

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on [GeorgiaStandards.Org](http://GeorgiaStandards.Org).

## Spanish I Unit 4 House and Home

### How to Use this Unit

This unit was developed using the principle of beginning with the end in mind. In other words, the end-of-unit assessments were developed first, based on the current Georgia Standards for Modern Languages. Those standards were developed and adopted in 2002 and can be accessed in their entirety at the following URL:

[www.GeorgiaStandards.Org](http://www.GeorgiaStandards.Org)

To use this unit, follow these steps:

1. Read over the unit in its entirety.
2. Decide which of the **Summative Performance-Based Assessment Tasks** you will use to assess student performance at the end of the unit.
3. Based on that choice, review the **Interdisciplinary Instructional Tasks**, decide which ones you will use, and in what order.
4. Review your draft unit plan, the **Standards and the Corresponding Essential Questions**, and the **Language Structures Needed for the Unit**. Identify any standards that are not addressed or other gaps in instruction and design appropriate **Interdisciplinary Instructional Tasks** to address those standards and/or instructional gaps.
5. Review the list of **Formative Assessment Tasks** and decide which ones you will use to assess student progress during the unit. Be sure to choose tasks that will reinforce student performance on the **Summative Assessment Tasks**. Design your own tasks as well!
6. Review your entire unit and identify the materials and resources you need to teach it.
7. Have fun teaching a performance-based unit!

**Essential Questions: What would it be like to live in a home in a foreign country?**

## Georgia Performance Standards Framework for Spanish I

### What Students Will Be Able to Do

#### Elements:

**MLI.INT1D** Demonstrate Novice-Mid proficiency in listening, viewing and reading comprehension.

**MLI.P1B** Give basic information about self and others using suggested topics.

**MLI.P1C** Demonstrate Novice-Mid proficiency in oral and written presentations.

**MLI.CCCB** Apply previously learned skills from other subjects.

**MLI.CCC3A** Recognize similarities/ differences between target language and English.

**MLI.CCC5A** Identify examples of target language and culture in media forms.

#### What students will know:

Possessive adjectives (my, your, his/her)

Verb conjugation:

Present tense of verb “to have”

Present tense of verbs “to live,” “to prepare,” “to dine,” etc.

Prepositions of location (*on, in under*)

The expressions: “there is,” “Is there?,” “What is there.. ?”

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### Summative Performance Based Assessment 1

**Elements:** MLI.IP1E

#### **Dream Home!**

Your father's employer is transferring your family to Caracas, Venezuela. As a perk, the company has offered your family the opportunity to design your new home. Your father asks each of the family members to help with his design. He asks you to sketch your ideal floor plan and label the rooms as you would like to have them in your new home. Make sure you include the necessary rooms for the house like the kitchen, living room, bedroom (you are limited to no more than 3 bedrooms), etc. Because you are designing for a Spanish-speaking architect, the rooms must be labeled in Spanish.

#### **Scoring Rubric**

##### *3 Exceeds Expectations*

- Sketched and labeled 8 or more rooms correctly (no more than 3 rooms are designated as bedrooms)

##### *2 Meets Expectations*

- Sketched and labeled 5-7 rooms correctly (no more than 3 rooms are designated as bedrooms)

##### *1 Approaches Expectation*

- Sketched and labeled 3-4 rooms correctly (no more than 3 rooms are designated as bedrooms)

##### *U Does Not Meet Expectations*

- Sketched and labeled 0-2 rooms correctly (no more than 3 rooms are designated as bedrooms)

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### Summative Performance Based Assessment 2

#### Where Should We Live?

**Elements:** MLI.CCC5A, MLI.P1C, MLI.INT1D, MLI.P1B

Your family is planning to spend a month in Madrid. You have asked Vicente, a family friend living there, to send you some ads for home rentals in the local newspapers so that you can choose a good, convenient place to rent for your stay. Here are some requirements that your family has:

- You need 3 or 4 bedrooms
- A garage is preferred for the rental car
- Air conditioning is a must
- Your mother wants to be on a high floor so that she can have a good view of the city
- It would be nice if the building had a porter

Looking at the ads Vicente has sent, which of the following houses will suit your family best? Once you have made your decision, send an email to Vicente explaining to him which rental you have chosen and why. He had also offered to go take a digital photo of the property and send it back to you and your family.

