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| School **Library Media Center**  **Collaboration Planning** |

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| **Teacher(s):** Mrs. Frye **Unit**: Spanish Speaking Cities  **Grade Level**: Spanish 2 Honors **Plan Dates**: 3/8, 3/9 **Time Frame**: 3 50 minute classes  **Unit Overview and description:**  After studying the command unit and learning basic vocabulary about celebrations, the family, and travel, students will select a Spanish speaking city, research that city, and create a travel guide/brochure.  **Culminating Learning Product:**  Students can showcase their information in a product of their choice- Power Point, Glogster, Word Document, Poster, or Brochure. They must also present their findings via an oral presentation in Spanish. A rubric will be used to assess their products. | |
| **AASL Standard(s) and Library Standards:**  1.1.4- Find, evaluate, and select appropriate sources to  answer questions  1.1.8- Demonstrate mastery of technology tools for  accessing information and pursuing inquiry  2.1.5- Collaborate with others to exchange ideas, develop  new understandings, make decisions, and solve  problems  3.1.4-Use technology and other information tools to  organize and display knowledge and understanding  in ways that others can view, use, and assess  3.1.6- Use information and technology ethically and  responsibly  4.1.8- Use creative and artistic formats to express  personal learning  **Maryland State Library Standards:**  1.04- promote social responsibility in the use of  information.  2.05- promote student independence in learning  through effective and ethical use of print and  electronic resources.  3.01.01- locate and use information resources,  equipment, and other technologies effectively  and efficiently.  3.01.02- review, evaluate, and select materials for an  identified information need.  3.01.05- retrieve and manage information.  3.01.08- apply ethical behavior to the use of  information.  3.02.01- collaborate with school level staff to develop  and implement authentic learning tasks to  promote student achievement.  3.02.03- identify and facilitate access to instructional  materials that support the curriculum.  5.02.03- encourage the use of instructional materials  and technologies by students and staff. | **Content Standards:**  Based on National Standards developed by ACTFL the assignment meets:  Communication Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.  Cultures Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.  Communities 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment. HCPSS Standards:Goal 1.3 Presentational: Students will present information, concepts, and ideas to an audience of listeners or readers on a wide variety of topics in the target language.  Indicator: Students make presentations and write simple paragraphs on familiar topics in the target language. Goal 2.1 Practices and Perspectives: Students demonstrate knowledge and understanding of another people’s way of life, the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.  Indicator: Students describe the relationship between practices and perspectives of the cultures studied in the target language. |
| **Project Description (Objectives/Learning Outcomes):**  Students will be able to:  ~select research city of their choice and use  assignment requirements to drive their information  seeking strategies  ~familiarize themselves with the features of the  databases  ~demonstrate understanding of the features for the  three databases that are most relevant to their topic  ~create a well researched travel guide using MLA  style to document sources  ~present findings to the class in a creative way | Essential Questions: ~What information should one know before traveling  abroad?  ~How can we help students to locate accurate  information?  ~How can we get students to participate in real-life,  student centered activities that incorporate research? |

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| **Teacher will:**  ~Ensure students know all necessary Spanish vocabulary  to complete the assignment. The units of vocabulary are  as follows: celebrations, commands, travel, and family.  ~Examine Spanish Curriculum standards and create  outline/brainstorm for an assignment that fits standards  ~ Meet with library media specialist to finalize project  requirements and details  ~Create assignment sheet and distribute to students  ~Assist with classroom management during delivery of  instruction.  ~Assist students (if needed) during lesson  ~Work with library media specialist to create assessment  tools | **Library Media Specialist will:**  **~**Meet with teacher to discuss assignment idea and  finalize requirements/details.  ~View databases and select those most relevant to  assignment  ~Create all worksheets needed for lesson  ~Set up Webpage for lesson—ensure links are active  ~Set up Hand Out Drive for teacher and place  appropriate documents on drive  ~Deliver instruction during lesson  ~Assist students (if needed) during lesson  ~Work with teacher to create assessment tools |
| **Materials/Resources:**  Internet Word Glogster RHS Databases  Power Point Google Forms NoodleBib Express  Copies of student worksheets | **Unit Assessments:**  **Diagnostic-** Pre Assessment(GoogleForm), MLA Group Activity Formative- CultureGrams Exploration WS, Student Resources in Context WS, MLA Practice CitationSummative- Exit Tickets, Database Comparison Survey, Final Products to be evaluated with rubric |

