

2022

Expeditionary Learning: Mi vida en perspectiva

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A LEARNING EXPEDITION: MI VIDA EN PERSPECTIVA

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HONORS PROJECT

Submitted to the Honors College
at Bowling Green State University in partial fulfillment of
the requirements for graduation with

UNIVERSITY HONORS

April 20, 2022

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A Learning Expedition: Mi vida en perspectiva

In junior high, students are developing rapidly in a variety of manners, that affects how they see themselves, their school, their community, and the world. I believe that many students are confused or unsure of themselves and how they fit into these different groups of people. I think that today's average eighth grade classroom is seeing these struggles in students unlike ever before due to the COVID-19 global pandemic. Students have been affected, not only academically, but mentally and emotionally, as they lived through stay-home mandates with family and with unsure ideas of what the future holds for them. Through this Learning Expedition, in which students are the researchers, they are able to better develop an understanding of how their world is interconnected with others. When doing so, they are also making comparison between their life, the lives around them, and those throughout the world. Students will be analyzing their past, their present, and their future.

Expeditionary Learning (2003, 2011, 2018) is a curriculum design in which students learn through "expeditions that involved active pedagogy, culture, character, leadership and school improvement, project-based learning." This learning expedition was created to help students become more self-aware of who they are in the world around them and to help promote individual growth. In designing this curriculum, I specifically wanted to promote the growth mindset that Arbor Hills Junior High School is trying to encourage within their students (Dweck, 2006). According to Dweck (2006), growth mindset is the idea that everything can be changed and improved with time and effort if you believe it can. This learning expedition allows the students to continuously make improvements and change their thinking. To advance this growth mindset in students, I knew that I had to break the conventional wisdom and common script that can be seen throughout many classrooms (Burke, 2011; Metz, 1989; Tye, 2000). The common script within many classrooms is that the teacher is the expert, and the students are in the classroom to learn from them, as the

conventional wisdom also deems (Metz, 1989). However, Expeditionary Learning design requires that the students become the experts and the teacher to be a mentor and a guide to the learning (Expeditionary Learning, 2003, 2011, 2018).

To allow the students to become the center of learning, or the experts, I planned many communicative activities to develop students' communicative and cultural proficiency (Ellis, 1997; Burke, 2006, 2010, 2017; SCALE, 2019). Students in a communicative classroom use the target language in a variety of manners, including interpretive (reading and listening), interpersonal (speaking and writing) and presentational (Ellis, 1997; Burke, 2006, 2010, 2017; SCALE, 2019). These activities challenge the students to use Spanish to learn and communicate in meaningful and authentic ways and is rather than requiring students to focus on grammar or memorized rehearsed scripts (Ellis, 1997; Burke, 2006, 2010, 2017; SCALE, 2019). In order for them to communicate in meaningful and authentic manners, the learning experiences, or the communicative activities the students complete within a four-day time period, use comprehensible input and output to allow the students to grapple with the challenging ideas (Krashen, 1981; Swain, 1985). Comprehensible input is using language that the students know and understanding while challenging them to promote their communicative competency. I allow the students to demonstrate as much language as they can in each of the learning experiences, focusing on the meaning of the language they are using (Long, 2000). When students are focusing on the meaning of the language, they are directing their attention to what they are talking about and are not worried about the grammar use. Communicative activities also allow the students to understand many disciplines while using the language, in comprehensible manners, to learn (Ellis, 1997; Burke, 2006, 2010, 2017).

Furthermore, a student-centered communicative classroom promotes the students' communicative competence and cultural proficiency (Burke, 2011; Savignon, 2002). Communicative competency is the ability of the students to use and communicate in the

target language with cultural understandings. Communicative competency is looking at the students' proficiency levels holistically, instead of only focusing on the parts of the language, as the learning expedition allows the students to do (Ellis, 1997; Burke, 2006, 2010, 2017). Cultural proficiency is the understandings that students have in relation to the many factors and ideas involved within a culture, not just the language. These ideas include both little c culture and big C culture as defined by ACTFL (1996, 1999, 2014) as the practices and products, respectfully, of a specific culture. The learning expedition that I planned asks the students to analyze families, homes, and mental and emotional health practices within other countries, thus promoting both their communicative competency and cultural proficiency.

This learning expedition is for an eighth grade, Spanish 1 classroom. This learning expedition will allow the students to think about who they are in different aspects of the past, present, and future. At the beginning, students embark on this expedition for roughly six weeks in which they discuss their family, important people in their life, their homes and how it differs from those in Spain, and ways to describe people and objects. Students then explore mental and emotional health, where they research what it is and how this differs in different cultures. Students look into how they can change their school and community's mental and emotional health. All plans and materials for the In-depth investigation plan can be seen in Appendix A. Finally, student look into the future and define what goals are and the importance of them.

Through this expedition, students are asked to look at where they came from, where they are now and how to better it, and where they want to go. I chose this topic as I believe that students should look at many different aspects of their lives in comparison to other people's and think about what allowed them to be in the space they are in today as well as where they are able to go from here. Junior High students have a great understanding of who are in within their own family. This in-depth investigation is asking students to further their

understanding of the world as they analyze family structures within Spain. Furthermore, students are asked to make comparisons about the way of living within homes within the United States and Spain, thus furthering their cultural proficiency (Burke, 2017).

During the second in-depth investigation, students learn more about what is mental and emotional health. Students work with a local counseling center, allowing the students to learn from experts within the field, giving them a true understanding of mental and emotional health. Students also work with a secondary counseling service to learn about the importance of mental and emotional health and how to better care for our own health. I believe that junior high students have faced challenges and situations unseen before. I think that the COVID-19 pandemic has truly changed how people see the world and react within situations. I believe that today's junior high students are battling with mental and emotional health due to the world-wide stay-home mandate. Allowing the students to research about mental and emotional health practices gives them a tool to better manage their own health. After diving into mental and emotional health, students are to research goal setting the importance of goals for their future, as these students will be moving into the high school in the coming school year. Their lives will once again be changing, thus the importance of goals within their lives. They can dream and take ownership of their mental and emotional health as well as set goals to motivate them.

When discussing their present, during the In-depth Investigation 2, students will be given a choice board to determine how they would like to share the importance of mental and emotional health with their school and community within a Health Fair, which will take place during Learning Experience 3. All the materials and plans for the In-depth Investigation 2 are attached in Appendix B. This Health Fair will allow the students to show their understanding and knowledge about the importance of mental and emotional health, as well as how to care for their own. This allows their community to learn about mental and emotional health as

well. Students have the ability to choose the form of comprehensible output to express this knowledge (Swain, 1985). Comprehensible output is when students use the language they know and understand to communicate. Students produce a product using the language they are most comfortable with, which then allows the students to focus on the message of their project and not about how well they are presenting.

When discussing their future, students create an online platform that allows their peers to share their goals and give each other encouragement. Students use this platform with the language they deem appropriate. Finally, to bring all these elements together, students create a “Sin duda” box that holds any advice, information, materials, ideas, and concepts that the students wish to share with future students in the class and school. This allows the students to combine all the knowledge they have gained into a useable resource. This resource allows the students to share how family, mental and emotional health, and goal setting can help support students through a time of change.

Through this learning expedition, students create a variety of products that allow the students to use Spanish in authentic manners. Students are the experts to help inform their school and community about relevant subjects within their lives. Through the Learning Expedition, students are able to understand how their past, or their family and home, their present, or their mental and emotional health, and their future, or their goals, are all aspects of their life that affect who they are as a person. This understanding allows the students to see how their life is interconnected with others’, in meaningful and significant ways. A Learning Expedition: *Mi vida en perspectiva*, allows students to reflect upon who they are and make changes necessary to continue to better our world.

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Appendix A

¿Qué es mi presente?



