LA NATURALEZA
Y
EL MEDIO AMBIENTE

ESPAÑOL III

Karen Tharrington
## Unit Plan Overview

<table>
<thead>
<tr>
<th><strong>Unit Title</strong></th>
<th>“La Naturaleza y el medio ambiente” (Nature and the environment)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
<td>At the end of this unit, students will be able to identify animals and their habitats, popular outdoor activities, and environmental terms. They will enhance their knowledge of Costa Rican flora and fauna, while reviewing previous information. Students will be able to integrate technology into their learning, such as using spreadsheets, creating databases and slide shows, and using the Internet. Finally, students will be able to give suggestions and recommendations using the subjunctive tense.</td>
</tr>
<tr>
<td><strong>Curriculum Areas</strong></td>
<td>Spanish, Language Arts, Math, Social Studies, Earth/Environmental Studies, Biology.</td>
</tr>
<tr>
<td><strong>Subject Areas:</strong></td>
<td>Nature, animals, the environment, outdoor activities, Costa Rica flora and fauna, need to preserve natural resources and animals.</td>
</tr>
<tr>
<td><strong>Suggested Level</strong></td>
<td>Spanish III (grades 10-12)</td>
</tr>
<tr>
<td><strong>Duration of Unit</strong></td>
<td>5 Weeks</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Students will be informally and formally assessed in listening, speaking, reading, writing and technology skills.</td>
</tr>
</tbody>
</table>
Latin America has numerous opportunities for travelers who have a desire to experience “the great outdoors.” The unusual flora and fauna that are unique to Latin America make it a truly amazing experience. Eco-tourism is gaining in popularity, and a number of national parks and biological reserves have been established in order to preserve each country’s rare species.

In this unit, you will explore various parks, be able to discuss popular outdoor activities, describe the natural environment, express attitudes and opinions about the environment, and identify wild animals, including those native to Latin America. You will also utilize a variety of technology skills to enhance your learning.

In this Unit you will be learning the following new vocabulary:

- Animals
- Nature and the Environment
- Outdoor activities

You will review vocabulary acquired from previous units:

- Weather
- Leisure activities
- Travel

You will use the following technological resources:

- Internet links and search engines to research information
- FileMaker Pro Databases to collect data
- Excel spreadsheet to analyze data
- Microsoft PowerPoint to present information
- Microsoft Publishing for written presentations

As we work through the unit, we will be addressing the following questions:

- Where can we see unique flora and fauna?
- Why should we protect the environment?
- What are some popular outdoor activities?
- How can we protect the environment?
- Where do animals live?
- What recommendations can we make for the future?
## Lesson 1: “Vamos a los parques de Costa Rica” - Reading Comprehension

<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>World Languages (Spanish) and Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area:</td>
<td>Reading in the target language on national parks of Costa Rica</td>
</tr>
<tr>
<td>Lesson Title:</td>
<td>“Vamos a los parques de Costa Rica”</td>
</tr>
<tr>
<td>Suggested Grade Level:</td>
<td>Spanish III (10–12)</td>
</tr>
</tbody>
</table>
| Equipment needed: | **Technology:** LCD panel hooked up to a laptop, large screen, reserved time in the Trans-lab, 32 computers with Internet access.  
**Software:** Microsoft Office PowerPoint for teacher to use to present material. |
| Prerequisite Skills in Subject Areas: | **Spanish:** Students have been introduced to nature vocabulary in the target language. Students are able to use this vocabulary orally and are ready to continue practicing their reading skills with the familiar vocabulary.  
**Language Arts:** Students are familiar with reading strategies for comprehension and summarization in the English language, and the instructor has provided them with similar strategies to use when reading in the target language. |
| Prerequisite Skills in Technology: | Students are already familiar with using the Internet as a research tool, and are able to utilize search engines correctly. For this project, students will follow teacher-designed links from a web page, designed to take students to the required information. |
| Learning Objectives in Subject Areas: | **Spanish:** 6.01- “Acquire and process information from a variety of sources in the target language about a topic that is common to other disciplines.”  
**Language Arts:** 2.01- “Demonstrate the ability to read and listen to explanatory texts by:  
- using appropriate preparation, engagement, and reflection strategies.  
- demonstrating comprehension of main ideas.  
- summarizing major steps.  
- determining clarity and accuracy of the text.” |
| Learning Objectives in Technology: | **Technology:** 2.2 – “Select and use appropriate technology tools to efficiently collect, analyze, and display data.” |
**Instructions:**

This two-day lesson is designed to help students internalize previously learned vocabulary regarding nature, provide additional cultural exposure to the Spanish-speaking country of Costa Rica, and give students an opportunity to practice their reading skills in the target language (Spanish). Using the LCD panel and laptop, the teacher will project a PowerPoint slide show presentation showing the various national parks in the U.S. and in Costa Rica. Students will try to identify in which country they would find the parks. After this guessing activity, the teacher will tell the students that the class is going to be discussing national parks in the Spanish-speaking country of Costa Rica.