#### Selección 1

Apartamento en alquiler en Madrid.  
 Alquiler de apartamento en Madrid (Avda. de Alberto Alcocer nº 46). 1 dormitorio (60 m<sup>2</sup>), cocina independiente completamente equipada, aire acondicionado, recién reformado. Piscina, pista de tenis y plaza de garaje opcional. Precio: 900 euros.  
 Telf.: 627 537 196 - 91 602 97 11  
 E-mail: mburriel.blou@telefonica.net

#### Selección 2

|  |
|--|
| REFERENCIA: <b>476217</b>  |
| REFERENCIA INMOBILIARIA: <b>715</b>                                  |
| Tipo de bien: <b>Piso</b>  |
| Zona: <b>MAR DE CRISTAL</b>  |
| Zona / CP: <b>Canillas</b>   |
| Dirección: <b>canillas</b>   |
| Población: <b>Madrid</b>   |
| Provincia: <b>Madrid</b>   |
| Precio Venta : <b>420.600 €</b>                                      |
| Superficie: <b>113 m<sup>2</sup></b>                                 |
| Precio m <sup>2</sup> de este inmueble: <b>3.722 €/m<sup>2</sup></b> |

|  |
|--|
| Precio medio m <sup>2</sup> de la zona: <b>3.896 €/m<sup>2</sup></b> |
| Dormitorios: <b>3</b>  |
| Baños: <b>2</b>  |
| Actualizado: <b>08/07/2005</b>                                       |

#### CARACTERÍSTICAS

Baños reformados, Aire acondicionado, Armarios empotrados, Puerta blindada, Ventanas tipo climalit, Cocina amueblada, Ascensor, Garaje, Vigilancia/portero, Zonas ajardinadas, Bien comunicado, Numero de planta 9º, Suelo de parquet, Ventanas de aluminio, Listo para ocupar, Calefacción individual

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### Selección 3

|  |
|--|
| REFERENCIA: <b>434292</b>  |
| REFERENCIA INMOBILIARIA: <b>651</b>                                  |
| Tipo de bien: <b>Piso</b>  |
| Zona: <b>CANILLAS</b>  |
| Zona / CP: <b>Canillas</b>   |
| Dirección: <b>canillas</b>   |
| Población: <b>Madrid</b>   |
| Provincia: <b>Madrid</b>   |
| Precio Venta : <b>468.000 €</b>                                      |
| Superficie: <b>124 m<sup>2</sup></b>                                 |
| Precio m <sup>2</sup> de este inmueble: <b>3.774 €/m<sup>2</sup></b> |
| Precio medio m <sup>2</sup> de la zona: <b>3.896 €/m<sup>2</sup></b> |
| Dormitorios: <b>4</b>  |
| Baños: <b>2</b>  |
| Actualizado: <b>03/03/2005</b>                                       |

#### CARACTERÍSTICAS

Baños reformados, Puerta blindada, Ventanas tipo climalit, Cocina amueblada, Ascensor, Garaje, Vigilancia/portero, Zonas ajardinadas, Bien comunicado, Numero de planta 2º, Suelo de gres, Ventanas de aluminio, Listo para ocupar, Calefacción individual

## Georgia Performance Standards Framework for Spanish I

### Scoring Rubric

#### **3 Exceeds Expectations**

- Contains 4 or more sentences.
- Contains all of the required information.
- May make errors in grammar; spelling and punctuation that do not interfere with communication.

#### **2 Meets Expectations**

- Contains 3 sentences.
- Contains all of the required information.
- May make errors in grammar, spelling and punctuation, but they rarely interfere with communication.

#### **1 Approaches Expectations**

- Contains 2 sentences.
- Contains most of the required information.
- Makes errors in grammar; spelling and punctuation that interfere with communication.

#### **U Does Not Meet Expectations**

- Did not attempt activity.

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### Summative Performance Based Assessment 3

Elements: MLI.INT1D, MLI.P1B

#### Divine Design

Felipe Montalvo is an exchange student from Spain. He will be coming to stay with your family for the next semester and you are anxious to make him feel at home. You ask Felipe to write a brief letter to you describing what his room looks like with the idea of trying to make his room look similar so he will immediately feel at home. Your brother is helping out, but since he doesn't understand Spanish, he asks you some questions about the kinds of things Felipe likes or has.

*Mis queridos amigos americanos,  
¿Cómo están ? Yo estoy bien. Yo vivo en España en una casa grande con mi familia. Tengo tres hermanos y dos hermanas, pero cada hijo tiene su propio dormitorio. Mi dormitorio no es grande y no es pequeño. Tengo una cama grande que tiene un cubierto con rayas azules, rojas y blancas. La computadora está sobre el escritorio donde también está el impresor y una lámpara. Al lado de la cama hay un estante que tiene el estéreo y los CDs. También hay muchos libros porque me gusta leer mientras escucho música. Cerca del estante, hay una silla muy cómoda adonde mi perro, Sancho, le gusta dormir. Finalmente, hay una ventana grande de donde me gusta ver lo que pasa en la calle. ¿Tienes tú una vista interesante desde la ventana de tu dormitorio ?*

1. What size family does Felipe have? \_\_\_\_\_
2. Does he have any pets? \_\_\_\_\_
3. How big is his room? \_\_\_\_\_
4. Is he a music lover? \_\_\_\_\_
5. What other interest does he have? \_\_\_\_\_
6. How big is his bed? \_\_\_\_\_
7. Does he mind a room without windows? \_\_\_\_\_
8. Does he know how to use a computer? \_\_\_\_\_

#### Scoring Rubric

##### 3 Exceeds Expectations

Answers all 8 statements correctly.