IN-DEPTH INVESTIGATION 2
2022
EMILY MEYER

DO NOT ALTER THIS TEMPLATE

World Language In-depth Investigation

Planning Document (adapted from Burke, 2007, 2017)

Approximately 1-3 weeks

IN-DEPTH INVESTIGATION TOPIC: ¿Qué es mi presente?

GUIDING QUESTIONS: (Two to three over-arching questions that shape the focus of the investigation)

¿Qué es la salud mental y emocional? ¿Cuáles las practicas mejores para nuestra salud mental y emocional? ¿Cómo ayuda nuestros compañeros?

LEARNING TARGETS: (3 parts)

Knowledge and content

Students will understand...

- what is mental and emotional health
- the importance of mental and emotional health
- the differences between perspectives on mental and emotional health across countries
- practices to better mental and emotional health
- everyday hobbies and pastimes to better health
- health care available for mental and emotional health
- how other countries support their citizens' mental and emotional health
- what are support system techniques for others' mental and emotional health

Skills and habits

Students will practice and be able to...

- how to support others' mental and emotional health
- determine importance within a reading
- visualize relationships within a reading

- determine importance from a video
- how to research and find accurate information on the internet
- to create a brochure/flyer to give to their school and community
- hold discussions about others' feelings and preferences
- describe how their hobbies impact their mental and emotional health
- describe their hobbies
- talk about their mental and emotional health
- accurately research information about other countries
- find reliable sources
- present information in a variety of formats to peers and community members
- create a project to represent their knowledge
- reflect upon their support systems
- reflect upon their support strategies

Character and community (refer to Expeditionary Learning design principles)

Students will practice and develop qualities of...

- taking responsibility for their learning in activities
- developing rapport with classmates during group work to develop community within the classroom
- develop responsibility to use the Spanish they know and understand within classroom activities
- self-reflection when thinking about their mental and emotional health and with relation to others
- develop curiosity about the people around them and their cultures, way of life, and perspectives

STANDARDS: (Choose the standards that apply to your lesson, including state and national standards)

Ohio World Language

Interpretive Intercultural Communication (Novice Mid)

1. Identify typical cultural products and practices related to familiar, everyday life in native and other cultures to help understand perspectives
3. Understand very basic information in: a. Authentic informational texts; b. Authentic fictional texts; c. Overheard or observed conversations.

Interpretive Literacy (Novice Mid)

1. Recognize cognates and words from context, as well as non-traditional letters, accents, characters or tone marks.
3. Use literal or factual self-questioning before, during and after engaging with texts, such as “What time, who is, why or how?”
4. Make personal connections to a text using prior knowledge or experiences.

Interpersonal Intercultural Communication (Novice Mid)

1. Identify typical products and practices related to familiar, everyday life in native and other cultures
3. Request and share simple information on familiar or everyday topics.
5. Express basic preferences or feelings and react to those of others.

Interpersonal Literacy (Novice Mid)

1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.
4. Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.

Presentational Intercultural Communication (Novice Mid)

2. Present in very familiar intercultural situations using practiced or learned language and behaviors.
3. Give simple information about very familiar topics
4. Provide simple details about self, interests and activities.

Presentational Literacy (Novice Mid)

2. Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with gestures, visuals or words as needed by the audience.
3. Communicate with awareness of pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility.

National World Language Standards

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Technology

1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences

1.2 Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

1.3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

1.4 Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

1.7 Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

English Language Arts

Reading Informational Texts

RI.8.2 Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b. Incorporate central ideas and their relationships into an objective summary of the text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Writing

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Establish a clear thesis statement to present information.
- b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
- c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest

Art

1PR Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art.

2PR Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two and three-dimensional artworks.

3PR Use critical thinking and visual literacy to communicate a specific idea.

4PR Present personal artworks that show competence in the use of art elements to create meanings and effects.

5PR Collaborate to create a thematic work that combines visual art with other arts disciplines.

IMMERSION INTO THE IN-DEPTH INVESTIGATION: (Sparks students' interest and curiosity to learn, also hones in on students' background knowledge of content; usually this is the first learning experience)

To immerse the students into the in-depth investigation, students will reflect upon on COVID-19 has impacted their lives, both physically, mentally, and emotionally. Students will be asked to reflect how our world has changed because of the pandemic. Students will graffiti how thw mental and emotional health perceptions have changed. Students will complete a

graffiti poster with these thoughts. They include any words, drawings, and feelings related to the changes that have taken place within our world the last few years due to the pandemic.

PRE-ASSESSMENT: (Explain how you assessed students' background knowledge of content based on interest, readiness and/or learning style)

LE 1: The teacher will use the Unidad 3, IPA assessment scores to help monitor to the readiness levels of the students. This assessment was about family, house, and personality language. These scores allow the teacher to see the overall readiness scores of the students. These scores will be used to help place the students into mixed readiness groups, based on general understanding of Spanish, as well as speaking, reading, and listening readiness, throughout the learning experience (**readiness**). Not only will students be grouped according to reading and speaking readiness levels but as to who they work well with, or who they are allowed to work with. Many students have specific trauma that prevents them from working with certain individuals (**affect/environment**). Furthermore, this learning experience plan is to learn about mental and emotional health which many students have expressed interest in (**interests**). Students will also be discussing how mental and emotional health compares throughout many different countries (**interests**). In this lesson, students will be asked to read, write, listen, and speak about mental and emotional health allowing all students' learning styles to be met.

LE 2: The teacher will use the informercial students made during LE 1 to determine how well students understand mental and emotional health perspectives and ideas based upon the information shared as well as the overall grade received on the project (**readiness**). The teacher will also use the students' country preferences to help group students (**interest**). If students have similar preferences, they will be grouped together. Furthermore, students have faced some very unusual living conditions than compared to student's past. Because of this, many students are struggling with socio-emotional learning aspects allowing for this

discussion to be of great need (**affect/environment**). This will allow the students to stay interested and connected throughout the learning experience.

LE 3: Using the flyer/brochure from LE 2, the teacher will be able to determine new mixed readiness groups based on reading readiness (**readiness**). The teacher will also use the flyer/brochure to help determine same interest groups for the country research recording form (**interest**). Students will be able to create a project in a variety of formats to meet the interests and learning styles of students allowing students to best demonstrate their knowledge in a format that suits them (**interests/learning styles**). Students have also expressed interest in sharing their opinions. The feria de salud (Health Fair) allows the students to share the information and opinions that they believe matter most about mental and emotional health in the format that best represents their learning style and knowledge (**interest**).

LEARNING EXPERIENCES: (List the 3-5 learning experiences here that you will implement as part of the investigation. You will plan these in-depth using the learning experience template. These are multidisciplinary, lasting 2-4 days each, and can occur with separate teachers or with co-teaching.)

LE 1: **La salud mental y emocional** ¿Qué es la salud mental y emocional? ¿Cuál es la importancia de la salud mental y emocional? ¿Cómo es la salud mental y emocional en otros países? (4 days)

LE 2: **Los pasatiempos y prácticas para la salud mental y emocional** ¿Cuáles son las prácticas para la salud mental y emocional? ¿Cómo ayudar mi salud mental y emocional? (4 days)

LE 3: **Los apoyos de la salud mental y emocional** ¿Cómo ayuda nuestros compañeros? ¿Cómo hace información y ayuda para la salud mental y emocional más disponible? (4 days)

ANCHOR TEXT(S): (What focal text(s) will you use to carry through the investigation?)

(articles, short stories, non-fiction text/s, fiction, poetry, etc.)