As a class, students will offer what they know about local and national parks, and the instructor will list these on the board. After this activity, will work individually to fill out the worksheet (in English) about their park background knowledge and experience. Next, students will login on the computers and open the “shared file” folder marked “Tharrington Spanish” and will double-click the “Costa Rica” folder to open the web search. Students will find answers to questions about the types of animals and plants that live in the national parks in Costa Rica by following the links and reading about national parks in Costa Rica (in Spanish).

Students will use the links on the web search to first scan through the article, to answer the "What can you quickly find?" questions. These questions address the basic geography of Costa Rica and the location of national parks in that country.

Students will continue to follow the directions and links on the web search, and finish answering the comprehension questions on their worksheet. The questions are in English in order to assess the students’ understanding of what they read in Spanish.

Students will turn in their completed worksheets at the end of the period. They will get them back for the next class period, where they will be using them to create an Excel spreadsheet. Students will also fill out a self-assessment form on the reading strategies and their thoughts on their abilities.

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**Evaluation of Content:**

**Spanish:** Students will be evaluated informally on their reading abilities and the use of various reading strategies during the reading of the online articles. They will be evaluated formally on their reading comprehension by the correctness of their worksheet.

**Language Arts:** Students will fill out a self-assessment form designed to see how they view their reading abilities, strategies, and...
| Evaluation of Technology Integration: | The teacher will know if the students are utilizing the web search and the links to find the appropriate information on Costa Rica. In order to answer the questions correctly, students will need to follow the directions on the web search and use the links provided. This will be assessed through teacher observation during the activity. |

[ Judy - Please open attachment #1 for the web search]
Los parques nacionales de Costa Rica

OBJECTIVES: You will be reading different online articles about national parks in Costa Rica in order to gain a greater understanding of the environment and natural beauty of Costa Rica, as well as steps taken by the Costa Rican government to preserve them. You will use a web page that I designed with links to the sites you need to answer your questions. This activity is designed to check your reading comprehension in Spanish and you are expected to use your reading strategies to help you. You will fill out a self-assessment after completing the reading and questions.

After logging on at your computer stations, open the “Shared Files” folder and double-click on “Tharrington Spanish.” Double-click on “Costa Rica” to open the web search. Follow the directions on the web page, and use this worksheet for your answers. Answer all questions in English.

I. What do you know now?

1. Which national parks or state parks are closest to your community?

   ____________________________________________________________

2. Which national parks or state parks have you visited?

   ____________________________________________________________

3. What are these parks for?

   ____________________________________________________________

II. What can you find quickly?

Costa Rica is a small Central American country about the size of New Jersey. It has an extensive national park system. Use the links on the web search to answer the questions (in English).

Look at the list of national parks.
How many national parks are there in Costa Rica? __________

→Look at the map.

Which country borders Costa Rica on the north? ________________
Which country borders Costa Rica on the south? ________________
How many of the parks are on the coast? __________
How many of the parks are inland? __________
How many parks are islands? __________

→What are their names?

_________________________________  _____________________________
_________________________________  _____________________________

III. Read to Learn

Rincón de la Vieja.
Just from looking at the pictures, what do you think are some of the park’s features?

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

→Look at the fourth paragraph.

How high is the highest point in the park? ________________
How many eruption sites does the volcano have? ________________
How many are still active? ________________

→The seventh paragraph that begins El Rincón de la Vieja says that the diverse habitats of the park are due to the differences of ________________ and ________________.

→Trees
The seventh paragraph then lists some trees in the lower parts of the park.

   How many different kinds of trees are mentioned? _______________

In the next paragraph it lists the trees at the intermediate elevations of the park.

   How many different kinds are listed? _______________

The following paragraph lists the trees at the highest elevations of the park.

   How many different kinds are listed? _______________

→ Lomas Barbudal

The second paragraph tells that this park has a wealth of species of insects.