##### 2 Meets Expectations

Answers 6-7 statements correctly.

##### 1 Approaches Expectation

Answers 4-5 statements correctly.

##### U Does Not Meet Expectations

Answers 0-3 statements correctly.

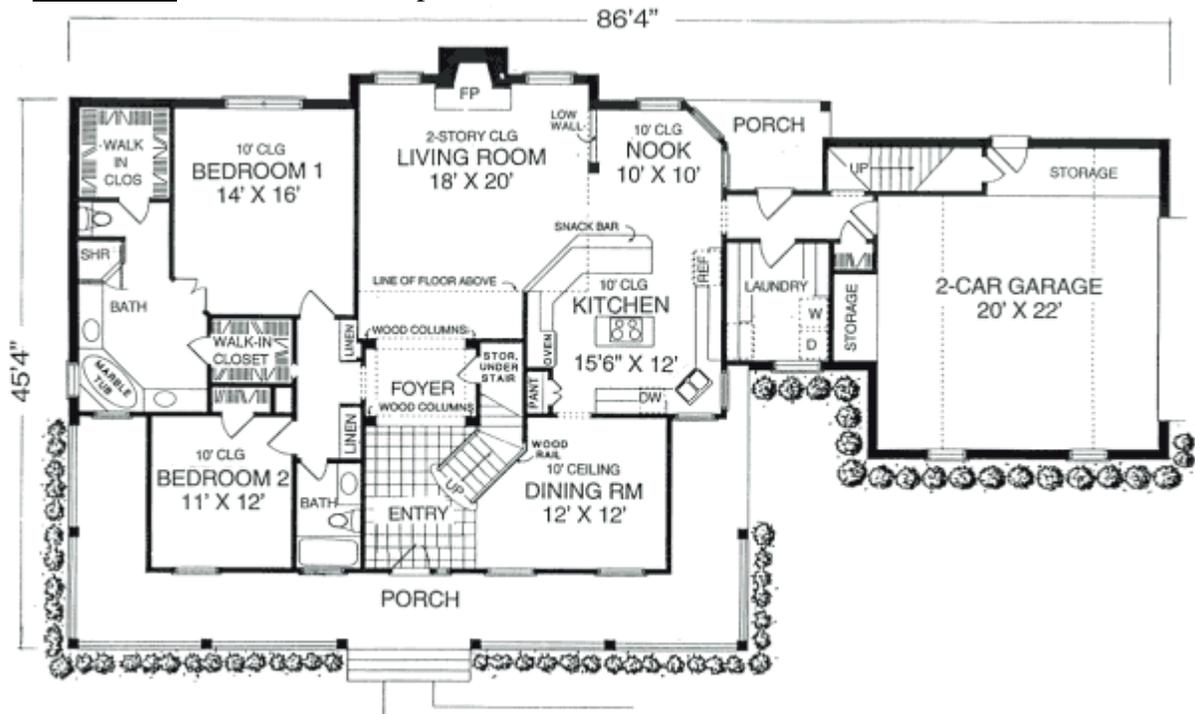
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### Summative Performance Based Assessment 4

Elements: MLI.P1C, MLI.CCC1D, MLI.P1B

#### For Sale By Owner

Your mother is a real estate agent, and she has asked you to help her with a slight dilemma. Her new clients have recently arrived from Guatemala, and since you've been taking Spanish, she would like for you to go along in the car to help her describe the house she is going to show them that afternoon. Use your imagination, along with the blueprint of the house below, to describe the rooms and features of the home. Be sure to mention the size (large or small), the current paint color and any unique features of each room. Also mention the furniture or appliances the current owner plans to leave behind.



## Georgia Performance Standards Framework for Spanish I

### Scoring Rubric

#### 3 Exceeds Expectations

- Identifies 5 or more rooms of the house.
- Includes color, size and a special feature of each room.
- Mentions 4 furniture items or appliances the owner will leave behind.
- Makes errors in grammar, spelling and pronunciation that rarely interfere with communication.

#### 2 Meets Expectations

- Identifies 4 rooms of the house.
- Includes color, size and a special feature of each room.
- Mentions 3 furniture items or appliances the owner will leave behind.
- Makes errors in grammar, spelling and pronunciation that may interfere with communication.

#### 1 Approaches Expectations

- Identifies 3 rooms of the house.
- Includes color, size and a special feature of a few of the rooms.
- Mentions 2 furniture items or appliances the owner will leave behind.
- Makes errors in grammar, spelling and pronunciation that interfere with communication.