- YouTube Video: <https://www.youtube.com/watch?v=USYN3Carq-g>
- YouTube: Los Pasatiempos en Español: Vocabulario y Oraciones
<https://www.youtube.com/watch?v=xp-LiLwH9lo>
- YouTube: “¿POR QUÉ debes tener PASATIEMPOS? | ¿Qué BENEFICIOS tienen para los adultos y los niños?” https://www.youtube.com/watch?v=dI7g_a3Is5w
- “Cómo apoyar a un amigo que tiene desafíos de salud mental”
<https://childmind.org/es/articulo/como-apoyar-a-un-amigo-que-tiene-desafios-de-salud-mental/>

SUMMATIVE ASSESSMENT (performance or project):

(What will students do at the end of the investigation to demonstrate what they learned?)

What will students write? How will they present their work, and to what audience?

How will they document the process? What service does it provide to our community? How will students be evaluated? (attach rubric with expectations, in world language)

Students will be participating in a Health Fair, or la feria de salud, to demonstrate all they have learned in relation to the specific countries that they had researched. Students have the option of a project, including an essay, narrated presentation, blog, podcast, visual representation, and video. Students will then present these projects during the Health Fair with extra narration to help explain to their school and community the importance and significance of mental and emotional health. Each of the students presenting within the Health Fair have had to experience the world in manners unseen before because of the COVID-19 pandemic. This experience has had an impact on their mental and emotional

health that gives them a different perspective on mental and emotional health. Below is the rubric of their expectations.

FORMATIVE ASSESSMENT or (performance or product): (What assessments will be completed for each learning experience to develop the culminating project? What will you and students use to assess learning and how will the quality of work be evaluated?)

LE 1: La salud mental y emocional

-DAY 1: Students will be introduced to the idea of mental and emotional health through questioning of “What is mental and emotional health?” Students will be asked to graffiti their thoughts on the classroom whiteboards. Students will then take their ideas and compare them with their classmates. Students will then watch a YouTube video “La salud emocional” to gain a better perspective of what it can all include. Students will then discuss where they had learned about mental and emotional health. Students will be asked to analyze how the resource of the information may have impacted their understanding of mental and emotional health as well as the biases that may be present from those resources. Students will be completing the recording form “Los recursos” throughout the discussion.

-DAY 2: Students will discuss why mental and emotional health are important within our world and daily lives once again graffitiing their ideas on the classroom whiteboards. Students will then go to Harbor, a local counseling service to learn more while filling out the recording form “¡Navegamos!”

-DAY 3: Using all of the information gathered about the importance of mental and emotional health in our daily lives in the United States. Students will the research how other countries view and prioritize mental and emotional health. Students will be given time to do preliminary research to then research one specific Spanish speaking country. Students will work in mixed readiness groups to fill out the mind-map “El mapa de la mente.”

-DAY 4: Students will create a short infomercial about the mental and emotional health policies and perspectives they researched about their country of choice, to then present to the class.

LE 2: Los pasatiempos y prácticas para la salud mental y emocional

-DAY 1: Students will be watching a video to introduce hobby vocabulary. Students will be filling out the recording form “Los pasatiempos vocabulario.” Students should draw a picture to represent the vocabulary. This is not for a grade but will be used for future reference. Students will then play “*Simon dice*” in order to practice the new vocabulary. Students will then write 5 practice sentences using the new vocabulary on the recording form

“¡Practicamos!”.

-DAY 2: Students will watch the video “¿PORQUÉ debes tener PASATIEMPOS? | ¿Qué BENEFICIOS tiene para los adultos y los niños?” ending at time 5:25, to learn about the importance of hobbies for mental and emotional health. Students will fill out the guided notes form “La importancia de los pasatimepos.” This is for a completion grade. Students will talk with their classmates about how their hobbies help their mental and emotional health. Students will complete the recording form “Las ayudas de mis pasatiempos” which describes how their hobbies help them and to describe what they learn from their classmates. This will be taken for a completion grade of 10 points. The teacher should look for completed work.

-DAY 3: Students will complete the recording form “Entrevista de la salud mental y emocional” to record the ideas and knowledge they learn from the mental and emotional health expert. This is not for a grade and students will use this recording form for the following day.

-DAY 4: Students will create flyer or brochure in mixed readiness groups to inform their school and community about habits, hobbies and practices that allow for mental and emotional health. Students should use all of the information they have learned about to

explain the importance of hobbies for mental and emotional health. The flyer/brochure is worth 20 points. The teacher should look for language accuracy, use of visual aids, and complete sentences using new and old vocabulary.

LE 3: Los apoyos de la salud mental y emocional

-DAY 1: Students will be reading the article “Cómo apoyar a un amigo que tiene desafíos de salud mental” in order to better understand that mental and emotional health is not only a personal challenge, but can be supported through family, friends, and community members. Students will be filling out the recording form “Ideas importantes y reflexiones” Using this recording form, students will analyze how they have been an advocator and support system for their friends, family members, and classmates. Students will be given the opportunity to reflect upon how they can better their support.

-DAY 2: Students will research in mixed readiness groups, a country of their choice, and the support systems in place within their country. Students will be filling out the recording form “Los apoyos del país” worth 20 points. The teacher should look for accurate information as well as a reflection upon the supports provided to citizens.

-DAY 3: Students will be consolidating all of their information to begin creating a project of their choice: visual representation, essay, blog, video, podcast, video, or narrated presentation. Students will be asked to fill out the “Lluvia de ideas” recording form before starting their project to help students define the direction, focus, and message of their project.

-DAY 4: Students will be participating in a Health Fair (feria de salud) in which the school and community are welcomed to attend and present within. Students are to present their choice board project of either a visual representation, essay, blog, video, podcast, video, or narrated presentation. Students will be able to converse with their community about the importance of mental and emotional health, how to care for it, as well as how to support other

people. This will be worth 55 points, 30 points for the material and project presented and 25 points for the presentational aspect of the Health Fair.

FIELDWORK/EXPERTS: (In what fieldwork will you engage students, either/both on and off-site? What experts do you want the students to consult with during the investigation, may not occur for each learning experience?)

LE1: Students will be working with the counselors at Harbor to learn more about mental and emotional health. They will also embark on a web quest to learn how other countries perceive mental and emotional health. Students are researching what are the different perspectives of mental and emotional health are in other countries.

LE2: Students will be talking with a mental and emotional health expert about the best practices to care for their mental and emotional health.

LE3: Students will be completing a web quest to learn about what support systems different countries have in place to help their citizens with their mental and emotional health.

SERVICE: (How will service be an integral part of the expedition? What service will your students take part in during the investigation?)

Students will be learning about how mental and emotional health is perceived, how to support mental and emotional health and others struggling. Students will be participating in a Health Fair for their school and community to help inform others of the importance of mental and emotional health and how to support those who may be struggling.

RESOURCES: (What resources will you need to complete this investigation?)

LE 1:

- YouTube Video: <https://www.youtube.com/watch?v=USYN3Carq-g>
- Harbor <https://harbor.org/services/group-counseling?locale=es#!>

LE 2:

- YouTube: Los Pasatiempos en Español: Vocabulario y Oraciones
<https://www.youtube.com/watch?v=xp-LiLwH9lo>
- YouTube: “¿POR QUÉ debes tener PASATIEMPOS? | ¿Qué BENEFICIOS tienen para los adultos y los niños?” https://www.youtube.com/watch?v=dI7g_a3Is5w
- Expert who speaks Spanish from ActiveMinds <https://www.activeminds.org/>

LE 3:

- “Cómo apoyar a un amigo que tiene desafíos de salud mental”
<https://childmind.org/es/articulo/como-apoyar-a-un-amigo-que-tiene-desafios-de-salud-mental/>

DISCIPLINE INTEGRATION: (How will you integrate different curricula into the investigation? Are there components of the investigation that lend themselves to one or more disciplines?)