   How many species of bees (abejas) does it have? _______________

How many species of butterflies (mariposas) does it have? _______________
Student Reading Self-Assessment

How difficult was this reading for you to understand?
___ Impossible ___ Challenging ___ Some difficult areas ___ Understandable ___ Easy

How prepared were you with the vocabulary before the reading?
___ Not prepared ___ I knew some of the words ___ I knew most of the words

How many times did you have to read the article before answering confidently?
___ More than 3 times ___ 2-3 times ___ only one time

Which of the reading strategies did you find most helpful?
(Check all that apply)

_____ Using prior knowledge from the textbook information
_____ Skimming and scanning for general information
_____ Recognizing essential from nonessential words
_____ Using cognates and decoding false cognates
_____ Using context to understand the meaning
_____ Note taking

What can you do to improve your reading comprehension in Spanish?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>World Languages (Spanish) and Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area:</td>
<td>Comparisons of geological features of each park, creation of an information database.</td>
</tr>
<tr>
<td>Lesson Title:</td>
<td>“Vamos a los parques -parte 2.”</td>
</tr>
<tr>
<td>Suggested Grade Level:</td>
<td>Spanish III (10–12)</td>
</tr>
</tbody>
</table>
| Equipment needed:     | **Technology:** Reserved time in the Trans-lab, 32 computers with Internet access  
                       | **Software:** FileMaker Pro Database software |
| Prerequisite Skills in Subject Areas: | **Spanish:** Students have internalized nature and the environment vocabulary words, and have practiced their reading skills by reading about Costa Rican national parks (in Spanish) and answering comprehension questions. Students gained a cultural insight into the importance of the flora and fauna of these parks, and the steps the Costa Rican government is taking to preserve these parks.  
                       | **Social Studies:** Students have been exposed to geographical terms in English, and are able to recognize different features, such as mountains, lakes, beaches, etc. |
| Prerequisite Skills in Technology: | Students have been given instruction in previous units on how to create a database with FileMaker Pro software. Students will use previously learned information to create their geographic features database for this lesson. |
| Learning Objectives in Subject Areas: | **Spanish:** **6.03** –“Transfer information acquired in the foreign language class for use in other disciplines.”  
                       | **Social Studies:** **5.03** –“Compare and contrast the physical features of communities and regions.” |
| Learning Objectives in Technology: | **Technology:** **2.1** –“Practice and refine knowledge and skills in keyboarding/word processing/desktop publishing, spreadsheets, databases, multimedia, and telecommunications in preparing classroom assignments and projects.” |
**Instructions:**

This is day two of the previous lesson. Students read about parks and reserves in Costa Rica using a teacher-created web page with links to each article. Students answered comprehension questions about the reading. Students received their graded worksheets and had an opportunity to ask clarification questions in class. For this lesson, students will work in pairs to create a database with information they read about yesterday.

After logging onto the computers, students will open the web search page they used in the previous lesson. In pairs, students will look at each of the parks again, but will classify them according their **predominant geographical features** and the number of following species:

- Mammals
- Birds
- Amphibians
- Fish
- Insects
- Butterflies
- Trees

After students have collected the data and classified the information for each park, they will open the FileMaker Pro folder under “Utilities” and create a database, using the above information for the eight fields. Students should use the **EXACT** wording above for their field names. After creating the initial database, students may experiment with font size, color, and other options. A graphic image MUST be included!

<table>
<thead>
<tr>
<th>Evaluation of Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spanish:</strong> The Database will be graded based on the following areas: Spanish word usage (montaña, playa, selva, lago, ciudad) for the geographical features and fields, spelling, and accentuation.</td>
</tr>
<tr>
<td><strong>Social Studies:</strong> The information included in the database will show that students have compared the physical features of each park accurately and appropriately. This will be assessed informally during the creation of the database, and will be included in the evaluation of the Spanish content.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation of Technology Integration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor will open the databases and grade with a rubric that is based the requirements for the assignment. Working with, and creating databases are important skills for students. The instructor will provide immediate feedback to students during the database creation and will informally assess their abilities to use the software correctly. Students will demonstrate successful practice of the database skills with a completed database.</td>
</tr>
</tbody>
</table>
Evaluation of Park Database

Fields are appropriately named   _____/8 pts.
Font is readable                 _____/3 pts.
Graphic is included             _____/3 pts.
Vocabulary is used correctly    _____/8 pts.
Spelling                       _____/3 pts.
Proper accentuation             _____/3 pts.
Overall quality of work         _____/2 pts.

