**STUDENT PROGRAM LEARNING PLAN:**

***Title: Oh, The Places You’ll Go*: Geography Heritage Learners**

Note: The model Learning Plan below is an exemplar. It includes various tasks in the three modes of communication as a reference for STARTALK Program Directors, Lead Instructors, and teachers as they plan lessons and learning episodes. These plans are not meant to be followed exactly because every program is different. Instead, they are meant to give ideas on how learning plans might be implemented. **These plans include more detail than is required.** STARTALK encourages comprehensive plans but does not require the level of detail included here.

*For step-by-step help in completing this document, please see the accompanying* [*annotated learning plan*](https://startalk.umd.edu/public/system/files/resources/studentprogramannotatedlearningplan.pdf) *and sample learning plans.*

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| **Date: Grade Range of Learners: 9-12 Targeted Performance Level: IM/IH Heritage** |
| **Time Allotted for This Learning Plan: 90 Minutes** |

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| **Lesson Can-Do Statements**  *Identify specific Lesson Can-Do statement(s) from the Program Can-Do statements in the Curriculum Template (column 2) that are appropriate for and specific to this learning plan.* |
| Interpersonal Speaking:   * I can participate in conversations about the target country and its geography of using connected sentences. )   Presentational Speaking:   * I can make presentations on a variety of familiar topics using connected sentences.   Interpretive Listening:   * I can understand the main idea in messages and presentations on about geography and weather in the target country. |

*Indicate what learners need to know and understand to meet the Lesson Can-Do statements above.*

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| **Culture** |  | | **Content** |  | | **Language** |
| Target country geography and its effects on weather, climate, and travel | | Geographical features  Weather | | | Detailed descriptions of geography and climate.  Detailed clothing and accessories vocabulary.  Commands  Narration in strings of connected sentences  Sentences that include relative clauses  Passive voice | |

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| **EPISODE # 1 Number of minutes****for this episode:** 30 | |
| **STAGE 1**  **Lesson Can-Do Statement(s) Addressed:** *See box above* | **STAGE 2**  **Check for Learning**  *Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).* |
| I can infer the main idea and details of what I hear when the teacher gives comprehensible input about geography and geographical features of the target country.  I can illustrate and explain orally and/or in writing new geography expressions in the target language. | Students create Frayer Squares for the new vocabulary expressions and post them on the classroom walls as references for the class. |

**STAGE 3 Enabling Activities**

*Tasks that lead learners to demonstrate what they can do with what they know.*

1. Teacher draws the outline of the target country on the whiteboard or on a piece of large butcher paper. The teacher then draws the reminder of the map in the air while talking about the country, its geography, and places of interest. Students follow along. While drawing, the teacher describes some geographical features of the country.

*For example:*

*The river flows east to west crossing through the desert and ending at the sea.*

*The mountains in the northeastern part of the country are rugged and difficult to cross.*

The teacher integrates actions to teach expressions for describing mountains, rivers, lakes, desert, volcanoes, borders, and other features depending on the landscape of the country.

Each time the teacher and students draw the indivisible maps, the teacher gives the information in a slightly different manner. The information is the same but the phraseology may vary. (It is not meant for the students to memorize the explanation, rather they should internalize the information about the country and be able to present it to an audience.) <https://wlclassroom.com/2011/11/26/teaching-geography-with-invisible-maps-in-the-foreign-language-class/>

The teacher draws the map two or three times before asking students to draw with him/her. Students draw invisible maps on invisible charts. *(It is expected that the teacher use detailed, complex sentences and sentence structures that target Intermediate Mid to Intermediate High.) I Do and We Do Guided*

1. Teacher works with students to internalize new vocabulary using some of the following strategies:

* Teacher creates a Quizlet game for students to practice independently or in pairs. *We Do Guided*
* Students create Quizlet games for their classmates to practice new vocabulary. *You Do*
* Teacher divides the class into pairs (Partner A, Partner B). Partner A students are seated facing the whiteboard or large screen. Partner B students are seated facing A students so that the whiteboard or screen are not visible to them. The teacher projects a picture of the vocabulary expression on the board or screen. Partner A gives clues in the target language to Partner B and Partner B has to figure out the vocabulary expression. Partner B can ask clarifying questions in order to guess the correct response. Students change places and the activity continues each time the teacher changes the picture. *You Do*
* Working in pairs, Partner A gives detailed, descriptive directions to Partner B as he/she draws an invisible map of the target country. *We Do Guided*

1. Students create Frayer Model graphic organizers for the new vocabulary expressions and post them on the classroom walls as references for the class. <http://www.theteachertoolkit.com/index.php/tool/frayer-model> *We Do Guided*

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| **Differentiation Strategies**  *Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.* |
| Teacher and teacher assistant circulate as students work in pairs to monitor language acquisition. When necessary, they form small groups of students who need supplemental instruction/practice and other small groups of students who need to expand their learning. They take the opportunity to give mini lessons that support and extend students’ learning. |

**EPISODE # 2 Number of minutes****for this episode:** 30

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| **STAGE 1**  **Lesson Can-Do Statement(s) Addressed:**  *See box above* | **STAGE 2**  **Check for Learning**  *Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).* |
| I can describe the location of certain geographical features found in the target country.  I can talk about the weather conditions in different regions of the target country.  I can describe orally and/or in writing weather conditions in the target country.  I can exchange information with a partner the geography and weather in the target country. | Students decide on an area of the country they want to visit and discuss with a partner the  conditions they may find there. |