- Students are well versed at using their Chromebooks. Because of this, to continue to integrate technology into the classroom, through the use of web quests. Students will be researching different countries to learn about their mental and emotional health practices and perspectives. Students will also be using technology while creating their infomercials, flyers/brochures, and their summative project.
- ELA is also integrated through many means throughout the learning experiences. Students will be participating in a readers’ workshops and researching. This will allow students to better understand how to read in write in both Spanish and English.
- Students will also be enhancing their digital art skills through the creation of their infomercial, flyers/brochures, and their final summative assessment. Students will be able to demonstrate their knowledge through the art.
- Students will also be bettering their understandings of mental and emotional health. Students will be able to understand the importance of mental and emotional health.

Appendix B

Learning Experience 1

DO NOT ALTER THIS TEMPLATE

World Language Learning Experience

Planning Document (adapted from Burke, 2007, 2017)

Approximately 2-4 days

LEARNING EXPERIENCE TOPIC: La salud mental y emocional

GUIDING QUESTION(S): ¿Qué es la salud mental y emocional? ¿Cuál es la importancia de la salud mental y emocional? ¿Cómo es la salud mental y emocional en otros países?

LEARNING TARGETS: (3 parts)

Knowledge and content

Students will understand...

- what is mental and emotional health
- the importance of mental and emotional health
- the differences between perspectives on mental and emotional health across countries

Skills and habits

Students will practice and be able to...

- determine importance within a reading
- visualize relationships within a reading
- determine importance from a video
- how to research and find accurate information on the internet

Character and community (refer to Expeditionary Learning design principles)

Students will practice and develop qualities of...

- taking responsibility for their learning in activities

-developing rapport with classmates during group work to develop community within the classroom

-develop responsibility to use the Spanish they know and understand within classroom activities

-self-reflection when thinking about their mental and emotional health and with relation to others

STANDARDS: (Choose the standards that apply to your lesson, including state and national standards)

Ohio World Language

Interpretive Intercultural Communication (Novice Mid)

3. Understand very basic information in: a. Authentic informational texts; b. Authentic fictional texts; c. Overheard or observed conversations.

Interpretive Literacy (Novice Mid)

1. Recognize cognates and words from context, as well as non-traditional letters, accents, characters or tone marks.

3. Use literal or factual self-questioning before, during and after engaging with texts, such as “What time, who is, why or how?”

4. Make personal connections to a text using prior knowledge or experiences.

Interpersonal Intercultural Communication (Novice Mid)

3. Request and share simple information on familiar or everyday topics.

5. Express basic preferences or feelings and react to those of others.

Interpersonal Literacy (Novice Mid)

1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.

4. Infer meaning of unfamiliar language from gestures, facial and body expressions or

context clues during simple interactions.

Presentational Intercultural Communication (Novice Mid)

2. Present in very familiar intercultural situations using practiced or learned language and behaviors.
3. Give simple information about very familiar topics
4. Provide simple details about self, interests, and activities.

Presentational Literacy (Novice Mid)

2. Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with gestures, visuals or words as needed by the audience.
3. Communicate with awareness of pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility.

National World Language Standards

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Technology

1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences

1.2 Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

1.3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

1.4 Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

English Language Arts

Reading Informational Texts

RI.8.2 Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b. Incorporate central ideas and their relationships into an objective summary of the text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Writing

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Establish a clear thesis statement to present information.
- b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
- c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest

Art

1PR Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art.

3PR Use critical thinking and visual literacy to communicate a specific idea.

4PR Present personal artworks that show competence in the use of art elements to create meanings and effects.

5PR Collaborate to create a thematic work that combines visual art with other arts disciplines.

PRE-ASSESSMENT: (Explain how you assessed students' background knowledge of content based on interest, readiness, learning style, and/or affect/environment for *this particular* learning experience)

- The teacher will use the Unidad 3, IPA assessment scores to help monitor to the readiness levels of the students. This assessment was about family, house, and personality language. These scores allow the teacher to see the overall readiness scores of the students. These scores will be used to help place the students into mixed readiness groups, based on general understanding of Spanish, as well as speaking, reading, and listening readiness, throughout the learning experience (**readiness**). Not only will students be grouped according to reading and speaking readiness levels but as to who they work well with, or who they are allowed to work with. Many students have specific trauma that prevents them from working with certain individuals (**affect/environment**). Furthermore, this learning experience plan is to learn about

mental and emotional health which many students have expressed interest in (**interests**). Students will also be discussing how mental and emotional health compares throughout many different countries (**interests**). In this lesson, students will be asked to read, write, listen, and speak about mental and emotional health allowing all students' learning styles to be met.

FORMATIVE ASSESSMENT: (Explain products or performances and how they are evaluated, i.e. rubric or participation measure written in the world language)

DAY 1: Students will be introduced to the idea of mental and emotional health through questioning of "What is mental and emotional health?" Students will be asked to graffiti their thoughts on the classroom whiteboards. Students will then take their ideas and compare them with their classmates. Students will then watch a YouTube video "La salud emocional" to gain a better perspective of what it can all include. Students will then discuss where they had learned about mental and emotional health. Students will be asked to analyze how the resource of the information may have impacted their understanding of mental and emotional health as well as the biases that may be present from those resources. Students will be completing the recording form "Los recursos" throughout the discussion.

DAY 2: Students will be traveling to Harbor, <https://harbor.org/services/group-counseling?locale=es#!>, which provides group counseling services as well as other services for mental and emotional health. Students will work with one of the counselors there to learn more about why mental and emotional health is important. While there, students will take individual notes about what they found to be important and why on the recording form "Harbor."

DAY 3: Using all of the information gathered about the importance of mental and emotional health in our daily lives in the United States. Students will the research how other countries view and prioritize mental and emotional health. Students will be given time to do

preliminary research to then research one specific Spanish speaking country. Students will work in mixed readiness groups to fill out the mind-map “El mapa de la mente.”

DAY 4: Students will create a short infomercial about the mental and emotional health policies and perspectives they researched about their country of choice, to then present to the class.

MINI-LESSON(S)/WORKSHOP(S): (Explicit instruction of content by teacher, i.e. grammar, vocabulary, literacy strategies, peer editing strategies, reader’s workshop, writer’s workshop)

DAY 1: The teacher will help students develop a vocabulary list to talk about mental and emotional health. The teacher will provide vocabulary words as students need to help them better discuss the complexities of mental and emotional health. Students will watch a video about emotional health to help give students familiar language. The teacher will also help guide the students with their discussions about comparison between knowledge and where they have learned about mental and emotional health ideas.

DAY 2: Students will be working with a counselor from Harbor to learn more about what is mental and emotional health and why it is important.

DAY 3: The teacher will explain that the students will be creating an infomercial about the different mental and emotional health ideas, importance and perspectives within their country of choice. The teacher will provide students with a list of Spanish speaking countries to help students formulate ideas about what country they would like to further investigate. Students will once again complete independent research in mixed readiness groups about their country of choice.

DAY 4: The students will be working on their informercials about the mental and emotional health in their country of choice. The teacher will be tech support for the students. Students will then present their infomercials to the class.

FOCUSED GROUP WORK: (Description of student work and roles)

DAY 1: Students will work individually to graffiti their thoughts and ideas on what mental and emotional health is. Students will then watch a YouTube video to better understand the complexities of emotional health. After this, the students will be placed in mixed readiness groups with one student acting as the facilitator to help the students discuss what is similar and different between their ideas of what mental and emotional health are. In these same groups, students will determine how their information source could have biases and impacted the type of information and perspective about mental and emotional health given.

DAY 2: Students will be completing the recording form “Harbor” individually as they work with the counselor from Harbor.

DAY 3: Students will work in their mixed readiness groups to research one Spanish speaking country and their perspective on mental and emotional health.

DAY 4: Using all of the information they have learned about their country of choice, the students will be creating an infomercial about the mental and emotional health practices and perspectives within their country of choice.