TOTAL points earned             _____/25 pts.
Lesson 3: “Las actividades más populares” - Outdoor activities survey

<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>World Languages (Spanish) and Math (Statistics)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area:</td>
<td>Conversation and questioning techniques, collect, analyze and graph data.</td>
</tr>
<tr>
<td>Lesson Title:</td>
<td>“Las actividades más populares”</td>
</tr>
<tr>
<td>Suggested Grade Level:</td>
<td>Spanish III (10–12)</td>
</tr>
</tbody>
</table>
| Equipment needed: | **Technology**: Reserved time in the Trans-lab, 32 computers for student use, printer  
**Software**: Excel Spreadsheet (Microsoft Office)  
**Other**: Data Gathering Worksheet (student created), vocabulary |

**Prerequisite Skills in Subject Areas:**

**Spanish**: Students have been working with vocabulary that focuses on nature and the outdoors, and are able to identify various outdoor activities/sports in the USA and in Spanish-speaking countries. At this level, students are able to engage in conversation and incorporate appropriate questioning techniques to gather information, answer personally, and record information properly.

**Math**: Students recognize that graphs are used to display information. They understand the need for different graphs, depending on the kind of information they are presenting. Students are able to properly collect and analyze data and determine what kind of graph to use. Basic math skills for determining mean, median, and mode as needed.

**Prerequisite Skills in Technology:**

Ability to use spreadsheet software and create a spreadsheet with information and a graph. Knowledge of basic Excel commands such as column width, AutoFormat for table formatting, and inserting charts or graphs.

**Learning Objectives in Subject Areas:**

**Spanish** - 6.01 “Acquire and process information from a variety of sources in the target language about a topic which is common to other disciplines.”

**Math**: 4.01 “Collect, organize, analyze, and display data (including scatter plots) to solve problems.”

**Learning Objectives in Technology:**

**Technology**: 2.1 “Practice and refine knowledge and skills in keyboarding/word processing/desktop publishing, spreadsheets, databases, multimedia, and telecommunications in preparing classroom assignments and projects.”
**Instructions:**

Students have been studying nature and the environment. They have seen how countries such as Costa Rica are working hard to preserve their natural resources, flora, and fauna. Students have been acquiring outdoor activity and sports vocabulary in the target language. This activity is designed to continue oral practice with the vocabulary by taking a survey of the most popular outdoor sports, and to refine their ability to create a spreadsheet.

The instructor will show several examples of different surveys, and discuss how to create one. Examples will include how to create questions that allow for data to be converted to mathematical forms and using Likert scales. Students will work individually to write a survey about what kinds of outdoor activities others are involved in, how often, with whom, why, and where. After writing their surveys, students will orally question other students in the class (in Spanish) and record their answers.

After asking everyone, students will then analyze the information and decide which information they will use, how they will use it, and how to present their data in a spreadsheet. Students will login on the computers and open Microsoft Excel (in the “Utilities” folder). Students have access to an example that has been placed in their network folders, titled “Outdoor Activity example.”

Students will turn in a printout of their spreadsheet that includes the following criteria:

- Title of Spreadsheet
- Appropriately labeled headings and columns
- Information gathered in numerical form
- An appropriate chart or graph to illustrate their choice of data

When finished, students should save their work and printout a copy of their spreadsheet to turn in for a class work grade. Students will continue to develop their reading and writing skills with the target vocabulary during the week.
**Evaluation of Content:**

**Spanish:** The teacher will circulate the room to monitor writing of surveys and will listen to the students as they ask each other about their interests and will assess student questioning skills, appropriate word choice and order, pronunciation, and consistent use of Spanish during the conversational questioning session. A 5-point Oral Skills Assessment rubric will be used (students are familiar with this assessment type.)

**Math:** The interpretation of collected data, the equations used in the spreadsheet, and the appropriateness of the graph chosen will show the effectiveness of lesson and student math skills.

**Evaluation of Technology Integration:**

The spreadsheet will be graded based on the inclusion of all of the criteria mentioned in the instruction section. The effectiveness of the technology skills will be evidenced by printout of the spreadsheet.