**STAGE 3 Enabling Activities**

*Tasks that lead learners to demonstrate what they can do with what they know.*

1. The teacher distributes plastic bags containing pictures of the geographical features learned in episode 1 and sentences that describe those features. Students work in pairs to draw a map of the target country and then place the pictures and expressions in the correct places on the map. Students share their maps with another pair and discuss the geographical features and their locations in the target country. *We Do Collaborative*
2. Using comprehensible input strategies (visuals, props, paraphrasing, and defining terms), the teacher introduces weather expressions that travelers to the target country may experience*. I Do*

For Example:

*In the northern part of the country where there are mountains, it is blustery, snowy, and windy because of the high mountain range.*

*In the center of the country where there are desert-like conditions, it is dry and arid and there might be sand storms; travel can be difficult.*

*In the southeast near the sea, it is very hot, humid, and rainy. The temperature is often uncomfortable.*

The teacher guides students to use the weather expressions as they work on some of the following tasks:

Students create Frayer Model word posters to illustrate weather vocabulary. *We Do Guided*

1. The teacher provides weather reports in the target language. He/She uses the think-aloud strategy to model how the students can use context clues and text structures to understand unfamiliar terms in a text. *I Do*

(In a Think Aloud, teachers model their thinking process out loud. Teachers say what they are thinking so that students see and hear how the teacher makes connections as they are trying to understand the text. The students can see what kind of questions the teacher asks himself or herself, and what vocabulary and expressions the teacher uses to figure out a new word, concept, or problem. )

Students then work in pairs to read and understand the weather reports. *We Do Collaborative*

1. Students create vocabulary cartoons to illustrate the meaning of new vocabulary terms. *You Do*
2. Students decide on an area of the country they want to visit and discuss with a partner the conditions they may find there. They consult weather.com in the target language for a forecast of the weather during their trip. *You Do*

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| **Differentiation Strategies**  *Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.* |
| Teacher and teacher assistant circulate to prompt students to use **Intermediate Mid** language functions (strings of sentences that include complex structures and detailed descriptions, passive voice. |

**EPISODE # 3 Number of minutes****for this episode:** 30

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| **STAGE 1**  **Lesson Can-Do Statement(s) Addressed:** *See box above* | **STAGE 2**  **Check for Learning**  *Task or activity learners will do to provide evidence that they are making progress toward the Lesson Can-Do statement(s).* |
| I can describe in detail clothing items and accessories for a trip to the target culture.  I can explain why I am packing each item based on the geography and weather in the target country. | Working in pairs, students take turns giving directions to one another about what to pack and why. |

**STAGE 3 Enabling Activities**

*Tasks that lead learners to demonstrate what they can do with what they know.*

1. Teacher sets the stage for the learning episode by opening an empty suitcase and putting out a variety of travel clothes and accessories (or visuals of these items) on a large table. He/She then conducts a think-aloud while deciding which items he/she will pack for the trip to the target country. First, he/she refers to the large classroom map of the country and talks about the climate and weather in the region selected for the trip. This leads to a selection of items to pack based on the terrain and the weather. He/she might consult weather.com in the target language for an extended forecast before choosing the items to pack. *I do*

*It is recommended that the teacher script the input phase in order to include targeted structures (detailed descriptions, narration using complex sentence structures, passive voice construction).*

1. As he/she packs the suitcase, the teacher describes each item and talks about why he/she is packing it and how the items will be used.

*For example:*

*The weather is very dry and hot in the south of the country. I will need sunscreen, a hat, sneakers, shorts, and shirts in order to protect myself.*

The second time the teacher describes the items he/she is packing, students are asked to pick out the items or visuals and put them in the suitcase. The teacher “packs” the suitcase 2 or 3 times with the students help*. I Do and We Do Guided*

1. Teacher distributes small pictures of clothing and accessories and “paper suitcases” to each student. Working in pairs, students take turns giving directions to one another about what to pack and why. *You Do*

*For example:*

*Pack a light jacket or sweater. It might be cool at night even though daytime temperatures are very warm.*

*Don’t forget your sneakers or hiking boots for walking in the mountain areas of the country. The terrain is rugged.*

1. Students form groups of 4 and share the items packed for trip and why they chose those items. *You Do*

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| **Differentiation Strategies**  *Adjustments to instruction or activities to meet learner needs based on age, readiness, process, or output.* |
| Teacher and teacher assistant circulate to prompt students to use IM language functions (strings of sentences that include complex structures and detailed descriptions, passive voice. |

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| **MATERIALS NEEDED**  *What supplies and materials will you need to successfully implement this learning plan?* |
| Vocabulary practice: <http://Quizlet.com>  Map drawing from memory:  [http://io9.gizmodo.com/history-teacher-draws-a-ridiculously-accurate-](http://io9.gizmodo.com/history-teacher-draws-a-ridiculously-accurate-   world-map-1637567065)  [world-map-1637567065](http://io9.gizmodo.com/history-teacher-draws-a-ridiculously-accurate-   world-map-1637567065)  Teaching geography with invisible maps: <https://wlclassroom.com/2011/11/26/teaching-geography-with-invisible-maps-in-the-foreign-language-class/>  Frayer Squares: <http://www.theteachertoolkit.com/index.php/tool/frayer-model>  Vocabulary Acquisition Strategies: <http://learningtasks.weebly.com/index.html> |

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| **PERSONAL REFLECTION**  *How did this lesson go? What could you do to improve this learning plan if you do these activities again?* |
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