

OVERVIEW:

Your teacher has announced that the school is sponsoring a service learning trip to Spain during spring break. As you are considering taking the trip, you explore a website that deals with activities in Madrid. You have a conversation with a classmate and a young person from Spain in which you share how you spend your free time and explore how young people in both communities ‘give back’ to their community. Knowing that funding will be needed for you to travel to Spain, you prepare a multimedia presentation in which you explain your plan and share it with the non-profit group, *Ecologistas en Acción*, that has offered to provide funding,

Context:

The interpretive reading selection comes from a website for people interested in events in Madrid. The text is supported with visuals that help bring meaning to it. As you would do in any assessment situation, monitor students to insure that they are only visiting the pages in Spanish.

NOTE TO TEACHERS OF OTHER LANGUAGES: To find an appropriate authentic text in your language, add site: followed immediately by the two letter country code. For example, if you are looking for authentic texts in France you would follow your keyword search with site:fr. For a complete list of country codes visit http://goes.gsfc.nasa.gov/text/web_country_codes.html. If you use Google as a search engine, you may conduct an advanced search and indicate the reading level. For Novice-Mid students, select a text that is easy to understand, has lots of repetition, and includes visual support.

INTERPRETIVE MODE:

SLO #1: Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.

- A. Explore the site below to complete the form.
<http://www.esmadrid.com/es/portal.do?IDM=25&NM=1>

| Find an activity for... | Actividad | Hora | Localidad |
|--|-----------|------|-----------|
| You – First, tell what you like to do. | | | |
| A family with someone who has difficulty getting around. | | | |
| Someone who enjoys musical theater. | | | |
| Someone who enjoys art from Spain. | | | |
| Someone who enjoys exercising while visiting the city. | | | |
| Parents with young children who like theater. | | | |
| Someone who likes to see films | | | |

| | | | |
|--|--|--|--|
| when they are first released. | | | |
| Someone who is interested in photography. | | | |
| Someone who is interested in ancient Rome. | | | |
| Someone who is interested in dance. | | | |

SLO #2: Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).

B. Follow along on the online map as your teacher reads a set of direction. In both cases you will be starting at the Museo Thyssen. Decide which set of directions will lead you to the Museo del Jamón.

A Museo Thyssen Bornemisza
Paseo Prado, 8, 28014 Madrid

- | | |
|---|--------------------------------|
| 1. Dirígete hacia el sur en Paseo del Prado hacia Plaza Lealtad | avanza 78 m total: 78 m |
| 2. En la rotonda, toma la segunda salida en dirección Plaza Cánovas del Castillo | avanza 79 m total: 160 m |
| 3. Gira a la izquierda para continuar por Plaza Cánovas del Castillo | avanza 35 m total: 190 m |
| 4. Gira a la izquierda hacia Paseo del Prado Aprox. 2 minutos | avanza 450 m total: 650 m |
| 5. Gira ligeramente a la derecha hacia Plaza Cibeles Aprox. 48 segundos | avanza 77 m total: 700 m |
| 6. Gira ligeramente a la derecha hacia Calle de Alcalá | avanza 290 m total: 1,0 km |
| 7. En la bifurcación, mantente a la derecha | avanza 62 m total: 1,1 km |
| 8. Continúa por Calle Gran Vía. El destino está a la derecha. Aprox. 2 minutos | avanza 1,2 km total: 2,2 km |

B Museo del Jamón
Calle Gran Vía, 72, 28013 Madrid

A Museo Thyssen Bornemisza
Paseo Prado, 8, 28014 Madrid

- | | |
|--|-------------------------------|
| 1. Dirígete hacia el sur en Paseo del Prado hacia Plaza Lealtad | avanza 78 m total: 78 m |
| 2. En la rotonda, toma la segunda salida en dirección Mostrar: Sólo texto Mapa Street View | avanza 79 m total: 160 m |
| 3. Gira a la izquierda para continuar por Plaza Cánovas del Castillo | avanza 35 m total: 190 m |
| 4. Gira a la izquierda hacia Paseo del Prado Aprox. 2 minutos | avanza 450 m total: 650 m |
| 5. Gira ligeramente a la derecha hacia Plaza Cibeles Aprox. 48 segundos | avanza 77 m total: 700 m |
| 6. Gira ligeramente a la derecha hacia Calle de Alcalá Aprox. 3 minutos | avanza 550 m total: 1,3 km |
| 7. Gira ligeramente a la derecha para continuar por Calle de Alcalá Carretera de uso restringido Aprox. 1 minuto | avanza 220 m total: 1,5 km |
| 8. Continúa por Puerta del Sol. Carretera de uso restringido | avanza 94 m total: 1,6 km |
| 9. Gira ligeramente a la izquierda hacia Calle Montera Carretera de uso restringido El destino está a la izquierda. | avanza 40 m total: 1,6 km |

B Puerta del Sol
España

INTERPERSONAL MODE:

SLO #3: Participate in an online and face-to-face discussion with members of the target culture and classmates to exchange information in a culturally appropriate way regarding community events and community service opportunities.

Interview a classmate and a teenager from Spain. Exchange information about community events in the United States and Spain. Find out what types of community service opportunities are most common in Spain.

Note to teacher: To assess whether your students are performing at the Novice-High level, please use the Interpersonal Speaking rubric found at <http://flenj.org/CAPS/rubrics.shtml>.

PRESENTATIONAL MODE:

SLO #4: Recombine previously studied material to create a multimedia-rich presentation about community events and community service opportunities.

Create a multimedia-rich presentation for the non-profit group *Ecologistas en Acción* in which you share community service opportunities in which you would like to participate during your trip to Spain. Keep in mind that the organization will be providing funding to the creators of the best presentations.

Note to teacher: To assess whether your students are performing at the Novice-Mid level, please access the Presentational Writing rubric found at <http://flenj.org/CAPS/rubrics.shtml>. Under *Am I understood*, when appropriate, replace: *My spelling is inaccurate* and *My punctuation does not follow conventions* with *My pronunciation is inaccurate*.