**Examples of survey questions:**

**Specific Answer questions:**
Which outdoor sports do you participate in?
- a. soccer
- b. football
- c. jai alai
- d. swimming

**Frequency count questions:**
How often do you study each night?
- a. less than one hour
- b. one – two hours
- c. three- four hours
- d. more than four hours

**Likert Scale questions:**
How would you rate your participation in aerobics to improve your health?
- a. very likely
- b. somewhat likely
- c. undecided
- d. not very likely
- e. unlikely

[Please open separate “Lesson 3 Spreadsheet example” to view]
“Las actividades más populares”

Oral skill assessment for survey questioning:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 point- Below Average</th>
<th>3 points - Good</th>
<th>5 points- Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of Communication</td>
<td>Gives very few or no details or examples</td>
<td>Gives only a few details or examples</td>
<td>Consistently gives details or examples</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Many misused words and repetitions of the same grammatical errors</td>
<td>Sometimes misuses words and repeats same grammatical errors</td>
<td>Very few misused words or repetitions of the same grammatical errors</td>
</tr>
<tr>
<td>Comprehensibility</td>
<td>Difficult to understand</td>
<td>Fairly easy to understand but not fully organized</td>
<td>Organized thoughts and easy to understand.</td>
</tr>
</tbody>
</table>

Math assessment

- Printout of spreadsheet
  - Yes (5 pts)
  - Partially (3 pts)
  - No (1 pt)

- Graph is appropriate for the type of data
  - _____________

- Spreadsheet has all required elements
  (title, headings, columns, # of students, graph,)
  - _____________

Total Project Grade: ______
## Lesson 4 “Virtual Zoo” - Powerpoint Presentation

<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>World Languages (Spanish) and Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area:</td>
<td>Animals and their environments, habitats, and behaviors.</td>
</tr>
<tr>
<td>Lesson Title:</td>
<td>“Virtual Zoo”</td>
</tr>
<tr>
<td>Suggested Grade Level:</td>
<td>Spanish III (10–12)</td>
</tr>
</tbody>
</table>

### Equipment needed:

**Technology:** Thirty-two computers in the Language Lab with Internet access for research, online encyclopedias, SAS in Schools access, and a microphone connection and headphones; digital camera and scanner.

**Software:** Microsoft Office (PowerPoint) with Clip Art

**Other:** Animal books and encyclopedias pulled from the shelves by Media Specialist and placed on a cart, Spanish-English dictionaries.

### Prerequisite Skills in Subject Areas:

**Spanish:** Students have been utilizing vocabulary based on nature, environment, outdoor activities and the importance of protecting Earth’s resources. Students have acquired animal vocabulary and characteristics in the target language and have used the vocabulary orally/aurally. Students are able to recognize written information in Spanish about animals and their habits.

**Biology:** Students have been exposed to various types of animals and are able to recognize their origins, characteristics, and habits in English. This lesson is designed to take this previously acquired information and transfer it to the target language.

### Prerequisite Skills in Technology:

Students are familiar with the Internet and different search engines and how to use them for research. Students have used Microsoft PowerPoint previously for this class and others and should be comfortable creating a slide presentation. Students have been shown how to use a digital camera and scanner, and may use these to find/create an image of their animal, if desired.

### Learning Objectives in Subject Areas:

**Spanish** - **3.05** “Summarize and interpret information from authentic material orally and in writing.”

**Biology** - **5.03** “Assess, describe, and explain types of animal behaviors.”

### Learning Objectives in Technology:

**Technology** – **3.2** “Select and use technological tools for class assignments, projects, and presentations.”
## Instructions:
For this lesson, students will choose the name of an animal. They will research this animal, finding information about its natural habitat, eating habits, physical characteristics, and behaviors. Students will utilize technology for research, and will enhance their ability to create a slide show on PowerPoint. Students can use an Internet search engine, online encyclopedias, SAS in schools site, or print texts to find the information. Students will also need to find a picture of their animal, or create one. Digital cameras are available for student use from the Media Center as needed. After collecting the information, students will open Microsoft PowerPoint (found in the “Utilities” folder) and will create a 6-slide presentation of their animal (in Spanish) with recorded narration. Students can do this at each computer station with the microphones. The presentation should follow these general guidelines:

1. **1st slide** – Image and name of animal.
2. **2nd slide** – Origin and natural habitat of animal.
3. **3rd slide** – Animal’s eating habits.
4. **4th slide** – Characteristics of animal.
5. **5th slide** – Animal’s Behavior.