Accountability measure to be used: (Explanation of student evaluation, i.e. rubric or participation measure)

DAY 1: Students will be asked to complete the recording form “Los recursos de la salud mental y emocional” throughout the class time. Students will also be asked to help develop a vocabulary list to supplement their understanding of mental and emotional health. Students will also use the YouTube video to help develop their list of vocabulary words.

DAY 2: The recording form “Harbor” is worth 12 completion points. This recording form is asking students to learn more about mental and emotional health in their own lives.

DAY 3: Students will be completing the recording form “El mapa de la mente” which is worth 17 completion points. The teacher should look for complete information about three different countries in Parte A and factual information about one country in Parte B.

DAY 4: The students will be submitting an Informercial video worth 20 points. Students should include basic information about their country, the resources available for mental and emotional health in their country, potential biases of those resources, the perspectives and the importance of mental and emotional health in their country as well as citations.

Teacher role: (Explanation of teacher’s actions during group work)

DAY 1: Teacher will circulate the classroom and be available to answer questions. The teacher will also help students create a vocabulary list to help them talk about mental and emotional health.

DAY 2: Teacher will circulate and help students formulate questions for the counselor.

DAY 3: Teacher will circulate the classroom and be available to answer questions as students are researching more about other countries and determining which country, they would like to create an infomercial about.

DAY 4: Teacher will circulate and be available to answer questions as students are recording their informercials.

FIELDWORK, EXPERT(S) and/or SERVICE: (Visit to a site for data collection, outside expertise, or service to the school or community)

DAY 1: Students will discuss as a class about what is mental and emotional health. Students will be using the experiences of their classmates to talk about mental and emotional health and the different resources available to them. Furthermore, students will be using the YouTube video “La salud emocional” to help give context and better understanding of the complexities of mental and emotional health.

DAY 2: Students will visit “Harbor” which is a counselling service that supports the multilingual community.

DAY 3: Students will be completing a web quest to find information about 3 countries mental and emotional health perspectives. Students will then use this information to further research one specific country they find interesting.

DAY 4: Students will be creating an infomercial to share with their classmates about mental and emotional health in other countries.

Resources being used for fieldwork, expert and/or service: (Materials, expert)

- YouTube Video: <https://www.youtube.com/watch?v=USYN3Carq-g>
- Harbor <https://harbor.org/services/group-counseling?locale=es#!>

LITERACY FOCUS: (Specific literacy strategies to be addressed, include use of anchor text/s)

- Students will first begin by watching the “La salud emocional” YouTube video, which the students can use to develop their vocabulary list.

Resources being used for literacy strategies: (Materials)

- “La salud emocional” YouTube video:
<https://www.youtube.com/watch?v=USYN3Carq-g>

Los recursos de la salud mental y emocional

Parte A: Escribe donde aprende información de la salud mental y emocional.

Ejemplo: las escuelas, las hospitales ...

Tipo de información	Donde aprende

Parte B: Ahora escribe las preferencias potenciales que forman de los recursos de información.

El recurso	Las preferencias

Reunión con Harbor

Escribe un hecho y por qué es importante en la tabla. (12 puntos)

El hecho	La importancia

Infomercial

Crean un infomercial de la salud mental y emocional del país. Incluyen información del país, los recursos de salud, las preferencias y las perspectivas. Hagan un video para jugar por la clase.

Rubrica:

_____ **2 puntos** Hablan de que país y información básica (la gente, la población, etc.).

_____ **5 puntos** Hablan de al menos que 5 recursos para la salud mental y emocional en el país.

_____ **5 puntos** Hablan de las preferencias potenciales de los recursos (5).

_____ **5 puntos** Hablan de las perspectivas e importancias de la salud mental y emocional en el país (5).

_____ **3 puntos** Incluyen las citas de la información

_____ **20 puntos en total**

Comentarios de Profe

Learning Experience 2

DO NOT ALTER THIS TEMPLATE

World Language Learning Experience

Planning Document (adapted from Burke, 2007, 2017)

Approximately 2-4 days

LEARNING EXPERIENCE TOPIC: Los pasatiempos y prácticas para la salud mental y emocional

GUIDING QUESTION(S): ¿Qué son las prácticas para la salud mental y emocional?

¿Cómo ayudar mi salud mental y emocional?

LEARNING TARGETS: (3 parts)

Knowledge and content

Students will understand...

- practices to better mental and emotional health
- everyday hobbies and pastimes to better health
- health care available for mental and emotional health

Skills and habits

Students will practice and be able to...

- to create a brochure/flyer to give to their school and community
- determine importance from a video
- hold discussions about others' feelings and preferences
- describe how their hobbies impact their mental and emotional health
- describe their hobbies
- talk about their mental and emotional health

Character and community (refer to Expeditionary Learning design principles)

Students will practice and develop qualities of...

- taking responsibility for their learning in activities
- developing rapport with classmates during group work to develop community within the classroom
- develop responsibility to use the Spanish they know and understand within classroom activities
- self-reflection when thinking about their mental and emotional health and with relation to others

STANDARDS: (Choose the standards that apply to your lesson, including state and national standards)

Ohio World Language

Interpretive Intercultural Communication (Novice Mid)

3. Understand very basic information in: a. Authentic informational texts; b. Authentic fictional texts; c. Overheard or observed conversations.

Interpretive Literacy (Novice Mid)

1. Recognize cognates and words from context, as well as non-traditional letters, accents, characters or tone marks.
3. Use literal or factual self-questioning before, during and after engaging with texts, such as “What time, who is, why or how?”
4. Make personal connections to a text using prior knowledge or experiences.

Interpersonal Intercultural Communication (Novice Mid)

3. Request and share simple information on familiar or everyday topics.
5. Express basic preferences or feelings and react to those of others.

Interpersonal Literacy (Novice Mid)

1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.

4. Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.

Presentational Intercultural Communication (Novice Mid)

2. Present in very familiar intercultural situations using practiced or learned language and behaviors.

3. Give simple information about very familiar topics

4. Provide simple details about self, interests, and activities.

Presentational Literacy (Novice Mid)

2. Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with gestures, visuals or words as needed by the audience.

3. Communicate with awareness of pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility.

National World Language Standards

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Technology

1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences

1.2 Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

1.3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

1.4 Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

English Language Arts

Reading Informational Texts

RI.8.2 Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b. Incorporate central ideas and their relationships into an objective summary of the text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Writing

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Establish a clear thesis statement to present information.
- b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
- c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest

Art

1PR Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art.

2PR Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two and three-dimensional artworks.

3PR Use critical thinking and visual literacy to communicate a specific idea.

5PR Collaborate to create a thematic work that combines visual art with other arts disciplines.

PRE-ASSESSMENT: (Explain how you assessed students' background knowledge of content based on interest, readiness, learning style, and/or affect/environment for *this particular* learning experience)

- The teacher will use the informercial students made during LE 1 to determine how well students understand mental and emotional health perspectives and ideas based upon the information shared as well as the overall grade received on the project (**readiness**). The teacher will also use the students' country preferences to help group students (**interest**). If students have similar preferences, they will be grouped together. Furthermore, students have faced some very unusual living conditions than compared to student's past. Because of this, many students are struggling with socio-emotional learning aspects allowing for this discussion to be of great need (**affect/environment**). This will allow the students to stay interested and connected throughout the learning experience.

FORMATIVE ASSESSMENT: (Explain products or performances and how they are evaluated, i.e. rubric or participation measure written in the world language)

DAY 1: Students will be watching a video to introduce hobby vocabulary. Students will be filling out the recording form “Los pasatiempos vocabulario.” Students should draw a picture to represent the vocabulary. This is not for a grade but will be used for future reference.

Students will then play “*Simon dice*” in order to practice the new vocabulary. Students will then write 5 practice sentences using the new vocabulary on the recording form “¡Practicamos!”.

