

Final Product(s)

Students will have the option of creating the following products as their final task:

- Advertisement
- Journal/Diary Entry
- Restaurant Review
- Mind Map about India/Indian Culture/Food/Etc.
- Poster about India/Indian Culture/Food/Etc.
- Lapbook about India/Indian Culture/Food/Etc.
- Comic or Short Story
- Promotional Video

Students can also ask their teacher for permission if they have a different idea.

Justificación

This year we are lucky enough to have a Language Assistant from India. After learning more about India in our first sessions we realized that our students have little-to-no exposure to this diverse country and culture. In fact, not one of the students knew that we have “La Casa de la India” here in Valladolid, and when our Language Assistant mentioned her favorite Indian Restaurant (and no one had heard of it....) The idea was born. Why not have an “Indian Immersion” field trip for a day? Our students are **EXTREMELY** motivated and excited about this learning situation, and they will develop five of the eight **Key Competences**:

- Competencia en Comunicación Lingüística
- Competencia Plurilingüe
- Competencia Personal, Social y de Aprender a Aprender
- Competencia Ciudadana
- Competencia en Conciencia y Expresión Culturales

while visiting “La Casa de la India”, followed by lunch at a local Indian restaurant.

COMPETENCIAS	Comunicación	Plurilingüe	Personal, Social y de Aprender a Aprender	Ciudadana	Conciencia y Expresión Culturales
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COMPETENCIAS ESPECÍFICAS	1. Comprender textos orales y escritos.	2. Producir textos orales y escritos.	3. Interactuar con otras personas.	4. Mediar en situaciones cotidianas entre distintas lenguas.	5. Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas.	6. Valorar críticamente y adecuarse a la diversidad lingüística, cultural y artística a partir
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ESPECÍFICAS						de la lengua extranjera.
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DESCRIPTORES PERFIL DE SALIDA

- CCL2, CCL3, CP1, CP2, STEM1, CD1, CPSAA5, CCEC2
- CCL1, CP1, CP2, STEM1, CD2, CPSAA5, CE1, CCEC3.
- CCL5, CP1, CP2, STEM1, CPSAA3, CC3.
- CCL5, CP1, CP2, CP3, STEM1, CPSAA1, CPSAA3, CCEC1.
- CP2, STEM1, CPSAA1, CPSAA5, CD2
- CCL5, CP3, CPSAA1, CPSAA3, CC3, CCEC1

EVALUATION: Students' work will be evaluated with three rubrics.

- **Presentation Rubric** (Originality, Enthusiasm, Preparedness, Posture and Eye Contact, Pronunciation, and Volume) + Peer Evaluation (Listens to Other Presentations, Evaluates Peers).
- **Final Product Rubric** (Content + Organization, Spelling + Grammar, Vocabulary, Quality of Work) + Collaborative Work Skills (Focus on Task, Attitude, Preparedness).
- **Peer Evaluation:** Praise, Question, Suggestion.

Teachers' work will be evaluated on a personal (reflection) and group (discussion) level.

COMPETENCIAS ESPECÍFICAS

CRITERIOS DE EVALUACIÓN

<p>1.1 Extraer y analizar el sentido global y la información específica y explícita.</p> <p>1.3 Seleccionar, organizar y aplicar de forma guiada las estrategias y conocimientos más adecuados en situaciones comunicativas cotidianas.</p>	<p>2.1 Expresar oralmente textos breves, sencillos, estructurados, comprensibles y adecuados a la situación comunicativa.</p> <p>2.2 Redactar y difundir textos de extensión media con aceptable claridad, coherencia, cohesión, corrección y adecuación.</p> <p>2.3 Seleccionar, organizar y aplicar conocimientos y estrategias para planificar, producir,</p>	<p>3.1 Planificar, participar y colaborar activamente, a través de diversos soportes, en situaciones interactivas</p> <p>3.2 Seleccionar, organizar y utilizar estrategias adecuadas.</p>	<p>4.1 Inferir y explicar textos, conceptos y comunicaciones breves y sencillas en situaciones en las que atender a la diversidad.</p> <p>4.2 Aplicar estrategias que ayuden a crear puentes, faciliten la comunicación y sirvan para explicar y simplificar textos.</p>	<p>5.2 Utilizar de forma creativa estrategias y conocimientos de mejora de la capacidad de comunicar y de aprender la lengua extranjera con apoyo.</p>	<p>6.1 Actuar de forma empática y respetuosa en situaciones interculturales.</p> <p>6.3 Aplicar estrategias para defender y apreciar la diversidad lingüística, cultural y artística.</p>
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		revisar y cooperar en la elaboración de textos				
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DIDACTIC SEQUENCING

3-50 minute sessions:

Students will first be introduced to the topic: India in two sessions with our Language Assistant, who is from India (population, religions, languages, history, flag, national animals, money, dances, clothing, etc.). The third session will focus exclusively on the topic of food and will finish with students exploring the menu of a local Indian restaurant. Finally, students share their food preferences, allergies, etc. to help us coordinate the Field Trip.

Field Trip:

Students will visit “La Casa de la India”, accompanied by their teachers and their language assistant (who is from India) to see an exhibition and learn more about Indian culture. Afterwards, the students will continue their “immersion” by eating lunch at a nearby Indian restaurant, where they will be introduced to Indian cuisine. Students will be required to order their food and (encouraged to) speak to each other in English.

ATTENTION TO DIVERSITY

This Learning Situation respects the guiding principles of **Universal Design for Learning** for Engagement, Representation, and Action & Expression.

Additionally, it caters to students’ **multiple intelligences** by offering them different options for the final product. Students have the option of working **individually or in small groups**.

Throughout the learning process students are guided through the different levels of **Bloom’s Taxonomy**, beginning with basic comprehension of the information that is presented to them in-class, and finishing with a personal creation which demonstrates their understanding of the information as well as their personal growth.

Finally, the **evaluation** used gives all of the students the opportunity to creatively demonstrate what they have learned.