The slide presentations should include the following technology elements:

- All slides should have a background – same or different.
- Font should be large and readable.
- At least one slide should have an interactive animation element.
- At least two slides should include word or image animation.
- At least one slide should have an action button.
- Transitions between each slide (same or different).
- Include a recorded narration.
- Set timings for presentation of slide show.

The instructor will capture each presentation and put it together to create a virtual zoo. Discovering information about the different animals will serve as a springboard in preparing students to write a persuasive journal article the following week.

## Evaluation of Content:
**Spanish:** Being able to communicate information in the target language is an important skill for Spanish students. This project will be evaluated with an overall rubric. The areas to be assessed in Spanish include content, sentence structure, spelling, accentuation, word order, and oral abilities (pronunciation and
<table>
<thead>
<tr>
<th><strong>Fluidity of narration.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Biology:</em> Transference of learned material from English to Spanish will be the main assessment focus for this content area.</td>
</tr>
<tr>
<td><strong>Evaluation of Technology Integration:</strong></td>
</tr>
<tr>
<td>The rubric includes assessment for the actual slide presentation. Students will be evaluated based on their use of all required technology elements, and the degree to which they utilized the technology tools.</td>
</tr>
</tbody>
</table>
Virtual Zoo

As an animal specialist, you have been selected to create a virtual zoo! This zoo will have information about many animals so students from around the world can “visit” a zoo. Since you are an expert in animal science, you will choose one of your animals to spotlight in the zoo and create a slide show presentation using PowerPoint. The presentation should include the following elements:

1. **1st slide** – Image and name of animal.
2. **2nd slide** – Origin and natural habitat of animal.
3. **3rd slide** – Animal’s eating habits.
4. **4th slide** – Characteristics of animal.
5. **5th slide** – Animal’s Behavior.

You will also need to be mindful of how the use of technology tools in PowerPoint help to make the slide show more interesting to the viewer. As part of this project, your goal is to design a slide show that is both informative, and entertaining. You can achieve these goals by including the following technology elements:

- Include a background on each slide (same or different).
- Font should be large and readable.
- At least one slide should have an interactive animation element.
- At least two slides should include word or image animation.
- At least one slide should have an action button.
- Transitions between each slide (same or different).
- Include a recorded narration.
- Set timings for presentation of slide show.
# Virtual Zoo Slide Presentation Rubric

<table>
<thead>
<tr>
<th>Content:</th>
<th>Still in production</th>
<th>Beta testing</th>
<th>Ready for launching!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required info</td>
<td>Misuse of vocabulary and/or missing important elements.</td>
<td>Most of the vocabulary is used correctly; need to enhance some elements.</td>
<td>Good use of vocabulary from the entire unit; All elements are included.</td>
</tr>
<tr>
<td>Spanish use</td>
<td>Misuse of vocabulary and/or missing important elements.</td>
<td>Most of the vocabulary is used correctly; need to enhance some elements.</td>
<td>Good use of vocabulary from the entire unit; All elements are included.</td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>Sentence structure is poor and interferes with understanding of information. Errors are typical of lower levels and are repeated.</td>
<td>Good sentence structure overall; some errors but comprehension is not directly affected.</td>
<td>Proper sentence structures are utilized; it is clear what you communicating. Any errors are minimal.</td>
</tr>
<tr>
<td>Spelling/Accents</td>
<td>Too many spelling errors; missing or misuse of accents. Review of general guidelines is strongly recommended!</td>
<td>There are a few spelling errors- mostly phonetic or careless mistakes. Accents are used correctly for the most part.</td>
<td>No spelling errors; correct use of written accents. It is obvious that you have good control of the written language.</td>
</tr>
<tr>
<td>Word Order and agreement</td>
<td>There are many common errors due to interference of English language.</td>
<td>Word order and agreement is generally good – there are a few common errors.</td>
<td>Adjective and verb agreements are excellent.</td>
</tr>
<tr>
<td>Oral Skills Narrations:</td>
<td>English interference with pronunciation; many pauses in narration; novice speaker (ACTFL guidelines).</td>
<td>Common errors with vowel sounds, “i” and “ñ”, but it is clear that proper pronunciation was attempted. Some pauses in longer narration areas.</td>
<td>Pronunciation and fluidity are close to intermediate speaker level (ACTFL guidelines). Continued speech with pauses for emphasis only.</td>
</tr>
<tr>
<td>Technology References cited</td>
<td>No works cited slide, or not following MLA guidelines.</td>
<td>Most information is correctly cited; some errors or omitted references.</td>
<td>Works are cited correctly, including all information and images, according to MLA guidelines.</td>
</tr>
<tr>
<td>Presentation:</td>
<td>No backgrounds or not appropriate; font is unreadable.</td>
<td>Backgrounds are included; font is acceptable.</td>
<td>Backgrounds add to the presentation; font is clear and readable.</td>
</tr>
<tr>
<td>Animation</td>
<td>No animation.</td>
<td>Some animation.</td>
<td>Great animation that engages the viewer.</td>
</tr>
<tr>
<td>Transitions used between slides</td>
<td>No transitions.</td>
<td>Some transitions between most slides.</td>
<td>Engaging and animated transitions between all slides.</td>
</tr>
<tr>
<td>Preset timings</td>
<td>Not timed, or move too fast to read.</td>
<td>Some slides move too quickly for viewer to read.</td>
<td>Timings are appropriate for viewer to take in all of the information given.</td>
</tr>
</tbody>
</table>

