

Brussels Study Tour 2019

K-12 Teacher Unit

Name: Mary Jackson		Unit Plan: Spring, Summer and Fall 2019	
		Subject/Grade Level: Spanish 1/2 Grades 10-12	
Unit Title:	Getting to Know the European Union and More		
Unit Narrative:	Students investigate Brussels, Belgium, follow a teacher created blog, and learn about the European Union. This unit has three main components composed of spring, summer and fall seasons of 2019.		
Standards:	<p>Idaho Standard COMT 1: Interact and collaborate in communities and the globalized world within and beyond the classroom.</p> <p>Idaho Standard COMP 2: Investigate, explain and reflect on the concept of culture through the comparisons of the cultures studied and their own.</p> <p>Idaho Standard CONN 1: Build, reinforce, and expand knowledge of other disciplines while using the target language to develop critical thinking/creative problem solving skills.</p> <p>Idaho Standard CLTR 1: Investigate, explain and reflect on the relationship between the practices and perspectives of the cultures studied in the target language.</p> <p>Idaho Standard COMM 3: Utilize appropriate media to present an idea to an audience.</p>		
Objectives			
<ul style="list-style-type: none"> → Students will investigate general information about Brussels and Belgium in a pre-tour questionnaire. → Students will learn some information about the European Union in the pre-tour worksheet. → Students will have the opportunity to follow an in country blog and ask questions of the instructor. → Students will research and learn more information about the European Union post the European Union Study tour. → Students will research a product or perspective of the European Union and create a poster or another end product based on topics mentioned on https://europa.eu/european-union/topics_en 			
Big Ideas			
<ul style="list-style-type: none"> → What countries belong to the European Union? → What are benefits of belonging to the European Union and why? 			
Essential Questions			
<ul style="list-style-type: none"> → What do students currently know about the European Union? → What is the historical background of the creation of the European Union? → What countries joined the European Union through time? → What are the goals and values of the EU? 			
Learning Acquisition and Assessment			
Students will know... (content/concepts)		Students will be able to... (skills, performance tasks)	
<ul style="list-style-type: none"> → Students will know which countries belong to the EU → Students will know a brief history of the creation of the EU 		<ul style="list-style-type: none"> → Students will be able to explain the goals of the EU → Students will be able to use the imperative to support an issue from this EU website https://europa.eu/european-union/topics_en 	
Formative Assessments		Summative Assessments	
<ul style="list-style-type: none"> → Teacher observation → Online pre-survey and post-survey → Think, pair and share information 		<ul style="list-style-type: none"> → Teacher created pre-tour research assignment → Teacher created assignment to make a poster or other media using the imperative 	
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing			

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Day 1	<ul style="list-style-type: none"> → In the spring of 2019, students were informed about the instructor's European Union Study Tour to Brussels, Belgium. Students were given background information as to the purpose of this tour as well as general information about the European Union.
Day 2	<ul style="list-style-type: none"> → Students were given an assignment about Brussels, Belgium and the European Union. They researched the information on computers. → The entire student body and faculty were notified of the instructor's blog during the school daily announcements. All were invited to send questions via e-mail while the instructor was in Belgium. The site URL is http://jacksongoestobrussels.blogspot.com/
Day 3	<ul style="list-style-type: none"> → In the fall 2019, students will take the online quiz https://europa.eu/learning-corner/quiz/what_en in order to find out what they know about the European Union. → Students will learn the history of the European Union, goals and purpose. They will also learn about the institutions under the umbrella of the European Union such as the European parliament, etc. Instructor created handouts will accompany this study.
Day 4	<ul style="list-style-type: none"> → Students will research a particular topic of the EU from this URL https://europa.eu/european-union/topics_en → Students will create a poster or another media that focuses on one of the perspectives from the above website. They will use the imperative structure in this assignment. They will present their product to the class.
Day 5	<ul style="list-style-type: none"> → Students will take the initial pre quiz about the European Union again to see what knowledge they have gained. https://europa.eu/learning-corner/quiz/what_en
Resources and Materials	
<ul style="list-style-type: none"> → Blog- http://jacksongoestobrussels.blogspot.com/ → Instructor created handouts. → Easy overview of EU (can be translated to Spanish)- https://europa.eu/european-union/about-eu/easy-to-read_en → Goals and values of the EU- https://europa.eu/european-union/about-eu/eu-in-brief_en → EU topics- https://europa.eu/european-union/topics_en 	