

VIRGINIA STANDARDS OF LEARNING: Foreign Language
SAMPLE INSTRUCTIONAL ACTIVITY

INSTRUCTIONAL ACTIVITY TOPIC: "Weather, Weather Everywhere"

Target Language: French German Latin Spanish
This lesson could be adapted for any beginning language class.

Target Level: Beginning
 Intermediate
 Advanced

SOL CORRELATION: *(Note the Virginia Standards of Learning addressed in this activity.)*

English: 9.6, 10.7, 10.10

History and Social Science: WHII.1, WG.1

Foreign Language:
Oral/Written Presentation - FI.5, FII.5

OBJECTIVE:

Students will learn vocabulary and structures necessary to explain weather conditions in the target language while learning the locations of francophone countries around the world.

RESOURCES/MATERIALS: *(List specific resources to use, whenever possible.)*

Resources may include transparencies, textbooks, flashcards, and other supporting visuals related to weather. [Resources here are specific to French. Appropriate items could be substituted to accommodate another target language used for this activity.]

Web sites

<http://www.bonjour.org.uk/meteo/index.html>

<http://nomade.fr/contenu/infoendirect.meteo>

http://www.accuweather.com/adcbn/intlocal_index?reg=EU%3BEUROPE&cntry=EU%BF

<http://fr.weather.yahoo.com/>

<http://www.meteo.fr/meteonet/>

PROCEDURE/IMPLEMENTATION: *(List and number each step in the process.)*

Key expressions *(in target language)*: weather-related vocabulary and francophone country names

1. The teacher will introduce and practice weather expressions.
2. The teacher may use the *PowerPoint* presentation included with this lesson as a model to reinforce structures and vocabulary for this activity. *(The sample PowerPoint follows this activity)*
3. Students will learn the weather expressions and structures that support the expressions.
4. Students must keep a record of the weather in 10 different francophone cities for 5 consecutive days. Students may maintain the record in the form of a chart like the partial sample below.

Numéro	La Date	La Ville et le Pays	Le Temps	La Température
1	Le 7 septembre	Paris, France	Il pleut.	75 degrés
2				
3				

Option 1:

Students will be asked to create a weather map that shows the location of the francophone countries and cities documented in their data. The map or maps should include a visual such as clip art, drawings, or photographs that represent the weather conditions in the ten cities chosen for their project from one of the days documented. The date should be noted on the map or maps. A key or legend should be included which explains, in the target language, what each visual represents. For example, if there is a visual near Paris, France, of rain, the legend will read : *Il pleut.*

Option 2:

Students will write a postcard based on the following assignment:

"You and your family are on vacation in a French-speaking country. Write a postcard to a classmate about your vacation. Include in your narrative information gathered from your record keeping (chart above), i.e., date, location, description of the weather."

Information to aid the student in designing a post card for Option 2 can be found at:

<http://www.knowledge.state.va.us/cgi-bin/lesview.cgi?idl=26>

ASSESSMENT: *(Provide at least one idea for assessment along with the rubric/tool to be used.)*

The following rubric could be used to assess Option 1.

ITEM	Names of City/Country <i>(1 point)</i>	Weather Graphic <i>(2 points)</i>	Correct Geographic Location <i>(2 points)</i>	Accuracy of Target Language Vocabulary and Structure <i>(5 points)</i>	TOTALS
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
TOTALS					Final Grade:

The following rubric could be used to assess Option 2.

Categories	Excellent (5)	Good (4)	Fair (3)	Poor (2)
Spelling	All words spelled correctly	No more than two words misspelled	No more than four words misspelled	Five or more words misspelled
Structure	All structural components accurate	Almost no errors	Occasional errors	Replete with errors
Content	Location and weather clearly communicated.	Location and weather communicated with some room for misinterpretation	Either location or weather not clearly communicated	No relevant information communicated
Appropriate length	5 sentences	4 sentences	3 sentences	1-2 sentences

ADDITIONAL COMMENTS: *(Add cautions/concerns and other information that will promote the success of this activity.)*

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Quel temps fait-il?

A lesson on weather for French students

Il fait chaud.



