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| **Language and Level** | Spanish Novice Mid- High | | | | | | | |
| **Theme and Topic** | Contemporary Life – In Search of the Coquí | | | | | | | |
| **Important Question** | How do we begin to understand another place?  Why is the rainforest so important? | | | | | | | |
| **Goals**  *What should students know and be able to do by the end of the unit?* | Students will travel to various sites in Puerto Rico in search of the elusive coqui. They will begin their search in El Yunque and will learn a bit about rainforests in general before exploring El Yunque in detail. They will then travel to other parts of the island in search of the coqui. As they travel the island they will visit various sites and encounter island specialties. They will work with a classmate to design their ideal short term vacation in Puerto Rico and will create a campaign that will draw attention to the endangered coqui.  Students will be able to:   * locate and name traits common to rainforests; compare local natural areas to rainforests * discuss activities common to Puerto Rico identifying those things that they want to do * explore websites for information on Puerto Rico and the El Yunque rainforest * create an informational story that makes others aware of Puerto Rico and the beloved coquí | | | | | | | |
| **Performance**  **Assessment**  *Do these tasks allow students to demonstrate how well they have met the goals of the unit? The performance assessment tasks are designed to be integrated throughout the instructional unit. The interpretive tasks are designed to inform the content of the presentational and interpersonal tasks.* | **Interpretive Tasks**  (This template encourages multiple interpretive tasks.) | | | | | | | |
|  | | | Students will read and view short texts on different aspects of Puerto Rican culture. They will use the information from the texts to create a schedule for their time in Puerto Rico. | | |  | |
| **Presentational Task**  Students will create an additional event for the story *Everywhere Coquís.* They will identify another location on the island of Puerto Rico for the coquís as they attempt to escape from the parrots in the rainforest. They will select a location, say what the coquís see and do while there and then indicate that they are moving on. | | | | **Interpersonal Task**  Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island. | | | |
| **Cultures**  **Examples**  *For each example, indicate the relationship between the product, practice, and perspective and the role and importance of the product, practice and perspective within the culture.* | **Product:** coquí  **Practice:** unique song - symbol of the island  **Perspective:** celebrated in island culture    **Product:** plena and güiro  **Practice:** island dance and music  **Perspective:** tradition and importance of community celebrations | | | | | | | |
| **Connections**  **Examples** | **Other Disciplines / Distinctive Viewpoints** | | | | **Technology Integration** | | | |
| Science – Rainforests – uniqueness and importance, drugs from plants  Social Studies – location of rainforests around the world | | | | <http://www.tikatok.com> to write an additional island adventure page | | | |
| **Comparisons**  **Examples** | **Culture** | | | | **Language** | | | |
| Items unique to Puerto Rico – Taino, petroglyphs, coquí  Island life | | | | El Boricua | | | |
| **Communities**  **Examples** | **Beyond the Classroom** | | | | **Lifelong Learning** | | | |
| Share the Puerto Rican adventures with younger learners and online. | | | | Explore rainforests around the world. Identify ways that the rainforest has impact on daily life. Join global projects to protect the rainforest. | | | |
| **Connections to**  **Common Core** |  | | | | | | | |
| **Toolbox** | | | | | | | | |
| Language Functions | | | Related Structures / Patterns | | | Vocabulary Expansion | | |
| identity where rainforests are found in the world | | | Where are…? | | | foods common to Puerto Rico  animals unique to rainforest  weather unique to Puerto Rico  Borinquen  endangered  deforestation | | |
| identify common features found in rainforests | | | There is / there are | | |
| say what you do in the rainforest | | | What do you do? Do you…  I do/don’t…. | | |
| comment on foods you eat/drink | | | Do you like? Are you hungry/thirsty? | | |
| name and describe animals that live in the rainforest | | | What is the (coqui) like? | | |
| say why I want or don’t want to visit certain places in Puerto Rico | | | Do you want to visit…?  Why do you want to go? | | |
| accept and refuse suggestions to plan a schedule | | | Let’s go… | | |
| comment on the weather | | |  | | |
| identify environmental practices in Puerto Rico | | |  | | |
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| **Key Learning Activities** | | | | | | | | |
| Standards Focus | | Learning Activity | | | | Purpose | | In-class /  Home |
| Interpretive | |  | | | |  | |  |
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| **Resources** | | | | | | | | |
| Additional resources for this unit available at: <http://lauraterrill.wikispaces.com/AATSP+-+Coqu%C3%AD>  Everywhere Coquís - ISBN-13: 978-0942929140 – available at Amazon | | | | | | | | |