DAY 2: Students will watch the video “¿POR QUÉ debes tener PASATIEMPOS? | ¿Qué BENEFICIOS tienen para los adultos y los niños?” ending at time 5:25, to learn about the importance of hobbies for mental and emotional health. Students will fill out the guided notes form “La importancia de los pasatimepos.” This is for a completion grade. Students will talk with their classmates about how their hobbies help their mental and emotional health.

Students will complete the recording form “Las ayudas de mis pasatiempos” which describes how their hobbies help them and to describe what they learn from their classmates. This will be taken for a completion grade of 10 points. The teacher should look for completed work.

DAY 3: Students will complete the recording form “Entrevista de la salud mental y emocional” to record the ideas and knowledge they learn from the mental and emotional health expert. This is not for a grade and students will use this recording form for the following day.

DAY 4: Students will create flyer or brochure in mixed readiness groups to inform their school and community about habits, hobbies and practices that allow for mental and emotional health. Students should use all of the information they have learned about to explain the importance of hobbies for mental and emotional health. The flyer/brochure is

worth 20 points. The teacher should look for language accuracy, use of visual aids, and complete sentences using new and old vocabulary.

MINI-LESSON(S)/WORKSHOP(S): (Explicit instruction of content by teacher, i.e. grammar, vocabulary, literacy strategies, peer editing strategies, reader’s workshop, writer’s workshop)

DAY 1: The teacher will explicitly teach the hobby vocabulary to the students via the *pasatiempos* YouTube video. The teacher will also model to students how to play “Simon dice” to allow for vocabulary practice. The teacher will also model how to write complete sentences with the new vocabulary words.

DAY 2: Students will be watching the YouTube video “¿POR QUÉ debes tener PASATIEMPOS? | ¿Qué BENEFICIOS tienen para los adultos y los niños?” to better understand the importance of hobbies for mental and emotional health. Students will have discussions with classmates to discuss how their classmates have used their hobbies to help their mental and emotional health, as modeled by the teacher.

DAY 3: Students will be participating in a conversation with a mental and emotional health expert to learn more about what emotional and mental health is as well as how to better care for our health.

DAY 4: The teacher will direct students to record the Flipgrid about their families. Teacher is to review what is necessary that the students have on their flyer/brochure (expectations of language and content).

FOCUSED GROUP WORK: (Description of student work and roles)

DAY 1: Students will work individually while watching the YouTube video that will be played to the class. After the video is completed, students will then be able to work in groups to develop representations of the words. Students will then participate in “Simona dice” in

small groups to allow for total class participation. Students will then work in mixed readiness groups to write complete sentences describing the different hobbies.

DAY 2: Students will watch the YouTube video “¿POR QUÉ debes tener PASATIEMPOS? | ¿Qué BENEFICIOS tienen para los adultos y los niños?” as a class. Students can work together in their mixed readiness groups to fill out the recording form. Students will then hold conversations in these mixed readiness to learn more about how their classmates use their hobbies to better their mental and emotional health.

DAY 3: Students will participate as a class during the conversation with the mental and emotional health expert.

DAY 4: This day the students will be creating their flyer or brochure in their mixed readiness groups, demonstrating everything they have learning about the practices and hobbies of mental and emotional health.

Accountability measure to be used: (Explanation of student evaluation, i.e. rubric or participation measure)

DAY 1: Students will be asked to maintain their “Los pasatiempos vocabulario” recording form throughout the rest of the learning experience. Students will be referencing this form throughout the next few days. Students will not be given ‘filled’ in worksheets; thus they must be responsible for updating their recording form. Students will also be given the opportunity to become “Simon” during “Simon dice” thus giving the students to a goal to strive towards. Students will be sharing their sentences with the class, thus requiring them to participate with their groups when writing.

DAY 2: Students will be holding conversations with their classmates after watching the YouTube video. The recording form will be taken for completion points.

DAY 3: Students will be completing a recording form during the conversation, thus ensuring that students are being attentive.

DAY 4: The students will be submitting a flyer or brochure worth 20 points. The teacher should look for language accuracy, use of visual aids, and complete sentences using new and old vocabulary.

Teacher role: (Explanation of teacher's actions during group work)

DAY 1: Teacher will circulate the classroom and be available to answer questions as students watch the video and fill out the recording form. The teacher will also model with the students how to play "Simon dice." Finally, the teacher will model how to write sentences describing the hobbies.

DAY 2: Teacher will circulate the classroom and be available to answer questions while students are watching the YouTube video and discussing their mental health practices in relation to hobbies. The teacher can help facilitate discussions between groups members and make sure the group stays on task.

DAY 3: Teacher will circulate the classroom as needed to help students formulate and ask questions to the expert.

DAY 4: Teacher will circulate and be available to answer questions as students are creating their flyer/brochure.

FIELDWORK, EXPERT(S) and/or SERVICE: (Visit to a site for data collection, outside expertise, or service to the school or community)

DAY 1: Students will watch a video about hobbies in Spanish to introduce vocabulary.

Students will record the different vocabulary words that they hear on their "Los pasatiempos vocabulario" recording form.

DAY 2: Students will watch a video about the importance of hobbies in relation to mental and emotional health. Students will then collect the information on a recording form.

DAY 3: Students will be having a discussion with a mental and emotional health expert about the practices for mental and emotional health.

DAY 4: Students will be creating a flyer or brochure to share with their school and community about the best practices for mental and emotional health.

Resources being used for fieldwork, expert and/or service: (Materials, expert)

- YouTube: Los Pasatiempos en Español: Vocabulario y Oraciones
<https://www.youtube.com/watch?v=xp-LiLwH9lo>
- YouTube: “¿POR QUÉ debes tener PASATIEMPOS? | ¿Qué BENEFICIOS tienen para los adultos y los niños?” https://www.youtube.com/watch?v=dI7g_a3Is5w
- Expert who speaks Spanish from ActiveMinds <https://www.activeminds.org/>

LITERACY FOCUS: (Specific literacy strategies to be addressed, include use of anchor text/s)

- Students will first begin by watching the “Los pasatiempos” YouTube video, in which the students will be filling out a recording form that allows the students to determine importance of different aspects within the video.
- Students will first begin by watching the “¿POR QUÉ debes tener PASATIEMPOS? | ¿Qué BENEFICIOS tienen para los adultos y los niños?” YouTube video, in which the students will be filling out a recording form that allows the students to determine importance of different aspects within the video.

Resources being used for literacy strategies: (Materials)

- YouTube: Los Pasatiempos en Español: Vocabulario y Oraciones
<https://www.youtube.com/watch?v=xp-LiLwH9lo>
- YouTube: “¿POR QUÉ debes tener PASATIEMPOS? | ¿Qué BENEFICIOS tienen para los adultos y los niños?” https://www.youtube.com/watch?v=dI7g_a3Is5w
- Recording forms

Learning Experience 2 Materials

Los pasatiempos vocabulario

Escribe las palabras de vocabulario y **dibuja** una foto para representar el pasatiempo.

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¡Practicamos!

Escribe al menos de 5 frases completas con el vocabulario.

1.

2.

3.

4.

5.

Nombre: _____ Fecha: _____ Periodo: _____

¡Practicamos!

Escribe al menos de 5 frases completas con el vocabulario.

1.

2.

3.

4.

5.

La importancia de los pasatiempos

Escribe las ideas más importantes a ti.

Las ayudas de los pasatiempos

Parte 1: Escribe sus pasatiempos favoritos. Después, describe cómo los pasatiempos ayudarte.

Mis pasatiempos	La ayuda

Parte 2: Ahora, habla con un compañero de clase. Escribe los pasatiempos favoritos de tu compañero y cómo ayudarle.

