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Días inolvidables (Cápitulo 1-1) [9th-12th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: *Días inolvidables* (Cápítulo 1-1)

Grade Level: High School

Subject/Topic Area(s): Spanish 3 (Pre-AP)

Designed By: Carol Arnold

Time Frame: 20 day long unit for a 50 minute class meeting five times a week

School District: North East Independent School District in San Antonio, TX

School: Robert E. Lee High School

School Address and Phone: 1400 Jackson-Keller Rd. San Antonio, TX 78213
(210) 442-0300

Brief Summary of Unit (Including curricular context and unit goals):

This unit was designed utilizing the **Realidades 3 Textbook** from Prentice Hall for a Spanish 3 level class. I also included some differentiation for Spanish 3 Pre-AP along with supplemental activities at the end of the unit. The goal of the unit was to have students investigate in an authentic manner the positive and negative effects of tourism on Spanish-speaking countries.

Throughout their investigations, students are exposed to and expected to use the preterite and imperfect tense in a real-world context through camping and tourism. One of the other goals of the unit is to have students create a presentation in Spanish within their cooperative groups about a disastrous camping trip or one of the six aspects of ecotourism. (I teach and work mainly in [Cooperative Learning Groups](#) in my classroom which can be homogeneously or heterogeneously grouped according to the activity.)

Unit: *Días inolvidables*

Grade: Español 3 (Pre-AP)

Stage 1: Desired Results

Understandings

Students will understand that...

- Tourists can have positive and negative effects on a country's economy, ecology, and culture.
- **Ecoturismo** includes: 1. Comportamiento del visitante que es consciente y de bajo impacto (*behavior or the visitor that is conscientious and low impact*), 2) Sensibilidad y aprecio con respecto a las culturas locales y a la diversidad biológica. (*sensitivity and valuing with respect to the local cultures and biological diversity*), 3) Respaldo a los esfuerzos locales de conservación. (*Back the local efforts of conservation*), 4) Beneficios sostenibles para las comunidades locales. (*Sustainable benefits for local communities*), 5) Participación local en la toma de decisiones. (*Local participation in decision making*), and 6) Componentes educacionales para el viajero y para las comunidades locales. (*Educational components for the traveler and for local communities*) <http://www.nature.org/aboutus/travel/ecoturismo/about/art7815.html>

Essential Questions

- ¿Cómo los turistas afectan a la economía, ecología y la cultura de un país? *How do tourists affect a country's economy, ecology, and culture?* (¿Qué son algunos efectos positivos y negativos que los turistas pueden tener en la economía, ecología y la cultura de un país? *What are some of the positive and negative effects that (foreign) tourists can have on an economy, ecology, and culture?*)
- ¿Qué es el ecoturismo y qué papel desempeña en el turismo en América Latina? *What is ecotourism and what role does it play in Latin American tourism?*
- ¿Qué papel desempeñan las leyendas en explicar los fenómenos naturales para una sociedad o cultura? (*What role do legends play in explaining natural phenomena for a society or a culture?*)

Knowledge

Students will know...

Grammar

- I->Y changes in Preterite
- Irregular Preterite Verbs
- E->I , O-> U, stem-changing in Preterite

Vocabulary

- Para hablar de actividades
- Describir la naturaleza
- Hablar de cámping
- Hablar del tiempo
- Indicar que sucede algo
- Indicar cuándo sucede algo

Skills

Students will be able to...

