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Spanish III

Unit 7

Communities and Cities of the Future

How to use this unit:

Essential Question: In what ways do communities reflect Hispanic culture?

What students should be able to do:

Elements:

- MLIII.IP1D Give detailed descriptions
- MLIII.IP2B Begin to participate in an oral or written exchange reflecting the future or the past
- MLIIICU1A Participate in real or simulated cultural events
- MLIII.P2B Prepare and present original essays, poetry, skits, or stories
- MLIII.INT1C Comprehend and react to current events or issues
- MLIII.CCC2C Compare cultural aspects of target language and students' own culture.

What students should know:

Vocabulary pertaining to city and country life

Vocabulary pertaining to environmental issues like pollution and recycling

Future tense

Conditional tense

Comparative and Superlative

Differences between cities and communities in the target language cultures and the United States

Summative Performance Based Assessment 1

Elements: MLIII.IP2B, MLIIICU1A

Where Do You Want to Live?

You have been accepted into a summer exchange program in Buenos Aires. In this program, you have the opportunity to select where you would like to live: the city, the suburbs, or in a rural setting. Write an email to the program's coordinator explaining your living preference and why you chose it.

Scoring Rubric

3 EXCEEDS EXPECTATIONS

States preference and lists four or more reasons why

May make slight errors in vocabulary and/or language structures, but errors do not impede comprehensibility

2 MEETS EXPECTATIONS

States preference and lists three reasons why

May make some errors in vocabulary and/or language structures, but errors do not impede comprehensibility

1 ALMOST MEETS EXPECTATIONS

States preference and lists two reasons why

Makes numerous errors in vocabulary and/or language structures that may impede comprehensibility

U DOES NOT MEET EXPECTATIONS

States preference but offers no reasons why

Makes significant errors in vocabulary and/or language structures that severely impede comprehensibility

Summative Performance Based Assessment 2

Elements: MLIII.IPID, MLIII.IP2B, MLIII.INT1C

Cars vs. Public Transportation

You're visiting your Spanish pen pal for two weeks in the summer, played by another student in the class. Your pen pal, Carlos, has already spent two weeks with your family in the United States. One day at dinner, Carlos mentions how shocked he was by how much your American family used their car over public transportation, which is so common in Spain. During the conversation, Carlos actively encourages you to use more public transportation instead of driving by explaining just a small number of the advantages of public transportation for the community. You respond by listing a small number of the disadvantages of public transportation, and in the end you and Carlos agree to just disagree.

Scoring Rubric

3 EXCEEDS EXPECTATIONS

- Students give three or more advantages and disadvantages of public transportation
- Students make slight errors in vocabulary and/or language structures, but errors do not impede comprehensibility

2 MEETS EXPECTATIONS

- Students say two advantages and disadvantages of public transportation
- Students make some errors in vocabulary and/or language structures, but errors do not impede comprehensibility

1 APPROACHES EXPECTATIONS

- Students give one advantage and disadvantage of public transportation
- Students make numerous errors in vocabulary and/or language structures that may impede comprehensibility

U DOES NOT MEET EXPECTATIONS

- Does not give any advantages or disadvantages of public transportation
- Students make significant errors in vocabulary and/or language structures that severely impede comprehensibility

Summative Performance Based Assessment 3

Elements: MLIII.IPID, MLIII.P2B, MLIII.IP2B

City of the Future

The Consulado General de España en Atlanta sponsored a contest called “City of the Future,” which you entered and won! You will receive a two-week trip to Spain for creating a model city 25 years in the future. Your design plan focused on improvements in transportation, recreation, and/or the environment. While you are in Spain, El Consulado has asked you to present your design to a national committee of urban planners. Prepare an oral presentation that (1) takes the urban planners on a tour of your city, (2) shows how the city is different from cities today and (3) how these differences make cities more desirable places to live.

Sample in Spanish

En 25 años, los coches volarán usando energía solar. No habrá tanto tráfico como hoy en día. No habrá contaminación ambiental causada por la gasolina.

(In 25 years, cars will fly on solar power. There will be no traffic. There won't be pollution from gas.)

Scoring Rubric

3 EXCEEDS EXPECTATIONS

- Has created and presented design of future city
- Shows four or more differences between future city and now
- Uses twelve or more complete sentences to describe future city and differences
- May make slight errors in vocabulary and pronunciation, but errors do not impede comprehensibility

2 MEETS EXPECTATIONS

- Has created and presented design of future city
- Shows three differences between future city and now
- Uses nine complete sentences to describe future city and differences
- May make some errors in vocabulary and pronunciation, but errors do not impede comprehensibility

1 APPROACHES EXPECTATIONS

- Has created and designed presentation of future city
- Shows two differences between future city and now
- Uses six complete sentences to describe future city and differences
- Makes numerous errors in vocabulary and pronunciation that may impede comprehensibility

U DOES NOT MEET EXPECTATIONS

- Has created and designed presentation of future city
- Shows one or less differences between future city and now
- Uses three or less sentences to describe future city and differences
- Makes significant errors in vocabulary and pronunciation that severely impede comprehensibility

Summative Performance Based Assessment 4

Elements: MLIII.IPID, MLIII.CCC2C

Where exactly do you live?