Los pasatiempos	La ayuda

Parte 3: Responde a las preguntas en frases completas.

1. ¿Cuál pasatiempos ayudan tu compañero de clase y tú?
2. ¿Por qué esos pasatiempos les ayudan?
3. ¿Qué aprendes de tu compañero de clase?
4. ¿Quieres probar un pasatiempo nuevo?

Entrevista de la salud mental y emocional

Escribe 3 preguntas que quieres aprender.
1.
2.
3.

Escribe al menos de 5 hechos interesantes a ti.
1.
2.
3.
4.
5.

Lista de verificación de folleto

- _____ **6 puntos** Tiene al menos de 3 ayudas visuales
- _____ **8 puntos** Tiene 8 hechos de la salud mental y emocional con relación a los pasatiempos
- _____ **3 puntos** Tiene al menos de 3 palabras de vocabulario de los pasatiempos
- _____ **3 puntos** Tiene frases completas con gramática correcta
- _____ **20 puntos en total**

Learning Experience 3

DO NOT ALTER THIS TEMPLATE

World Language Learning Experience

Planning Document (adapted from Burke, 2007, 2017)

Approximately 2-4 days

LEARNING EXPERIENCE TOPIC: Los apoyos de la salud mental y emocional

GUIDING QUESTION(S): ¿Cómo ayuda nuestros compañeros? ¿Cómo hace información y ayuda para la salud mental y emocional más disponible?

LEARNING TARGETS: (3 parts)

Knowledge and content

Students will understand...

- how other countries support their citizens' mental and emotional health
- what their support system techniques are for others' mental and emotional health

Skills and habits

Students will practice and be able to...

- how to support others' mental and emotional health
- determine importance from a reading
- accurately research information about other countries
- find reliable sources
- present information in a variety of formats to peers and community members
- create a project to represent their knowledge
- reflect upon their support systems
- reflect upon their support strategies

Character and community (refer to Expeditionary Learning design principles)

Students will practice and develop qualities of...

- taking responsibility for their learning in activities
- developing rapport with classmates during group work to develop community within the classroom
- develop responsibility to use the Spanish they know and understand within classroom activities
- self-reflection when thinking about their mental and emotional health and with relation to others

STANDARDS: (Choose the standards that apply to your lesson, including state and national standards)

Ohio World Language

Interpretive Intercultural Communication (Novice Mid)

3. Understand very basic information in: a. Authentic informational texts; b. Authentic fictional texts; c. Overheard or observed conversations.

Interpretive Literacy (Novice Mid)

1. Recognize cognates and words from context, as well as non-traditional letters, accents, characters or tone marks.
3. Use literal or factual self-questioning before, during and after engaging with texts, such as “What time, who is, why or how?”
4. Make personal connections to a text using prior knowledge or experiences.

Interpersonal Intercultural Communication (Novice Mid)

3. Request and share simple information on familiar or everyday topics.
5. Express basic preferences or feelings and react to those of others.

Interpersonal Literacy (Novice Mid)

1. Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.

4. Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.

Presentational Intercultural Communication (Novice Mid)

2. Present in very familiar intercultural situations using practiced or learned language and behaviors.

3. Give simple information about very familiar topics

4. Provide simple details about self, interests, **No table of figures entries found.**and activities.

Presentational Literacy (Novice Mid)

2. Organize information in a logical sequence, with topic sentence, simple details and conclusion, and clarify with gestures, visuals or words as needed by the audience.

3. Communicate with awareness of pronunciation, spelling, mechanics, hand shapes or signing parameters to increase comprehensibility.

National World Language Standards

Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Technology

1.1 Empowered Learner

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences

1.2 Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

1.3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

1.4 Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

English Language Arts

Reading Informational Texts

RI.8.2 Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas. b. Incorporate central ideas and their relationships into an objective summary of the text.

RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Writing

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Establish a clear thesis statement to present information.
- b. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
- c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.

g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.

W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and following a standard format for citation.

W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest

Art

1PR Select, organize and manipulate skills, elements and techniques appropriate to the art form when making art.

2PR Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two and three-dimensional artworks.

3PR Use critical thinking and visual literacy to communicate a specific idea.

4PR Present personal artworks that show competence in the use of art elements to create meanings and effects.

5PR Collaborate to create a thematic work that combines visual art with other arts disciplines.

PRE-ASSESSMENT: (Explain how you assessed students' background knowledge of content based on interest, readiness, learning style, and/or affect/environment for *this particular* learning experience)

- Using the flyer/brochure from LE 2, the teacher will be able to determine new mixed readiness groups based on reading readiness (**readiness**). The teacher will also use the flyer/brochure to help determine same interest groups for the country research recording form (**interest**). Students will be able to create a project in a variety of formats to meet the interests and learning styles of students allowing students to best demonstrate their knowledge in a format that suits them (**interests/learning styles**).

Students have also expressed interest in sharing their opinions. The feria de salud (Health Fair) allows the students to share the information and opinions that they believe matter most about mental and emotional health in the format that best represents their learning style and knowledge (**interest**).

FORMATIVE ASSESSMENT: (Explain products or performances and how they are evaluated, i.e. rubric or participation measure written in the world language)

DAY 1: Students will be reading the article “Cómo apoyar a un amigo que tiene desafíos de salud mental” in order to better understand that mental and emotional health is not only a personal challenge, but can be supported through family, friends, and community members. Students will be filling out the recording form “Ideas importantes y reflexiones” Using this recording form, students will analyze how they have been an advocator and support system for their friends, family members, and classmates. Students will be given the opportunity to reflect upon how they can better their support.

DAY 2: Students will research in mixed readiness groups, a country of their choice, and the support systems in place within their country. Students will be filling out the recording form “Los apoyos del país” worth 20 points. The teacher should look for accurate information as well as a reflection upon the supports provided to citizens.

DAY 3: Students will be consolidating all of their information to begin creating a project of their choice: visual representation, essay, blog, video, podcast, video, or narrated presentation. Students will be asked to fill out the “Lluvia de ideas” recording form before starting their project to help students define the direction, focus, and message of their project.

DAY 4: Students will be participating in a Wax Museum (museo de cera) in which the school and community are welcomed to attend. Students are to present their choice board project of either a visual representation, essay, blog, video, podcast, video, or narrated presentation.

Students will be able to converse with their community about the importance of mental and

emotional health, how to care for it, as well as support other people. This will be worth 55 points, 30 points for the material and project presented and 25 points for the presentational aspect of the Wax Museum.

MINI-LESSON(S)/WORKSHOP(S): (Explicit instruction of content by teacher, i.e. grammar, vocabulary, literacy strategies, peer editing strategies, reader’s workshop, writer’s workshop)

DAY 1: Students will be completing a Reader’s Workshop 2.0 using the “Cómo apoyar a un amigo que tiene desafíos de salud mental” reading. Teacher will model appropriate reading behavior if students need it. After reading about how to support friends’ mental and emotional health, students will be completing the recording form “Ideas importantes y reflexiones.”

DAY 2: The teacher will direct students to research a country of their choosing to learn about that country’s support system for mental and emotional health.

DAY 3: The teacher will direct students to fill out the “Lluvia de ideas” before beginning their project to better understand how to combine all of the information. The teacher will also review the requirements of the project with the students.

DAY 4: The teacher will direct students to participate in the Museo de cera.

FOCUSED GROUP WORK: (Description of student work and roles)

DAY 1: Students will work in mixed readiness groups to read the article “Cómo apoyar a un amigo que tiene desafíos de salud mental.” Students will be completing a Reader’s Workshop 2.0 focusing on the importance of the article and how it relates to their own world. Students will be completing the recording form “Ideas importantes y reflexiones.”