- **Explain** the uses of the preterite tense for talking about past events.
- **Describe** the positive and negative effects of tourism on a culture's economy, ecology, culture.
- **Narrate** an event in the past
- **Describe** the different aspects of ecotourism and the effects they have on tourism and Latin American countries

Stage 2: Assessment Evidence

Performance Task:

- **Skit** → Students create a skit about a disastrous camping adventure. As a group member narrates, the other students perform the skit and dialogue. (This will practice the vocabulary, preterite, and imperfect grammar in context). Spanish 3 Regular
- **Jigsaw Research Piece** → Students will research and write about one of the six aspects of Ecotourism. Students will investigate the positive and negative effects of tourism and ecotourism on a country's culture, ecology, and economy. Students will provide examples of places, institutes, or countries that are using ecotourism and they will analyze the effects on that place's culture, ecology, and economy. To present their findings, students will create a Wiki, Glogster poster, or a Photostory presentation. Each group will submit three quiz questions to the teacher to be compiled into a class quiz. At the end of the presentations, students will take the class quiz. Students will be graded on participation in the preparation and presentation of the project, their quiz responses, and peer evaluations. Spanish 3 Pre-AP
- **Chapter Assessment** → Test students on vocabulary and grammar concepts presented in the chapter. The test will include vocabulary, grammar, listening, reading, and a short essay. **Both Spanish 3 and Spanish 3 Pre-AP.**

Other evidence:

(quizzes, tests, academic prompts, self-assessments, etc.)

note – these are usually included where appropriate in Stage 3 as well)

- Quizzes on grammatical and vocabulary concepts presented in the chapter
- Diarios → short written responses to *Fondo cultural* sections in the book or unit questions
- STAD Quizzes → Group and Individual Quizzes on a grammatical concept
- Individual/Peer feedback
- Mini Writing tasks
- Written Reflections

Stage 3: Learning Activities

(Steps taken to get students to answer Stage 1 questions and complete performance task)

DAY 1 →

1. Introduce questions by posting them around the classroom. Give each student a post-it note. Students can write answers to the Unit questions, questions about the question, or concerns they might have. Students must interact with at least one question.
2. Review vocabulary related to places students travel, activities, animals, and weather (AVSR. p.16.) with a graphic organizer.
3. Students interview one another about their vacations using the question stems on p.16#2.
4. In groups, read an excerpt about a summer vacation that includes both preterite and imperfect. Have students identify the two past tenses and explain why it was used in that context. Reiterate the uses of the imperfect and how that differs from the preterite. What are the imperfect endings? What are the preterite endings (typically?) Write up example of imperfect and preterite in a t-chart or example/non-example. (*What similarities/differences do you notice about these statements? How does the English meaning change? What did you used to do during the summers? What did you do this summer? Where did you used to go? Where did you go this year? What did you used to eat? What did you eat? What did you see?*)
5. Review regular preterite tense because we need the preterite tense to talk about events that have taken place in the past tense. (Use the "Up on the Roof Top" tune to review the preterite endings). Students add an example of regular AR, ER, & IR verbs to a verb chart in preterite. (caminar, comer, vivir)

DAY 2 →

1. Warm-up w/ preterite conjugations, have students add three verbs to their charts. (viajar, correr, escribir) Remind students that the preterite is used to describe events that have a specific beginning and end in the past.
2. Introduce Irreg. verbs: hacer, dar, ver (p.17), ir/ser, car, gar, zar (p.19) and add them to the chart.
3. Guided practice: block party (2 different colored index cards, one has a subject on it and the other color has a verb. Students pair up w/ a subject and a verb and write sentences on their whiteboards. Students share their sentences aloud with the class.) For Spanish 3 Pre-AP: In groups, students write 5-7 questions about summer vacations to interview their teacher or another student. All the verbs should be in the preterite tense. Then students go to at least two other students in the class to interview them.
4. Individual practice conjugating verbs in context using p.17 Act. #2, p.19 Act. #6&7 or workbook p.7

DAY 3 →

1. Warm up with the *Fondo cultural*: Mini writing reflection on natural scenery of Chile, p.20.
2. Introduce camping/parks vocabulary through *A primera vista* p.22-23. Students read the different segments aloud to their groups. As they read, students make a group list of all of the preterite verbs they come across in the reading.
3. Pictionary (vocabulary handout where students write word, use it in a sentence, draw a picture or rewrite the word 3Xs) p.58 *para hablar de actividades* → *para indicar cuándo sucede algo*
4. Guided practice of vocab. p.26 Activity #4&5
5. Individual practice workbook p.9 &10