Exchange students from all over Venezuela are visiting your school for two weeks. On the first day, your Spanish teacher has asked four of the students to talk about the communities where they live. As each student talks, fill out the chart with the differences you hear. After all students have spoken, fill in the other side of the chart with what differences you'd expect to find in the United States based on what you've heard.

Teacher Note: The student chart can be filled out in English or in the target language at the teacher's discretion.

Sample Script in Spanish:

Ana : Mi familia y yo vivimos en el décimo piso de un edificio en una comunidad de ingresos bajos muy cerca de Caracas. Hay muchos apartamentos en el edificio con mucha gente de ingresos moderados. Es una comunidad diversa, pero no es muy tranquila. La policía siempre está buscando a los que venden drogas, escriben graffiti o cometen otros crímenes.

Pedro : Nosotros vivimos en las afueras de la capital. Tenemos un apartamento grande de 8 cuartos en el cuarto piso. Mi comunidad tiene muchas tiendas, cafés y restaurantes. Es tranquila y muy pintoresca.

Carmen : Mi familia vive en una granja lejos del pueblo y rodeado de campos. Tenemos vacas y ovejas y cosechamos manzanas. Mi casa es grande y las paredes son de piedra. La piedra nos protege del frío.

Luis : Nosotros vivimos en una comunidad al este de Caracas. Mi familia tiene una casa con un jardín pequeño donde nos gusta comer durante el verano. Cada mañana caminamos al centro para comprar pan o ir al mercado.

Translation:

Ana: My family and I live on the 10th floor of a building in a low income neighborhood very near to Caracas. There are lots of apartments in the building with a lot of people with modest incomes. It's a diverse neighborhood, but not very quiet. Police are always looking for people who sell drugs, write graffiti, or commit other crimes.

Pedro: We live in the outskirts of the capital. We have a large apartment with 8 rooms on the fourth floor. My neighborhood has lots of stores, cafés, and restaurants. It's a quiet and scenic neighborhood.

Carmen: My family lives on a farm, far from town and surrounded by fields. We have cows and sheep and we harvest apples. My house is big and the walls are made of stone. The stone protects us from the cold.

Luis: We live in a community east of Caracas. My family has a house with a small garden where we like to eat dinner during the summer. Each morning we walk to the center of town to buy bread or to go to the market.

Sample Chart:

| Nombre del estudiante | Tipo de residencia | Diferencias culturales |
|------------------------------|---------------------------|-------------------------------|
| Ana | | |
| Pedro | | |
| Carmen | | |
| Luis | | |

Scoring Rubric

3 EXCEEDS EXPECTATIONS

- Correctly identifies each students' type of residence
- Identifies at least one cultural difference for each type of residence

2 MEETS EXPECTATIONS

- Correctly identifies three of the students' types of residences.
- Identifies at least one cultural difference for two of the types of residences

1 APPROACHES EXPECTATIONS

- Correctly identifies two of the students' types of residences
- Identifies at least one cultural difference for all the types of residences

U DOES NOT MEET EXPECTATIONS

- Correctly identifies one or less of the students' types of residences
- Cannot identify any cultural differences

Interdisciplinary Instructional Tasks

Interpersonal Communicative Tasks

- 1. Everyone Recycles! (Language Arts, Science)** - You want to start a recycling program at the Spanish school where you're studying for the year. Write a letter to *el director* (school principal) explaining what you want to do. In your letter, give three reasons why the school would benefit from a recycling program.
- 2. Environmental Activism (Science, Language Arts)** - You are interested in global environmental issues. Having just studied about environmental concerns in Costa Rica, you decided you'd like to get directly involved. Write a letter to the Ministerio de Ecología (Costa Rican Minister of Ecology) asking to help in the environmental concern of your choosing and giving two suggestions on how you would help resolve the concern.
- 3. Pictionary (Art)** - Each student finds a partner and gets a few pieces of paper. Partners should face each other so that one is facing the chalkboard and one is facing the opposite wall. All partnered pairs need to be set up in this matter. The teacher will hold up a vocabulary word pertaining to cities, communities, and the environment so that only one team member can see it. That person will have a set amount of time to draw the word for his/her partner to guess. The first paired group to guess the word correctly wins the point. Play for 20 minutes to review essential vocabulary.

4. Where I live (Language Arts, Social Studies, Math, Art) - You are going to host a Mexican exchange student from a rural area of Mexico. He has written you a letter inquiring about where you live. Respond to him/her making sure you:

- describe your community
- say some things you will do in the community when he/she arrives
- include a map of the area that marks your house and important landmarks so that he can begin to familiarize himself with your area.

