It's the last day of school and you are excited. You have just finished your sixth period final exam and there are 45 minutes left in the period so, you decided to write a "cartita" to your best friend that tells your plans for the summer. In your letter you ask him/her about taking a camping trip before school begins again in the fall.
2. **¿Qué deporte?/What sport? (P.E.)** You and a classmate are playing a sports guessing game. As you describe the equipment needed for each sport, your buddy guesses the name of the sport.
3. **¿Fuiste al partido?/Did you go to the game? (Language Arts)** Your Spanish teacher has given your class 5 minutes to talk about the game on Friday night. It was a duel to the end. Tell your buddy, who didn't attend, a couple of highlights along with the final score.
4. **El año 2017 (Art; Language Arts)** – You are in a meeting with the Student Government Association, SGA, planning your first high school class reunion. It is set for the year 2017. You begin to daydream and doodle about what your life will be like. Share your thoughts and doodles on your notepad about what your life will be like in 2017.

### Interpretive Communication Tasks

5. **¡Ay! Me lastimé jugando.... Oh, I got hurt playing . . .**  
You are a bi-lingual athletic trainer employed by a high school in Miami, FL to look after its student athletes. Listen as several Spanish speaking students describe their injuries. Fill in the *Athlete Treatment Form* with the sport and what happened. Then, go back and suggest an appropriate treatment for each athlete. (SPIII-7 Act 5, SPIII-7 Act 5A)
6. **Take me out to the ball game (Music)** Sing it in Spanish. No Yawning Allowed!, a book of Spanish and French activities by Joanna "JoJo" Lowe.

7. **Cocinar al aire libre Cooking Outdoors (Language Arts; Math)**  
<http://www.prensa.com/actualidad/hogar/2006/06/29/index.htm> You and a group of friends have planned a camping trip to Volcan National Park in Costa Rica and you are in charge of the cooking and the food. The problem is that you do not know much about cooking outside. You come across the article at the link above. Read the article and answer the questions. Then plan three simple meals— breakfast, lunch, dinner—a day for a three-day camping trip. Your friends have given you \$120 to shop for the items on your list. Using the store ads from this week's newspaper, go shopping. Keep track of what you spend and on what items. Use your list. How much did you actually spend? (SPIII-7 Act 7)
8. **¿Quién soy yo trivia? (Language Arts)** You are at a Mexican restaurant with a group of friends and its Sports Trivia Night. Each table is a team and the prize is a free meal for the winning team. Listen to the clues given by the announcer and determine what sports figures are being described.

### Presentational Communication Tasks

9. **¡Enséñame!/Teach me! (P.E.; Health and Science)** You are a high school P.E. teacher at a Spanish immersion school (magnet school) in Atlanta, GA. Today you are instructing your students on the “how to’s” of a particular sport. Choose a sport and give a short demonstration on the equipment needed to play and the basics on how to play.
- EX: Today we are going to learn how to play tennis. First, you will need a tennis racket and several tennis balls.....*
10. **Diseñálatodo / Design It All (Art, Language Arts)** You are a Print Ad Graphic Designer for Diseñálatodo, an advertising agency. Your task is to create a newspaper ad announcing a new line of sporting equipment for El Atleta, a sporting goods store. Choose between two or three sports and the equipment needed to create your ad. Use pictures and descriptions of each equipment.
11. **Los deportes en las noticias (Language Arts)** You are a sports reporter for ESPN. Give (orally) an account of a recent game. OR You are a newspaper reporter for El Norte a Spanish newspaper from Mexico. Write your account of a recent game.
12. **El Salón de la Fama de (School)/(School) Athletic Hall of Fame (Art; Language Arts, P.E.)** You are the president of your school’s Spanish Club and you are trying to think of a way for your organization to contribute to the upcoming athletic banquet. So, your members decide to create an athlete hall of fame. The club chooses several outstanding students from each sport offered in your school and creates a poster of the athletes name, picture, and sport and includes 2 accomplishments or recognitions received by each athlete. (SPIII-7 Act 12)

13. **El Viajero (Art; Social Studies; Language Arts; Math)** - You are part owner of el Viajero travel agency. A Spanish teacher has approached you and your partner about putting together a camping trip for 16 of her/his Spanish students to one of the Spanish speaking countries. The trip will last four days. Put together a brochure that illustrates and describes where they will be going, what activities they will be doing, the cost of the trip, and an itinerary for the week. Choose from the following links to get you started or find your own.  
Mexico - [www.arcoiris.com.mx](http://www.arcoiris.com.mx)  
Peru - [www.peruperu.com/camping-hiking.htm](http://www.peruperu.com/camping-hiking.htm)  
Chile - <http://www.chipsites.com/chile-travel/national-parks-chile-travel-guide.html>  
*Teacher Note:* This activity can be done in Microsoft Publisher or on paper as a cut and paste activity. (SPIII-7 Act 13)
14. **La Copa Mundial: Una Competencia/A World Cup Competition (Art; Language Arts)** [www.bbc.co.uk/cbbc/art/activities/competition.shtml](http://www.bbc.co.uk/cbbc/art/activities/competition.shtml) You and a colleague work for a wealthy businessman in Mexico and he is wanting to start his own soccer team. Your project is to create a poster with the team name, a mascot and a brief description of your idea to be presented to him. If he likes your idea, you and your partner could become the project managers for creating the soccer team. And, that means more money!!!
15. **¡Ayuda a mis niñas a ir de campamento! / Help my children go to camp!** [www.citrus-gs.org/camp/spanish.htm](http://www.citrus-gs.org/camp/spanish.htm) (Language Arts) Your mother has volunteered you to help one of her Spanish speaking co-workers, Señora Rivera, find a camp for her two daughters, ages 5 and 14. Surfing the Internet one day you come across the above website. After reading through the page, you decide it will be a good place for the children to go. Call and leave a message for Señora Rivera that describes the camp to her.
- Write a note for sra. Rivera. Your mother will deliver it her.
  - There is also an application in Spanish at this website.
16. **Latino Sports Legends-** [www.latinosportslegends.com](http://www.latinosportslegends.com) (Social Studies; Math; Language Arts) It's Hispanic Heritage Month and your Spanish teacher has asked your group to put together a display of important latino athletes. Using the website above or your own resources, choose 5 athletes and put together a display that represents their accomplishments to their respective sport. Include a picture and a short biography for each athlete. Other athletes not listed are Gabriela Sabatini, Derek Parra, and Rodolfo "El Gato" Gonzalez. (SPIII-7 Act 16)
17. **El Transcendentalista/The Transcendentalist (Science; Language Arts)** You are a famous "transcendentalista" from Costa Rica and are working on a poem about Costa Rica's nature. You are out camping in one of its national parks and you write a poem about how nature makes you feel, what you see, hear and/or smell.  
*Teacher note:* Try taking your students outside to a small wooded area to get their inspiration or play a CD of nature sounds and have them jot down notes.