DAY 4→

1. Warm-up w/ vocab. Audio workbook p.8 back Activity #1&2
2. Bring in different camping equipment. In groups, students brainstorm what you need to bring on a trip and why. Students can create a list of scenarios that a camper might face (especially in a foreign country). What equipment would you need then and why?
3. Set up a tent and have students gather round the tent to share s'mores as the teacher reads *Una aventura deastrosa*, p.24-25. At the end of the story, students break back into groups to write an ending to the story. They must also include an illustration. To scaffold this for students struggling with preterite tense, give them some verbs that they might use in advance and as a class conjugate some of the verbs in context for the stories.

DAY 5 →

1. Diario (Journal) students respond to the questions in the *Fondo cultural* about national parks in Latin America on p.27.
2. Students have a few minutes to finish up their story endings.
3. Groups present their endings and illustrations with the class.
4. Warm up with vocabulary p.26 Activity #4&5.
5. **TAREA**→Vocabulary Quiz next class.

DAY 6→

1. Warm up vocabulary with playing Charades/Pictionary. Groups earn a point for volunteering to come up and act out or draw a word from the vocabulary list. Groups can also earn the point if they are the first to write the word correctly on their whiteboard and show it to the teacher. Spelling and definite articles must be included.
2. Ch. 1 Vocabulary Quiz
3. After the quiz, students will begin answering interview questions about nature on p.29.

4. If there is enough class time, students move into interview lines and interview the person across from them using the questions on p.29.

DAY 7→

1. Finish student interviews about landscape and nature.
2. Introduce i→y preterite verbs (p.30) and irregular preterite verbs (p.31). Students add the verbs to their verb charts.
3. Whiteboard practice – teacher calls out a verb and a subject and groups compete to conjugate it correctly in the preterite tense.
4. Using the whiteboard, complete a numbered heads of the Activity #14 on p.30. As a class, go over the responses.
5. Complete Audio Activity #16 p.31 to practice irregular verbs.

DAY 8→

1. Warm up with preterite activity #17 p.32.
2. Introduce last irregular preterite with stem changing (e→i, o→u) and have students add verbs to their verb charts.
3. Guided practice in the groups of Activity #19, p.33.
4. Independent practice with student interviews using the questions about an outdoor excursion Activity #22, p.34.
5. Practice the irregular preterite with workbook p.11&12
6. **TAREA** → STAD Quiz on the preterite tense next time.

DAY 9→

1. Warm up with preterite tense with workbook p.13.
2. Short whiteboard practice in groups with teacher (subject and verb conjugated in the preterite)
3. Group STAD Quiz on the preterite. Students work together in a group to answer one quiz. The quiz grade is 50% of the grade. Each student must look over the quiz and sign it before submitting it to the teacher. Students may not use outside resources or the teacher to answer questions on the quiz.
4. Individual STAD Quiz on the preterite. Students complete a second quiz individually without the aid of outside resources or the teacher. This quiz is also worth 50% of the grade.
5. After the quiz, students read about the Ecocamps on p.35 Activity #25. Explain that this will lead into their final projects.

DAY 10→

1. Introduce the idea of ecotourism. (Use a video clip here or another article.)
2. Reflection/anticipatory questions
3. Students break into homogeneous group according to their reading comprehension level in Spanish. Each group will receive a different article based on that level.
4. Using the CFG protocol, (http://www.nsrffharmony.org/protocol/learning_texts.html) students will read their articles in their groups and have a group discussion with the article. The teacher will play the role of facilitator for the group that has a lower level of reading comprehension in Spanish.
5. At the end of the group discussions, the class comes back together to discuss examples of positive and negative effects of tourism on a country and also aspects of the ecotourism they saw represented or left out in their articles.

AT THIS POINT IN THE UNIT, SPANISH 3 AND SPANISH 3 PRE-AP WILL BE FOLLOWING DIFFERENT LESSON PLANS AS THEIR ASSESSMENTS DIFFER.