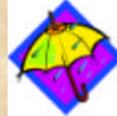
Il fait du vent.



Il neige .



Il pleut



Il fait mauvais.



Il fait froid. (pas chaud)



Il fait frais.
(Pas trop froid,
mais pas chaud).



Le ciel est couvert.



Essays



Listen to the following pronunciations:



- Go the following Web site and do:
- *Observe*
- *Joue &*
- *Vérifie*

www.bonjour.org.uk/meteo/index.htm

Encore.....

- <http://www.quia.com/jg/66034.html>
- <http://www.quia.com/jg/65529.html>
- <http://www.nomade.fr/conteuu/infoendirect/meteo/>
- Let's take some time to practice what we have learned in class. Here are some Web sites to try.

- These are good weather and practice sites.



VIRGINIA STANDARDS OF LEARNING: Foreign Language
SAMPLE INSTRUCTIONAL ACTIVITY

INSTRUCTIONAL ACTIVITY TOPIC: "A Case for Adding Spain to Busch Gardens"

Target Language: French German Latin Spanish

Target Level: Beginning
 Intermediate
 Advanced

SOL CORRELATION: *(Note the Virginia Standards of Learning addressed in this activity.)*

English: 8.5, 10.1, 11.1, 11.7

History and Social Science: WHI.1, WHII.1

Foreign Language:

Oral/Written Presentation - SII.5, SIII.4, SIV.4;

Cultural Perspectives, Practices, and Products - SII.7, SIII.6, SIV.6;

Making Connections through Language - SII.8, SIII.7, SIV.7;

Communication across Communities - SII.11, SIII.10, SIV.10

OBJECTIVE:

Students will develop a presentation in Spanish to persuade the management of Busch Gardens to add a section for Spain to the theme park.

RESOURCES/MATERIALS: *(List specific resources to use, whenever possible.)*

Resources may include student text, the Internet, research materials in the school and neighborhood libraries, and videos.

Web sites

Spain Culture Links

<http://travelingspain.com/culture.html>

History of Spain

<http://www.sispain.org/english/history/>

History of Spain

<http://www.countryreports.org/history//spaihist.htm>

History of Spain

<http://www.red2000.com/spain/primer/hist.html>

Online History of Spain

<http://www.xmission.com/~dderhak/recipt/spainhistory.htm>

A Brief History of Spain

<http://www.spainview.com/history.html>

Spain

<http://www.lex5.k12.sc.us/ces/Spain.htm>

Focus on Spain

http://www.focusmm.com/spain/sp_giamn.htm

History of Spain

<http://history.searchking.com/featured/Moorish Spain.shtml>

History of Spain

http://www.worldrover.com/history/spain_history.html

World History

<http://www.neta.com/~1stbooks/chron.htm>

Medieval Spain – timeline

<http://www.humnet.ucla.edu/santiago/text.html>

Arabic Music History

<http://www.aramusic.com/history.htm>

Web Resources

http://srproj.lib.calpoly.edu/projects/engl/Zapata_Liziel_L/resource.htm

World Music Resources

http://www.music.indiana.edu/music_resources/ethnic.html

History of the Guitar

<http://www.guitarsite.com/history.htm>

Christopher Columbus – A culinary History

http://www.castellobanfi.com/features/story_3.html

Jewish History Sourcebook

<http://www.fordham.edu/halsall/jewish/jews-visigothic1.html>

World Infozone

<http://www.worldinfozone.com/country.php?country=Spain>

A Virtual Voyage of Spain

<http://www.ontheline.org.uk/explore/journey/spain/spindex.htm>

PROCEDURE/IMPLEMENTATION: *(List and number each step in the process.)*

Key expressions *(in Spanish)*: theme park, rides, shows, entertainment, brochure

1. Students will work in teams to prepare a presentation in Spanish to persuade the management of Busch Gardens to add a section for Spain. This presentation will be based on the historical and cultural influences of one group or event in shaping modern-day Spain. The presentation must include the following information on the group or event:
 - a. An introduction identifying the particular influences on the culture and civilization of Spain
 - b. Background information
 - c. Examples throughout history of the influence
 - d. At least one ride that reflects the influence
 - e. Costumes and shows that reflect the history or influence
 - f. Foods that reflect the history or influence