DAY 2: Students will research a Spanish speaking country of their own choosing in same interest groups. Students will be completing the recording form “Los apoyos del país”

DAY 3: Students will work individually to complete their “Lluvia de ideas” recording form. Students will then be creating their project to then present the following day.

DAY 4: This day the students will be presenting their projects in a Wax Museum format.

Accountability measure to be used: (Explanation of student evaluation, i.e. rubric or participation measure)

DAY 1: Students will be completing the recording form “Ideas importantes y reflexiones.”

This will not be for a grade but students will be reminded that this reflection and notes page will help them for their final project.

DAY 2: The recording form “Los apoyos del país” is worth 20 accuracy points, part of which is the inclusion of a reflection.

DAY 3: Students will be completing the recording form “Lluvia de ideas” to help students think about their project in more detail. Students will be expected to review their ideas with a peer or the teacher. Students will also begin working on their project.

DAY 4: The students will be participating in a Museo de cera (Wax Museum). This is worth 55 points in total, 30 from the project and 25 from the presentation. Students are to have accurate information, two central themes or messages, and the development of the ideas. During the presentation, students are to speak with accurate language, be respectful and professional. (Reference the materials for the complete rubric.)

Teacher role: (Explanation of teacher’s actions during group work)

DAY 1: Teacher will circulate the classroom and be available to answer questions as students read the article and fill out the recording form.

DAY 2: Teacher will circulate the classroom and be available to answer questions while students are researching their country of choice.

DAY 3: Teacher will circulate the classroom and be available to answer questions as students are brainstorming their project and beginning to create it. The teacher will be sure to also review the rubric and guidelines for the project.

DAY 4: Teacher will participate in the Wax Museum to evaluate the students.

FIELDWORK, EXPERT(S) and/or SERVICE: (Visit to a site for data collection, outside expertise, or service to the school or community)

DAY 1: Students will read an article about how to support friends with their mental and emotional health.

DAY 2: Students will research a country of their choosing and the support systems in place for mental health for their citizens.

DAY 3: N/A

DAY 4: Students will be participating in a free Wax Museum to inform their school and community about mental and emotional health.

Resources being used for fieldwork, expert and/or service: (Materials, expert)

- “Cómo apoyar a un amigo que tiene desafíos de salud mental”

<https://childmind.org/es/articulo/como-apoyar-a-un-amigo-que-tiene-desafios-de-salud-mental/>

LITERACY FOCUS: (Specific literacy strategies to be addressed, include use of anchor text/s)

- Students will first begin by reading the article “Cómo apoyar a un amigo que tiene desafíos de salud mental.” Students will be participating in a Readers’ Workshop 2.0. They will be focusing on determining importance. The students will be reading about the best practices for supporting their friends with mental and emotional health. Students will be determining the importance of the different aspects and topics of the reading on the recording form “Ideas importantes y reflexiones.” Students will then be

given time to reflect on how this article relates to their own lives. These reading strategies are outlined by Keene & Zimmerman (2007). Students are to take ownership of their understanding of the anchor text.

Resources being used for literacy strategies: (Materials)

- “Cómo apoyar a un amigo que tiene desafíos de salud mental”

<https://childmind.org/es/articulo/como-apoyar-a-un-amigo-que-tiene-desafios-de-salud-mental/>

4. ¿Cuál es la importancia del autocuidado?

Parte 2: Reflexiona de tus practicas con la salud mental y emocional de otras personas.

1. ¿Cómo apoyas tus amigos?

2. ¿Cómo apoyas tu familia?

3. ¿Cómo apoyas tus compañeros de clase?

4. ¿Hay algo que necesitas cambiar?

Los apoyos del país

Parte 1: Escribe los apoyos que tu país tiene para apoyar los ciudadanos. Determina si son satisfactorios y por qué. (20 puntos)

Los apoyos	¿Satisfactorio?

Lluvia de ideas

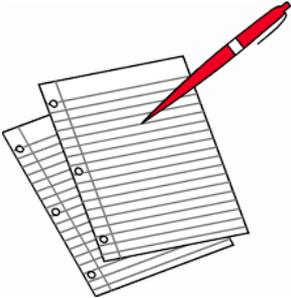
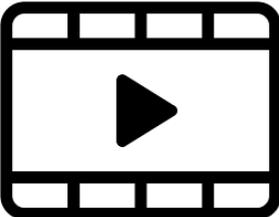
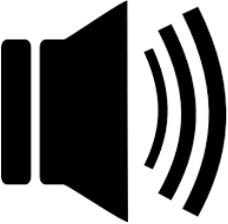
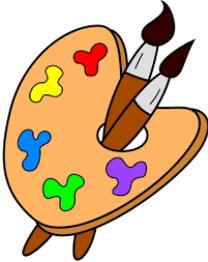
Completa la tabla con sus ideas del proyecto.

<p>¿De qué forma es tu proyecto? ¿Por qué?</p>	
<p>¿Qué es tu mensaje primero?</p>	
<p>¿Qué es tu mensaje secundario?</p>	
<p>¿Por qué tus mensajes son importantes a otras personas?</p>	
<p>¿Cuáles hechos va a usar en tu proyecto?</p>	
<p>¿Cuáles citas/recursos?</p>	
<p>¿Cómo llamas la atención de tu audiencia?</p>	
<p>Si necesitas apoyos visuales, ¿Cuáles y por qué?</p>	

IDI 2 Summative Assessment

Las opciones para el proyecto

Determina que forma del proyecto quieres hacer para mostrar tus entendimientos de la salud mental y emocional. El proyecto es el base para tu presentación durante el museo de cera.

<p style="text-align: center;">Ensayo</p>  <ul style="list-style-type: none"> - 5 paginas - 2 mensajes importantes - Incluye el vocabulario - Pronunciación 	<p style="text-align: center;">Video</p>  <ul style="list-style-type: none"> - 5 minutos - 5 apoyos visuales - 2 mensajes importantes - Incluye el vocabulario - Pronunciación 	<p style="text-align: center;">Blog</p>  <ul style="list-style-type: none"> - 5 párrafos - 5 apoyos visuales - 2 mensajes importantes - Incluye el vocabulario - Pronunciación
<p style="text-align: center;">Presentación con audio</p>  <ul style="list-style-type: none"> - 5 minutos - 5 apoyos visuales - 2 mensajes importantes - Incluye el vocabulario - Pronunciación 	<p style="text-align: center;">Representación visual: arte, dibujos, etc.</p>  <ul style="list-style-type: none"> - Una representación de 2 mensajes importantes - 2 párrafos con explicación 	<p style="text-align: center;">Podcast</p>  <ul style="list-style-type: none"> - 5 minutos - 2 mensajes importantes - Incluye el vocabulario - Pronunciación

Usa tu proyecto para mostrar a otras personas la importancia de la salud mental y emocional durante la feria de salud.

La lista de verificación del proyecto para el museo de cera

- _____ **5 puntos** Tiene dos ideas/mensajes/temas grandes
- _____ **5 puntos** Explica por qué la salud mental y emocional son importantes
- _____ **5 puntos** Habla de las prácticas de la salud mental y emocional en otros países
- _____ **5 puntos** Explica por qué los pasatiempos son importantes para la salud mental y emocional
- _____ **5 puntos** Habla de cómo apoyar las personas en nuestras vidas
- _____ **5 puntos** Usa citas y recursos con precisión
- _____ **30 puntos en total**

La presentación durante el museo de cera

- _____ **5 puntos** Habla con gramática correcta
- _____ **5 puntos** Pronuncia con precisión
- _____ **2 puntos** Tiene apoyos visuales si es necesario
- _____ **3 puntos** Es profesional
- _____ **5 puntos** Tiene respeto por otras personas
- _____ **5 puntos** Habla por al menos de 5 minutos
- _____ **25 puntos en total**

En total _____ 55 puntos.

Comentarios de Profe