DAY 11→ SPANISH 3 REGULAR PROJECT

1. Warm up with vocabulary using p.28 Activity #9 where students write about a disastrous camping trip.

2. When students finish writing, have them pair up in their groups to share their writing. As a group, students can decide whose storyline they would like to use to create a skit about a disastrous camping trip. (Give students a graphic organizer to design their plot) Also present rubric for skit project. (Students will each have a speaking part in their skit. They may use props and sound effects to present the play in the library. Students will submit a *guía* (script) to the teacher at the end of the project. After each skit is presented, students will provide peer feedback about their classmate's presentation.
3. In their groups, students will begin to write out their script. Students submit a list of the props they will need.

DAY 12→

1. Warm up with a review of the reasons to use the preterite and imperfect. Give examples of each in context of a camping trip. In their groups, have students conjugate the verbs appropriately for what is happening in the story.
2. Skit group work time. Students may also work on making props.
3. Reiterate the importance of an error-free skit and those participants must memorize their lines with the exception of the narrator.

DAY 13→ IN LIBRARY

1. Students are putting finishing touches on their scripts and typing them up.
2. Students rehearse their skits in the library.
3. One group presents their skit. Audience provides written feedback on the skit.

DAY 14→ IN LIBRARY

1. Finish group skit presentations and feedback.
2. Students provide peer feedback of the participants in their groups and self reflection on their participation in the project as well as how the project went for them.

DAY 11→ SPANISH 3 PRE-AP PROJECT

1. *Diario* → In your own words, describe ecotourism. Do you think that ecotourism is good for the environment? Why or why not? Which of the six aspects of ecotourism do you consider to be most important? Why? If you could research one aspect of ecotourism, which one would you choose and why?
2. Using the *Diario* responses break students into groups of four based on interest.
3. Each group will read an article together about a Latin American country covering their interest in ecotourism. As a group, they will create a presentation on their aspect of ecotourism to share with the class. Within that presentation, they will include both negative and positive effects that tourism and ecotourism are having on a country of the group's choice.
4. Students will begin to plan out their presentation and questions that they will have to research in order to create the presentation.

DAY 12→ IN COMPUTER LAB (Can use Google Docs, class Wiki, or Glogster to create presentations)

1. Introduce the format students will use to create their presentations. Briefly cover the main skills of using the program.
2. Reiterate the rubric being used to grade students (participation, presentation, quiz, peer evaluation)
3. Students work on their presentations for the rest of the class.

DAY 13→ IN COMPUTER LAB

1. Reminders: rubric, all groups must submit three questions that they will cover in their presentations
2. Group work time.

3. Teacher collects questions to put together for class quiz next time.

DAY 14 → IN COMPUTER LAB

1. Students finish up presentations and practice them.
2. Groups present.
3. Class Quiz.
4. Peer evaluation.
5. Written Reflection on ecotourism. This may also become homework.

DAY 15→

1. 3 Stations: 1.)Audio→ Audio Activity #5 on workbook p.11(back), 2) Grammar practice → dice game, (Dice game (Students roll a green di for the subject and a red di for the verb and they conjugate the verb in the preterite tense. Only do this for the regular preterite verbs.) 3.)Vocabulary practice→Pictionary using flashcards and a whiteboard.
2. Pass out Teams Games Tournaments (TGT) Questions for a chapter review.
3. **TAREA**→TGT Review Questions, Audio/Reading/Writing section of Chapter Test next time.

DAY 16→

1. Finish and study TGT Questions
2. Play [Teams Games Tournaments](#) Review Game
3. Begin Chapter Test Audio/Reading/Writing sections.
4. **TAREA**→ Grammar and vocabulary sections of the Chapter Test next time.

DAY 17→

1. Finish Chapter Test
2. Begin planning *Aventuras bajo el sol* Essay using the graphic organizer on p.52-53.
3. Give students time to work on a first draft of their essay.