### Project Calendar

### Daily Learning Activities

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| Day 1 | 1. Introductions  2. Pre Assessment on Google Forms  3. View Model Assignment with Paris, France using Glogster  4. Overview of RHS Media Center Databases and Introduction to CultureGrams  5. CultureGrams practice in pairs using worksheet  5. Time for Individual Student Research  6. Closure—Exit ticket |
| Day 2 | 1. Brief review of Pre Assessment results  2. Overview of Student Resource Center and World Book  3. Student Resource WS in pairs  3. Independent Research time using Individual Research worksheet  4. Post Assessment—Student Survey-evaluation/comparison of databases |
| Day 3 | 1. Review of MLA Style- Group Activity  2. Show NoodleBib Express – generate practice citation  3. Remind students of tools needed to complete final product (Glogster, Word, Power Point)  4. Teacher reviews Assessment Tool for final product- teacher/librarian generated rubric  5. Students have time to begin creating their final products |

**Media Specialist Evaluation of Unit:** Please see last page of this document for Reflection

Mrs. Frye’s Assignment Sheet:



\*image taken from www.tripadvisor.com

You have recently been hired as a Spanish-speaking consultant for tripadvisor, the website that prides itself on having unbiased reviews and practical travel advice for everyone. You have been commissioned to write a travel guide for a Spanish-speaking city. In your travel guide you must include the following:

* Description of the city in paragraph form (Where is it and why is it a desirable destination?)
* 3 Hotel Reviews (paragraphs describing what kind of hotel it is, what you rate it, what attractions it is located near, any special amenities it may have. Each review should be at least 1 paragraph of no less than 8 sentences)
* List of 10 things to do or not to do in the city – Each item must be in command form and include a reason to support the command)
* Map of city with at least 10 attractions labeled
* Information on cultural norms/behaviors for that city and country
* Description of festivals/cultural events that draw tourists to that city
* Colorful presentation that includes pictures
* Works Cited – Be sure if you quote or paraphrase information to cite it and write the reference in the works cited. We will use MLA format.

The travel guide can be presented in one of five ways: word document, Power Point presentation, poster display, Glogster, or website.

You will need to choose a city by Monday March 12, 2012. No city can be repeated within Mrs. Frye’s 2 sections of Spanish 2 Honors.

You will present this travel guide to the class on March 28 or 29. The presentation will NOT include all the information in the travel guide, but rather be a brief synopsis of the city with a few suggestions of what to do while visiting. Note, if you plan to do a word document, you will need some sort of visual presentation for the class.

Be aware that any ENGLISH in the presentation will significantly decrease your score and that any PLAGIARISM will result in a 0 for the assignment.

You will receive a rubric for the project ahead of the due date in order for you to check that all requirements have been met.

Lesson Plans with Handouts:

**Lesson Plan**

**Collaborative Unit, Day 1**

**Grade**: Spanish 2 Honors, Mixed Grades

**Content Topic:** Spanish Speaking Cities  **Estimated Lesson Time:** 50 minutes

**AASL Standards:**

1.1.4- Find, evaluate, and select appropriate sources to answer questions

1.1.8- Demonstrate mastery of technology tools for accessing information and pursuing inquiry

2.1.5- Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve

problems

3.1.4-Use technology and other information tools to organize and display knowledge and understanding in ways

that others can view, use, and assess

**Library Media Objectives (local standards):**

2.05- Promote student independence in learning through effective and ethical use of print and electronic

resources.

3.01.01- Locate and use information resources, equipment, and other technologies effectively and efficiently.

3.01.02- Review, evaluate, and select materials for an identified information need.

3.01.05- Retrieve and manage information.

3.02.01- Collaborate with school level staff to develop and implement authentic learning tasks to promote student

achievement.

3.02.03- Identify and facilitate access to instructional materials that support the curriculum.

5.02.03- Encourage the use of instructional materials and technologies by students and staff.

**Content Standards and Objectives:**

Communication Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Communities 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**Materials needed (print/non-print/technology):**

* + - Computers
* Glogster (for sample)
* RHS Media Center Website (to use the databases)
* Google Forms (for diagnostic)
* CultureGrams Exploration Worksheet
* Slips with directions to Hand Out drive
* Individual Research Worksheet (on Hand Out drive)
* Exit Tickets

**Provisions for Differentiation and Learning Styles:**

~Intrapersonal work—Pre-Assessment as well as individual research time

~Interpersonal work—CultureGrams Exploration Worksheet in pairs

~Verbal/Linguistic—recording answers on CultureGrams Worksheet as well as Individual Research Worksheet

**Engagement (interest hook):**

* Question the class—Who has been out of the country before?