Guided questions to assist in research:

- a. How would you describe the group or event?
 - b. When did this group or event have an impact on Spain?
 - c. What were some of the outstanding accomplishments of the group or event in the particular time period?
 - d. Were there any negative impacts on the history of Spain as a result of the group or event?
 - e. Where did the group come from?
 - f. What area of Spain did the group occupy?
2. Each team will choose or be assigned one of the following groups or events:
- a. The Iberians in Spain
 - b. The Celts in Spain
 - c. The Visigoths in Spain
 - d. The Greeks in Spain
 - e. The Romans in Spain
 - f. The Moors in Spain
 - g. The Spanish Civil War
 - h. The Inquisition in Spain
 - i. The Jewish influences in Spain
 - j. The French in Spain
 - k. The Spanish Reconquest
 - l. The discovery and colonization of the New World
3. Each team member will choose or be assigned one of the following roles:
- a. Cartographer, architect, and artist
Prepare a simple map of Spain and show the important areas of the country that were impacted by the culture or event being researched. Find examples of the art and architecture representative of the period of time or culture being researched.
 - b. Religious leader, lawyer, and linguist
Prepare a chart or other visual explaining the important contributions in the areas of law, language, and religion during the period of time being studied or representative of the culture being studied.
 - c. Costume designer, dietitian, and choreographer
Prepare visuals that show the costumes, dance, and food of the culture or time period being researched.
4. The team will discuss the following questions after gathering appropriate information representative of the chosen/assigned topic and prepare appropriate visuals to address each question:
- a. What will the new section of Busch Gardens look like?
 - b. What rides will be featured that reflect the group or individuals that have been researched?
 - c. What live entertainment and/or shows will be featured in the new section?
 - d. What costumes will be worn by the employees for the new section?
 - e. What foods will be served in the restaurants?
5. Students will produce an oral team presentation. Each team member will address a portion of the content. Team members will rehearse the presentation before the final product is

presented for assessment. All visuals should support the presentation. Presentations may be videotaped in advance or presented live in class.

ASSESSMENT: *(Provide at least one idea for assessment along with the rubric/tool to be used.)*

The following rubric could be used to evaluate the oral presentation. Each category is an individual grade with the exception of an evaluation of the group's overall presentation:

Categories	Excellent (5)	Good (4)	Acceptable (3)	Minimal (2)
Individual Pronunciation	Accurate pronunciation and intonation	Accurate pronunciation throughout with little interference with meaning	Pronunciation errors with some difficulty in perceiving meaning	Very difficult to perceive meaning
Visuals	Visuals are original, appropriate to the content and support the persuasive argument	Visuals are appropriate and generally support the persuasive argument	Visuals support some of the information in the persuasive argument	Visuals do not support the content
Content	Much more than the minimal required information conveyed by the student	Much relevant information conveyed by the student	Some relevant information conveyed by the student	Very little relevant information conveyed by the student
Vocabulary	Consistent use and extensive range of vocabulary	Consistent use of appropriate words throughout	Vocabulary often inaccurate	Vocabulary inaccurate throughout, repetitive or short responses
Structure	Variety of grammatical structures with few errors	Variety of grammatical structures with occasional errors	Uses simple structures with occasional errors	Replete with errors
Group	All team members were well prepared. The presentation went smoothly without major errors or pauses. The success of the project did not depend entirely on one person but each contributed and participated equally.	Most team members were well prepared. The presentation went smoothly with limited errors and pauses. The success of the project did not depend entirely on one person.	Team members were somewhat prepared but there were a number of errors or pauses. One person seems to have done more of the work and says more than the others throughout the presentation.	The team was not prepared. There were major errors and pauses. It appears that one person in the group did all of the work. Other team members said or did little during the presentation.

ADDITIONAL COMMENTS: *(Add cautions/concerns and other information that will promote the success of this activity.)*

Students must work consistently on this project from the start to ensure its completion within the deadline set. This project cannot be completed in one or two evenings.

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