5. Al Contrario, Sr. Pérez (Language Arts, Social Studies) - You are living with a host family in Santiago, Chile for two weeks. Your Chilean family lives in the city while you're used to a more rural setting at home. Your Chilean sister, Maribel, thinks that living in the country would be so boring. You love living outside of a city and tell Maribel so. You also mention some of the advantages of country living that make it so much better than living in the city. One student plays the part of Maribel and one student plays the American in the dialogue.

6. Changes Need to be Made (Social Studies, Science, Language Arts) - Your class communicates with a Spanish class in San Juan, Puerto Rico through a blog page. The latest posting from the Puerto Ricans has asked each member of your class to write three things you would change about the city in which you live and why you would make those changes. Your posting includes a numbered list of the things you'd change. For each change, you explain very clearly why you felt it is an important change to make.

Interpretive Communication Tasks

7. Four Corners (Social Studies, Language Arts) - Your teacher took four panoramic shots of different regions of the Dominican Republic that she/he has hung up in the room. As you walk around the class to look at them, describe, in writing, everything you can about what you see in the picture. Also, write down where in the city you think the picture is located. Note: Google Images is a good source of pictures of the Dominican Republic.

8. ¿Dónde estoy? / Where am I? (Language Arts, Social Studies) - You are listening to students from Panamá talk about where they live. As they describe their community, write down if they live in la ciudad, el centro, el campo, vivienda de ingresos bajos o las afueras. (city or city center, country side, low income housing, or in a suburb)

Sample Script:

- a. Vivo cerca de la Ciudad de Panamá. Vivo en el noveno piso de un edificio de apartamentos. Mi madre no trabaja y mi padre trabaja a tiempo parcial en una tienda.
- b. Mi familia vive cerca del centro en el tercer piso de un edificio viejo.

- c. Vivo bastante lejos de la Ciudad de Panamá en una casa bastante grande. Tenemos un jardín pequeño donde mi madre siembra muchas flores.
- d. Vivimos en Concepción (una región rural de Panamá) donde trabajo con mi familia en una granja. Tenemos vacas y pollos..

Translations:

- a. *I live in Panama City. I live on the 9th floor of an apartment building. My mother doesn't work and my father works half time in a store.*
- b. *My family lives near downtown on the third floor of an old building.*
- c. *I live rather far from Panama City in a rather big house. We have a small garden where my mother plants a lot of flowers.*
- d. *We live in Concepción (a rural region of Panama) where I work with my family on our farm. We have cows and chickens.*

9. Mapping It Out (Social Studies, Art) – You are planning a trip to Madrid over the summer with your family. Your parents want to make sure that they stay in a safer part of the city, but they also realize that hotels are often cheaper outside of the city. They've asked you to look at a regional map of Madrid and circle the areas where they shouldn't stay and write a brief notation as to why.

<http://www.maps.euroave.com/maps/>

10. Where Should I live? (Social Studies, Language Arts) - You have just won \$5 million in the lottery!! You're finally able to buy the dream home in Spain you've always wanted!! Go to the website: www.immospain.com to search homes available for purchase. Choose three possible homes from the site. Print out each possible home and write down why it interests you and any questions you may have about the property. Keep in mind location and amenities. Then, write an email expressing your interest and your questions to send to the realtor in charge of each property.

Presentational Communication Tasks

12. Cityscapes (Art, Language Arts, Social Studies) – You are taking an art class during your study abroad experience in Mexico. As part of the class you've been asked to keep a journal to respond to pieces of art you've seen in museums you've visited with the class. At the museum you're visiting today, your instructor has asked you to look at two images of cityscapes. They are hanging side by side but vastly different. The instructor asks you to respond to the following prompt in your journals: in which of the cities would you like to live and why?

Websites that can be used to find cityscapes for this activity include:

<http://www.artofpleasure.com/docs/art/obj007.htm>

<http://www.google.com/imghp?hl=en&tab=wi&q=> (keyword: cityscapes)

<http://www.art.com/> (keyword: cityscapes)

13. Parkour (Health, Phys Ed, Science, Math) - Your Spanish pen pal has emailed you asking if you've heard of the Spanish sport, Jai-alai, which is played in the streets of major cities. You haven't, so you go to the website (www.wikipedia.org/wiki/Jai_alai) to get information about the game. When you tell your Spanish teacher about it, she asks you to demonstrate how Jai-alai is played.

14. Metaphor Poems (Language Arts, Art) - Students are given a metaphor prompt about cities or communities. They are to add four lines to the prompt to create a five line metaphor poem about cities or communities. Teachers can give the option of illustrating the poem. Sample prompts include:

| | |
|---------------------------|-------------------------|
| • Gasoline is caviar | • Rural life is beauty |
| • Cities are firecrackers | • Cities are the future |
| • Cities are jungles | • Suburbs are memories |
| • Air pollution is cancer | • Streets are sorrow |

15. La Vuelta a España (Language Arts, Social Studies, Art, Math) - You are doing an internship with the public relations department of a city government in Spain. City leaders are very interested in having the Vuelta a España pass through their town. You've been asked to help write the proposal to the Vuelta a España organizing committee about why the race will benefit if it comes through your town and what the best route for the race would be.