Your assignment is about Spanish speaking cities—who has been to a Spanish

speaking city outside of the United States?

For Mrs. Frye’s assignment, who selected a country in South America? Europe?

**Pre-assessment of prior knowledge:**

* Show students how to access RHS Media Center’s Webpage. Library Media Specialist has created a special page for today’s lesson that houses all materials. The link is as follows:

<https://sites.google.com/site/rehsmedia/today-s-lesson/ms-frye---spanish-cities>

* Students will take a survey using Google Forms. This survey assesses students’ familiarity with databases at RHS.

**Direct Instruction:**

**Overview:**

* Briefly go over the agenda for the class period.
* Students will view a Glog about Paris, France that meets all of the requirements of their assignment.
* Inform students that all information on Glog was found using RHS Databases.

**Modeling and guided practice:**

* Introduction to CultureGrams using Paris, France for a sample search
* Show a few categories/features that will be helpful for their own assignments.

**Independent practice:**

* In pairs, students will receive a city and country to research.
* They will fill out the CultureGrams Exploration Worksheet which enables them to get used to the features of CultureGrams. Students will turn in this worksheet which library media specialist will grade.
* When students finish the worksheet in pairs, they are to begin researching on CultureGrams for their own city. They will receive a slip of paper directing them to the Hand Out Drive where they can find the next worksheet.
* They will record information on the Individual Research Worksheet, located on the Hand Out Drive. They will continue their notes on this tomorrow.

**Sharing and reflecting:**

* Guess That Country!- One of the questions on the CultureGrams worksheet dealt with currency. Put currency information for a few of the assigned countries on the overhead. Have students guess the country’s match in terms of US Dollars.
* Reiterate that it is important to know certain aspects about countries, such as currency, before one visits. Therefore, this project is very practical and could possibly be used in their lives.

**Assessment (formative and/or summative):**

* Students will turn in the CultureGrams Exploration worksheet so library media specialist may ensure understanding of how to navigate CultureGrams.
* Students will fill out an Exit Ticket which helps to evaluate the effectiveness of the lesson, as well as the effectiveness of CultureGrams for use with their assignment.

**Brief Evaluation of lesson:**

Overall, I was pleased with this lesson. The students seemed engaged in the material because many of them had not used CultureGrams before. One change I made from the first presentation to the second was when students logged on to the computers. The teacher had Period 1 log on before I got into the room, which in turn caused them to be focused on the computers instead of on me for the directions/agenda for the day. I had to have students turn off monitors in order for them to pay attention. For Period 5, I asked the teacher to have the students stay logged off until I gave introductions and the agenda for the day. The students were much more focused the second time around. I was glad to have the chance to give the lesson two times so I could fix this issue during the second presentation. This only reinforced the notion that teaching, whether as a classroom teacher or a library media specialist, requires tweaking the lesson or approach to the lesson, for the different classes. Period 1 served as a great ‘practice’ for Period 5.

I feel that for my first lesson as a library media specialist, it was a strong one. I made sure to have individual as well as group work, and made the skills practiced in the assignments directly applicable to their Spanish assignment. The student work, as well as exit tickets, showed that they understood how to navigate the database, as well as now saw the value of using CultureGrams for their project. If I had received any worksheets from this lesson that indicated that students were having difficulty with CultureGrams, I would have taken time to meet with these students the next day to help them understand how to use the database. Monitoring student work, as well as collecting the worksheet and exit tickets gave me a great indication of how every student was grasping the objectives. When I become a library media specialist, I will strive to use various forms of assessment in all future collaborative lessons.

Lesson 1 Resources/Handouts:

Item 1- Link to webpage (created by library media specialist) for all resources to be used for this unit:

<https://sites.google.com/site/rehsmedia/today-s-lesson/ms-frye---spanish-cities>

Item 2- Pre Assessment Survey (available on above website via Google Forms, but pasted for you below):

# Vacation Planning Survey

Please answer the questions to the best of your ability. Thank you!

Top of Form

1. If you were to go on vacation to a foreign city, you would need to investigate certain things before going. List 3 things you would look into. 