**POINTS EARNED:**

<table>
<thead>
<tr>
<th>Still in production</th>
<th>Beta testing</th>
<th>Ready for launching!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:** ______

ECI 511 Unit Plan

Karen Tharrington
### Lesson 5: “Protecting Our Animals” - journal article

<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>World Languages (Spanish) and Earth/Environmental Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area:</td>
<td>Wild animals, animals native to Latin America</td>
</tr>
<tr>
<td>Lesson Title:</td>
<td>“Protecting Our Animals”</td>
</tr>
<tr>
<td>Suggested Grade Level:</td>
<td>Spanish III (10–12)</td>
</tr>
<tr>
<td>Equipment needed:</td>
<td><strong>Technology:</strong> Reserve the Trans-lab with 32 computers and a printer. LCD panel and laptop, large screen. (Students desiring to print in color will need to save their work to a disk to print at home).  <strong>Software:</strong> Microsoft Publishing.</td>
</tr>
<tr>
<td>Prerequisite Skills in Subject Areas:</td>
<td><strong>Spanish:</strong> Students have already learned the names of each animal, their physical characteristics and their environments. Students have been developing their writing skills all semester, and have a grasp of the subjunctive function of recommendations.  <strong>Earth/Environmental Science:</strong> Students have discussed (in English) society and the impact of progress on natural resources, animals and their environments, and extinction. Students are expected to take this prior knowledge and transfer the information in order to communicate in the target language.</td>
</tr>
<tr>
<td>Prerequisite Skills in Technology:</td>
<td><strong>Technology:</strong> Students have learned how to enter text into a basic Microsoft Publishing document, how to add a graphic, create text boxes and save their work.</td>
</tr>
<tr>
<td>Learning Objectives in Subject Areas:</td>
<td><strong>Spanish:</strong> 1.03 – “Express preferences, feelings, emotions, and opinions giving supporting details orally and in writing.”  <strong>Earth/Environmental Science:</strong> 7.03 – “Assess how society weighs the choices of economic progress, population growth and environmental stewardship and select a balanced responsible course of action.”</td>
</tr>
<tr>
<td>Learning Objectives in Technology:</td>
<td><strong>Technology:</strong> 2.1 – “Practice and refine knowledge and skills in keyboarding/word processing/desktop publishing, spreadsheets, databases, multimedia, and telecommunications in preparing classroom assignments and projects.”</td>
</tr>
</tbody>
</table>
**Instructions:**

Students will meet in the Trans-lab and login under their user names. Clicking the “+” sign by the Utilities folder will give the students various options. Students should double-click on the “Microsoft Publishing” icon to open the software.

Students will watch a demonstration on the large screen about using the newsletter template for their articles. The instructor will demonstrate each step, and students will follow, working through the six steps.

1. Click the Publications by Wizard option.
2. Select “Newsletters.”
3. Select a style you like.
4. Click the “Start Wizard” button.
5. This is where you choose your font, color, etc. After you choose each item, click the “Next” button to advance.
6. Click “Finish.”

Students will create an article for an (imaginary) national science journal - “¡Ciencias hoy!” - featuring an endangered animal of their choice. The article will be created in Microsoft Publishing, using the “newsletter” template. The article should include the following:

- A title of the Science Journal, date, volume number
- A graphic of the animal
- An article about the animal, including its physical characteristics and natural environment.
- An article about how the animal is important to the Earth or its surrounding area, and why it is in danger of extinction.
- Recommendations for how we can protect the animal and/or its environment and why it is important.