DAY 18 →

1. Students pair up in their groups and read what they have written. Use a protocol to have students give peer feedback.
2. Students continue to write their essays.
3. Begin reading the legend *El Iztaccíhuatl Y el Popocatepetl* on p.54-56 in groups aloud. Students take turns reading aloud and stopping after each paragraph to summarize and fill in graphic organizer (formatted from p.57)

DAY 19→

1. Finish reading *El Iztaccíhuatl Y el Popocatepetl* and answer comprehension questions on p.57.
2. Finish editing essays and read it to a partner in the group.
3. Submit the final version.
4. Complete Unit Reflection (Include teacher feedback from students about the unit. What are three things that you have learned through the unit? Answer the three unit questions now that the unit has finished. What is the same and what has changed for you?)

Ideas for expanding the unit:

- Students read multiple legends from different Latin American countries and analyze common traits.
- Students create a legend to explain natural phenomena that they observe in their lives and act it out.
- Students rewrite a legend to modernize it.

Materials List for Días inolvidables

Day 1 →

1. Post-it notes
2. Unit Questions written on poster board/butcher paper
3. Graphic Organizer for Vocab. AVSR p.16
4. PPT w/ Interview Question stems p.16 #2
5. Summer reading excerpt to practice identifying preterite and imperfect tense
6. PPT w/ *Up on Roof Top* Preterite Ending Song
7. Verb Chart (caminar, comer, vivir)

Day 2 →

1. PPT w/ verbs to be conjugated in the preterite (viajar, correr, escribir)
2. PPT reviewing reasons to use preterite and intro. To irregular preterite verbs (hacer, dar, ver (p.17), ir/ser, car, gar, zar (p.19))
3. Verb Chart
4. Block party index cards (subjects, verbs)
5. Whiteboards and markers
6. PPT w/ examples of interview questions about past summer vacation and childhood summer vacations (for Sp.3 Pre-AP)
7. Individual practice: p.17 Act. #2, p.19 Act. #6&7 or workbook p.7

Day 3 →

1. PPT – Diario: Fondo cultural p.20
2. A primera vista p.22-23 or use Ch.1 DVD
3. Pictionary p.58 *para hablar de actividades* → *para indicar cuándo sucede algo*
4. Whiteboards and markers for p.26 Activity #4&5
5. workbook p.9 &10

Day 4 →

1. Audio workbook p.8 back Activity #1&2
2. Bring in different camping equipment
3. PPT to brainstorm scenarios and necessary equipment
4. S'mores (chocolate, microwave, graham cracker, marshmallow)
5. *Una aventura deastrosa*, p.24-25
6. Paper and colors to illustrate student endings

Day 5 →

1. PPT → Diario: *Fondo cultural* about national parks in Latin America on p.27.
2. Whiteboards and markers for p.26 Activity #4&5

Day 6 →

1. Marker, textbook, whiteboard to play Charades/Pictionary
2. Ch. 1 Vocabulary Quiz
3. Type up questions on p.29 for interview lines

Day 7 →

6. PPT to Introduce i→y preterite verbs (p.30) and irregular preterite verbs (p.31)

7. verb charts
8. Whiteboards and markers to practice Activity #14 on p.30
9. Audio Activity #16 p.31 on whiteboards or scrap paper

Day 8→

1. Whiteboards and markers for preterite activity #17 p.32
2. PPT→Introduce last irregular preterite with stem changing (e→i, o→u)
3. verb charts
4. whiteboard and markers Activity #19, p.33
5. Typed up interview questions from Activity #22, p.34
6. workbook p.11&12

Day 9 →

1. workbook p.13
2. whiteboard practice for Quiz
3. Group STAD Quiz on the preterite
4. Individual STAD Quiz on the preterite
5. Ecocamps on p.35 Activity #25

Day 10→

1. Videoclip or short article on Ecotourism
2. Reflection & anticipatory questions
3. 6 different articles about ecotourism
4. CFG protocol (3 levels of text?) for each group
5. Graphic Organizer to fill in examples/ideas of + and – effects of tourism (culture, ecology, economy)

DAY 11→ SPANISH 3 REGULAR PROJECT

4. Paper and colors for p.28 Activity #9 write about a disastrous camping trip.
5. Project sheet to introduce project
6. Rubric for grading project

DAY 12→

4. PPT→ Reasons to use the preterite and imperfect. Give examples of each in context of a camping trip. In their groups, have students conjugate the verbs appropriately for what is happening in the story.