2. For the following sources, which would you reference in order to plan for your trip?

Travel Guide/Brochure or Book

Travel Agent

Website

Database

Conversations with people

3. Which of the above RHS databases have you used?

SIRS

Opposing Viewpoints

CultureGrams

WorldBook

EBSCO Host

Gale Power Search

Student Resources in Context

ABC Clio American History

ABC Clio American Government

Science in Context

4. Out of the RHS Databases below, which might would you use to plan your trip?

SIRS

Opposing Viewpoints

CultureGrams

WorldBook

EBSCO Host

Gale Power Search

Student Resources in Context

5. If you use pictures in a presentation or document, you should cite them. 

6. A Bibliography only needs the sources that are quoted directly in the assignment. 

Item 3- Link to sample Glog using Paris, France: <http://ltipton.edu.glogster.com/paris/>

Item 4- CultureGrams Exploration Worksheet (On next page due to formatting)

Item 5- Independent Research Worksheet (On upcoming page due to formatting)

Item 6- Exit Ticket (On upcoming page due to formatting)

Item 7- Student Examples of assessed materials- CultureGrams WS and Exit Ticket (On upcoming page due to

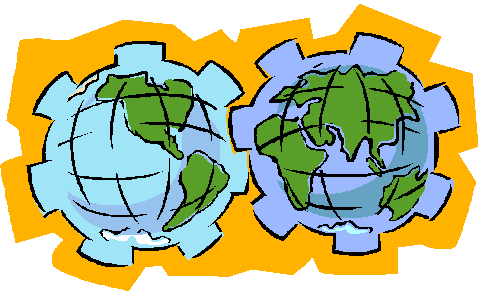
formatting)

Item 4-

Sra. Frye Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spanish 2 Honors

**Exploring CultureGrams**



culturegrams.bmp

1. Click on the icon.

n_image_button_world_on.jpg

2. Click on the icon.

3. Look at the paper you received—locate the city and country. Click on the continent for

your assigned country.

**On the left side bar, you will see categories of information for your country.**

1. Under the category *Customs and Courtesies*, click on Greetings.

Write down 1 fact about how people greet one another below:

2. Under the category *The People*, click on Language.

Write down 2 facts about the language spoken in your country.

3. Under the category *Lifestyle*, click on Holidays. From the many holidays mentioned, choose

two.

Holiday 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fact:

Holiday 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Fact:

**Locate the box called Country and Development Data.**

1. What is the name of the currency for your country? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**On the right sidebar, locate the Currency Converter.**

1. It’s important to know how far your dollar will stretch in the country you visit.

You may need to use the drop down menu for the “I Want” Column. Scroll until you find the currency that your country uses.

How much does $15.00 equal in your assigned country? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Great job! You now know how to navigate CultureGrams. Please give this worksheet to Sra. Frye or Mrs. Tipton. You will get a slip of paper that directs you to a document on the Hand Out drive. This will get you started on research for the city you selected for Sra. Frye’s assignment.

Item 5- Independent Research Worksheet (located on Handout Drive- students will use this on Day 1 and 2.)

Sra. Frye Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Spanish 2 Honors

bienvinido.bmp

**Spanish Speaking Cities**

The city I am using is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

CultureGrams Database:

About the city: (Where is it and why is it a desirable destination?)

Things to Do/Attractions:

Cultural Events/Festivals:

Social Norms/Customs (to be aware of when traveling):

Citation for this source:

WorldBook Database:

About the city: (Where is it and why is it a desirable destination?)

Things to Do/Attractions:

Cultural Events/Festivals:

Social Norms/Customs (to be aware of when traveling):

Citation for this source:

Student Resources in Context Database:

About the city: (Where is it and why is it a desirable destination?)

Things to Do/Attractions:

Cultural Events/Festivals:

Social Norms/Customs (to be aware of when traveling):

Citation for this source:

Item 6- Exit Ticket

**Exit Ticket**

Please answer the following questions. We appreciate your feedback!

1. What aspect of today’s lesson was most helpful to you? Why?

2. Do you feel more confident in using CultureGrams for this assignment, as well as for future assignments? Yes No

Please explain your answer below:

Do you have any additional questions about CultureGrams?

3. What do you find to be the most useful feature of CultureGrams? Why?

Easy to Access Easy to Navigate/Use Easy to Understand Database Categories/Layout

Quality of Information Presented Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. If you were given an assignment in the future that you think fit with CultureGrams, how likely would you

be to use CultureGrams again?

Not Likely Very Likely

1 2 3 4 5