Text boxes should be used around each column or paragraph to separate them from each other.

After proofreading their article, students may print them out on the printers by clicking the “printer” icon at the top of the page. Students who wish to print in color must save their work to their disks and print at home.
| Evaluation of Content: | Spanish: Students will be evaluated on their article’s content, correct use of Spanish vocabulary, spelling and accents, grammar, word order and word agreement. As this is an Honors course, students are expected to have the necessary skills to present decent written work. A writing rubric will be used to score the written portion of the article.  

Earth/Environmental Science: Being able to express oneself is an important skill that students continue to improve upon. Transferring that skill to the target language is challenging, but attainable. Students will be evaluated on their ability to communicate in Spanish, with the content focusing on Earth and Environmental science. It is expected that students will thoughtfully consider how growth affects the earth’s resources and this will be reflected in their writing. |
| Evaluation of Technology Integration: | Informal assessment of student skills with Microsoft Publisher will be observed during the work process. The article will be graded separately as an add-on grade to their content work. Students will receive 2 points for each area:  

» Including the title, date and volume number.  
» Inserting a graphic.  
» Use of text boxes to separate paragraphs.  
» Using the newsletter template. |
# Writing Rubric for Spanish III

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Developed</th>
<th>Developing</th>
<th>Adequately Developed</th>
<th>Well – Fully Developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus is unclear or absent</td>
<td>Confusing or shifts at times</td>
<td>Some areas of writing are difficult to follow</td>
<td>Bare Bones: position is clear; main point clear</td>
</tr>
<tr>
<td>Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No support statements or details</td>
<td>Listing of statements or details</td>
<td>Some points are elaborated; list of related details</td>
<td>More points are elaborated</td>
</tr>
<tr>
<td>Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No plan</td>
<td>Plan is attempted</td>
<td>Plan is noticeable but paragraphs not done correctly</td>
<td>Some connection between ideas; plan is clear</td>
</tr>
<tr>
<td>Conventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Many errors; cannot read</td>
<td>Many major errors; lots of minor errors; confusing to reader</td>
<td>Some major errors; poor sentence structure</td>
<td>Few major errors and minor errors; mastery of sentence structure</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No use of subjunctive; minimal use of vocabulary</td>
<td>Not a firm grasp of subjunctive usage; minimal vocabulary</td>
<td>Some subjunctive but with errors; vocabulary is used</td>
<td>A generally fair understanding of subjunctive in common settings; vocab use</td>
</tr>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Messy, out of control; extremely difficult to read; no paragraph separations</td>
<td>Difficult to read; some effort is apparent.</td>
<td>Some elements show control; fairly easy to read</td>
<td>Most elements are under control; easy to read; good spacing of paragraphs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>F</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>2-5</td>
<td>8-11</td>
<td>14-17</td>
<td>20-23</td>
<td>24+</td>
</tr>
</tbody>
</table>

Adapted from Pieces of Learning, 2001.
Vamos a los parques de Costa Rica

Costa Rica has many national parks and reserves that exhibit the beautiful flora and fauna of the country. Industrial progress in the country, like in the United States, is causing urban spread and creates a danger for nature and animals alike. This web search is designed to give you a better understanding of the environment and natural beauty of Costa Rica, as well as the steps taken by their government to preserve them, and gain cultural insights. You will also gain practice in reading in Spanish and solidify the unit vocabulary.

I. What can you find quickly? Use the link below and scan the article quickly, answering the questions on your worksheet.

→ Parques Nacionales de Costa Rica.

II. Read to Learn. Use the links to answer the comprehension questions.

→ Rincón de la Vieja
## Popular Activities in Mexico

<table>
<thead>
<tr>
<th>Type of Activity</th>
<th>How often</th>
<th>Where</th>
<th>Companions</th>
<th>Why students participate in activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Swimming</td>
<td>Hiking</td>
<td>Biking</td>
<td>beach</td>
</tr>
<tr>
<td>How often</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-2x year</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3-4x year</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>&gt;4x a year</td>
<td>10</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>12</td>
<td>13</td>
<td>15</td>
</tr>
</tbody>
</table>

### Why students participate in activity

- Relaxation: 3, 4, 0
- vacation: 6, 3, 0
- fun: 2, 2, 6
- interest in outdoors: 4, 11, 3
- health: 1, 3, 7
- Total: 16, 23, 16