DAY 13→ IN LIBRARY

4. Computers
5. Feedback (Self, Project, Peer)

DAY 14→ IN LIBRARY

3. Feedback (Self, Project, Peer)

DAY 11→ SPANISH 3 PRE-AP PROJECT

5. PPT → *Diario* :In your own words, describe ecotourism. Do you think that ecotourism is good for the environment? Why or why not? Which of the six aspects of ecotourism do you consider to be most important? Why? If you could research one aspect of ecotourism, which one would you choose and why?
6. Article about ecotourism
7. Project Layout WS
8. Rubric
9. Graphic Organizer to plan out presentation

DAY 12 → IN COMPUTER LAB (Can use Google Docs, class Wiki, or Glogster to create presentations)

4. Introduce different formats of presentation
5. PPT → Reiterate the rubric being used to grade students (participation, presentation, quiz, peer evaluation)

DAY 13 → IN COMPUTER LAB

4. PPT → Reminders: rubric, all groups must submit three questions that they will cover in their presentations
5. PPT → Type up all students questions

DAY 14 → IN COMPUTER LAB

6. rubrics
7. Class Quiz.
8. Peer, self, project evaluation.

DAY 15 →

4. 3 Stations: 1.) Audio → Audio Activity #5 on workbook p.11(back), 2) Grammar practice → dice game, 3.) Vocabulary practice → Pictionary using flashcards and a whiteboard.
5. Teams Games Tournaments (TGT) Questions

DAY 16 →

5. [Teams Games Tournaments](#) Review Game, folders, cards, markers, whiteboards
6. Chapter Test Audio/Reading/Writing sections.

DAY 17 →

4. Chapter Test
5. Graphic Organizer (p.52-53) to plan *Aventuras bajo el sol* Essay

DAY 18 →

4. Protocol to have students give peer feedback.
5. Textbook to read legend *El Iztaccíhuatl Y el Popocatepetl* on p.54-56
6. graphic organizer (formatted from p.57)

DAY 19 →

5. Finish reading *El Iztaccíhuatl Y el Popocatepetl*
6. Paper to answer comprehension questions on p.57.
7. Paper to submit the final version.
8. Unit Reflection (Include teacher feedback from students about the unit. What are three things that you have learned through the unit? Answer the three unit questions now that the unit has finished. What is the same and what has changed for you?)

Proyecto del Ecoturismo

Objetivo: Crear una presentación de uno de los seis aspectos del ecoturismo en contexto de un país o agencia de turismo. Grupos pueden formar por su interés de un aspecto de ecoturismo. El grupo puede decidir qué forma van a usar para presentar su información. (Wiki, Glogster, Vuvox, Google Docs, or Photostory)

ECOTURISMO ES...

1. Comportamiento del visitante que es consciente y de bajo impacto

2. Sensibilidad y aprecio con respecto a las culturas locales y a la diversidad biológica
3. Respaldo a los esfuerzos locales de conservación
4. Beneficios sostenibles para las comunidades locales
5. Participación local en la toma de decisiones
6. Componentes educacionales para el viajero y para las comunidades locales

Requisitos:

- Cada miembro del grupo debe participar y presentar
- Tres preguntas acerca de la presentación del grupo para una prueba al final de las presentaciones
- Ejemplos positivos y negativos del ecoturismo (con imagines)
- Ejemplos positivos y negativos de los efectos del turismo (con imagines)
- Un análisis del aspecto de ecoturismo
- Retroalimentación (autoevaluación, evaluación grupal, evaluación del proyecto)

Organización del proyecto:

- ¿Qué es su aspecto? Escribe una definición en sus palabras
- ¿Qué es el ecoturismo y qué papel empeña en el turismo en América Latina?
- Den tres ejemplos de institutos, parques, hoteles, compañías que están haciendo su aspecto de ecoturismo
- Un ejemplo de efectos positivos del aspecto
- Un ejemplo de efectos negativos del aspecto
- Escribe una definición del turismo. Explica porque el ecoturismo es diferente que el turismo
- Análisis del ecoturismo (¿Vale la pena usar el ecoturismo? ¿Por qué? ¿Cómo los turistas afectan a la economía, ecología y la cultura de un país?)
- Tres preguntas sobre su presentación para crear una prueba

Proyectos Multimedia : Proyecto del Ecoturismo

Nombre del maestro/a: **C. Arnold**

Nombres del grupo: _____

CATEGORIA	Exceder de expectativas	Satisfacer expectativas	Acercarse a expectativas	Evidencia Limitada
Requisitos	Cumplió con todos los requisitos. Excedió las expectativas.	Todos los requisitos fueron cumplidos.	No cumple satisfactoriamente con un requisito.	Más de un requisito no fue cumplido satisfactoriamente.
Cantidad de Trabajo	La cantidad de trabajo es dividida equitativamente y compartida por todos los miembros del grupo.	La cantidad de trabajo es dividida y compartida equitativamente entre los miembros del equipo.	Una persona en el grupo no hizo su parte del trabajo.	Varias personas en el grupo no hicieron su parte del trabajo.

Contenido	Cubre los temas a profundidad con detalles y ejemplos. El conocimiento del tema es excelente.	Incluye conocimiento básico sobre el tema. El contenido parece ser bueno.	Incluye información esencial sobre el tema, pero tiene unos errores en los hechos.	El contenido es mínimo y tiene varios errores en los hechos.
Presentación Oral	Interesante y muy bien presentada.	Relativamente interesante; presentada con bastante propiedad.	Algunos problemas en la presentación, pero fue capaz de mantener el interés de la audiencia.	Mal presentada y no logró la atención de la audiencia.
Puntuación	No hay faltas de ortografía ni errores gramaticales.	Tres ó menos faltas de ortografía y/o errores de puntuación.	Cuatro errores de ortografía y/o errores gramaticales.	Más de cuatro errores de ortografía y de gramática.

Proyecto: Una aventura desastrosa de camping

Objetivo: Crear y presentar un sketch (skit) de una aventura desastrosa de camping.

Requisitos:

- Todos deben hablar (excepto un animal) y memorizar su diálogo (excepto el narrador)
- Guía sin errores y bien teclado
- Accesorios (sonidos de la naturaleza, carpa, linterna, et.)
- Representación en la biblioteca
- Retroalimentación (autoevaluación, evaluación grupal, evaluación del proyecto)

El guía (script)

Título del sketch-_____

Narrador-_____

Actor (Actriz #1)- Descripción del papel (role)_____

Actor (Actriz #2)- Descripción del papel (role)_____

Actor (Actriz #3)- Descripción del papel (role)_____

Organización del complot: (Primero, Luego, De repente, Al final) Utiliza este espacio para diseñar el complot del sketch.

Dibuja una ilustración y el diálogo que la acompaña.

Primero...

Luego...

De repente...

Al

Guía final: El guía final debe ser bien escrito o teclado. No debe contener errores de ortografía tampoco de gramática. Cada papel debe ser bien indicado con una descripción breve de su acción y su diálogo.

Proyectos Multimedia : Proyecto: Una aventura desastrosa de camping

Nombre del maestro/a: **C. Arnold**

Nombres del grupo: _____

CATEGORIA	Exceder de expectativas	Satisfacer expectativas	Acercarse a expectativas	Evidencia limitada
Requisitos	Cumplió con todos los requisitos. Excedió las expectativas.	Todos los requisitos fueron cumplidos.	No cumple satisfactoriamente con un requisito.	Más de un requisito no fue cumplido satisfactoriamente.
Cantidad de Trabajo	La cantidad de trabajo es dividida equitativamente y compartida por todos los miembros del grupo.	La cantidad de trabajo es dividida y compartida equitativamente entre los miembros del equipo.	Una persona en el grupo no hizo su parte del trabajo.	Varias personas en el grupo no hicieron su parte del trabajo.
Presentación Oral	Interesante y muy bien presentada.	Relativamente interesante; presentada con bastante propiedad.	Algunos problemas en la presentación, pero fue capaz de mantener el interés de la audiencia.	Mal presentada y no logró la atención de la audiencia.
Contenido	Cubre los temas a profundidad con detalles y ejemplos. El conocimiento del tema es excelente.	Incluye conocimiento básico sobre el tema. El contenido parece ser bueno.	Incluye información esencial sobre el tema, pero tiene unos errores en los hechos.	El contenido es mínimo y tiene varios errores en los hechos.
Borrador	El grupo se trajo el borrador en la fecha de vencimiento. El grupo trabaja junto para hacer una redacción extensa basada en la reacción de éstos.	El grupo se trajo el borrador en la fecha de vencimiento. El grupo trabaja junto para hacer las ediciones.	El grupo provee una redacción y/o edición, pero el borrador no estaba listo para ser editado.	El borrador no está listo para editar y el grupo no participa en el repaso del borrador.

Web links related to Tourism

http://www.latinamericanperspectives.com/index.html?http%3A//www.latinamericanperspectives.com/prospectus_to_urism.html --> latin american perspectives on tourism. (Contact Tamar Diana Wilson (tamardiana@yahoo.com) or the LAP Office

http://www.latinamericalinks.com/latin_america%20travel%20tourism.htm → several links to specific issues concerning lat. Amer. Tourism

<http://www.planeta.com/ecotravel/tour/latam.html> --> ecotourism in LA

<http://www.bigtravelweb.com/ecotourism.htm> --> ecolodges

<http://www.actionbioscience.org/environment/lowman.html> --> Ecotourism and Its Impact on Forest Conservation

http://www.bbc.co.uk/mundo/ciencia_tecnologia/2010/05/100510_1030_onu_biodiversidad_lp.shtml --> BBC Article about biodiversity

http://www.bbc.co.uk/mundo/economia/2009/09/090928_1706_colombia_turismo_ecologico_jrg.shtml --> BBC article about ecological tourism in Columbia

http://www.bbc.co.uk/mundo/participe/2009/09/090910_participe_reserva_ecuador_am.shtml --> conservar una de las zonas de mayor biodiversidad del planeta

http://news.bbc.co.uk/hi/spanish/specials/2008/amazonas/newsid_7375000/7375490.stm --> [¿Giro político en la Amazonia ecuatoriana?](#) El gobierno presentó un ambicioso plan de acción para proteger la Amazonía, pero organizaciones indígenas y ecologistas alertan de todo lo contrario.

http://news.bbc.co.uk/hi/spanish/business/newsid_5034000/5034818.stm--> [Turismo con los indios Kuna](#) Los kuna panameños luchan por desarrollar el turismo manteniendo sus costumbres ancestrales.

[Bolivia le apuesta al ecoturismo](#) → La diversidad de la flora y la fauna boliviana se convierte en un atractivo turístico, pero hacen falta fondos.

[Ecuador: ecoturismo y los Achuar](#) → Indígenas en el Amazonas ecuatoriano promueven el ecoturismo como forma de subsistencia.

[¡No más garotas!](#) → El gobierno brasileño quiere cambiar la imagen del país para atraer más turistas, así que no más chicas en tanga.

<http://www.monografias.com/trabajos15/ecoturismo/ecoturismo.shtml> → links to other articles in Spanish about tourism

<http://www.nature.org/aboutus/travel/ecoturismo/about/art7815.html> → Que es el ecoturismo

<http://www.nsrharmony.org/protocol/protocols.html> --> CFG protocols