#### U Does Not Meet Expectations

- Identifies only 2 rooms of the house.
- Does not include color, size, or a special feature of the rooms.
- Mentions only 1 furniture item or appliance the owner will leave behind.
- Makes errors in grammar, spelling and pronunciation that interfere with communication.

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### Interdisciplinary Instructional Tasks

#### Interpersonal Communicative Tasks

**1. Draw a House. (Art)** Have students work in pairs. Each student draws and labels a floor plan for his/her house or apartment. Then, without showing the drawing to their partner, students describe their house or apartment. Each student draws a floor plan according to the description provided by his/her partner. When finished, they compare the two plans and list differences.

**2. Where Shall We Live? (Social Studies/ Language Arts/ Math)**

You are helping people in your city that will be moving to Madrid soon. The first people are a young couple with two pre-school children; the second is a retired couple who want to spend half their year in Spain, and the third is a 24-year old man who wants to study for a year in Spain, but wants to have plenty of room for his friends to visit him. Use the accompanying activity sheet to work through this (SP1-4 Act2)

**3. Where is the black cat? (Language Arts)** Place students in pairs. Each student is given a drawing of the same house and a cut-out of a black cat. Student A will move his/her cat to one of the rooms in the house. Student B will try to guess the location of the cat by naming the room in which he/she thinks his/her partner placed the cat. Student B will be given three chances to guess the location before Student A reveals the cat's hiding place. Students reverse roles.

**4. What do you have? (Language Arts)** Students are told that both Marcos and María are sick at home today and are not at school. They need some of their belongings brought to their house. Each student has a handout with 12 pictures of objects familiar to students. Student A has 6 pictures labeled as belonging to either Marcos or María, but the other 6 have blanks below the objects. Student B has 6 different pictures labeled as belonging to either Marcos or María, with 6 others left blank. Each student will find out the owners of all the objects which are not labeled on their handout by asking questions and making statements about the cards each one has. *For example: "I have a book. Is it Mark's book?" Partner B looks at his cards and verifies. "Yes, it is his book." or "No, it is not his book."* Depending on the answer, students can fill in the blanks on his handout. (SP1-4 Act4A, B)

**5. What do you do? (Language Arts)** Students are given 10 squares of paper on which to write activities related to home. Students are grouped in pairs and are instructed to place their squares in a stack with those of their partners. Working in pairs, students draw a card, read the activity aloud, and place it in a separate stack according to who they think would usually do the activity: el padre, la madre, el hermano, la hermana. Then each team member takes the cards from one of the family member stacks and plays one of the above roles. For example: *Yo soy la madre. Yo preparo la cena.*

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### Interpretive Communicative Tasks

**6. Here or There? (Social Studies)** Students look at the two pictures on Activity Sheet 6. The American mall has become, for many, the center of social life. On the other hand, the plaza in Spanish towns and cities serves as a gathering place for those who live there. Ask students to talk about the advantages and disadvantages of each, first in small groups with someone taking notes. Then, using the white or chalk board, gather the thoughts of the small groups into one list of advantages and disadvantages of each. **(SP1-4 Act6)**

**7. What’s your “Impression?” (Art)** Using the website for the works of the contemporary chicana artist, Carmen Lomas Garza ([www.carmenlomasgarza.com](http://www.carmenlomasgarza.com)), the teacher can download images to show using an LCD projector or save them onto the teacher’s desktop computer. Pictures show various rooms in a home and various activities that are happening there. These pictures can serve as rich vocabulary use for students as they identify the room and items found in it. The teacher can also obtain information about the artist at this site as well as information about each of the paintings.

**8. Where Am I? (Language Arts)** Students will read teacher-generated, simple descriptions of a variety of rooms in the house. Students read each description and write the name of the room described in the target language. **(SP1-4 Act8)**

**9. Where Do I Put This? (Art)** Using their floor plan from Activity 1, give each student an envelope in which you have placed cutout pictures of various pieces of furniture from your clip art sources. Then place a series of sentence descriptions in the envelope telling the students where to place (glue) their furniture.

**Teacher Note:** The teacher may prepare several different sets of rooms and furniture and replicate these in order to reduce preparation time but still ensure that students’ neighbors would be working with a different set of furniture and different placements.

**10. The Three Little Pigs. (Math)** Have students read and complete the Math story, “The Three Little Pigs”. See web link: [http://www.mathstories.com/Book\\_17\\_3pigs\\_grades23.htm](http://www.mathstories.com/Book_17_3pigs_grades23.htm)

**Teacher Note:** This website is in English. The math story would need to be translated.

**11. The Clothes Pin Relay. (Physical Education)** On a paper plate write the names of eight rooms in the house (See diagram: [The Clothes Pin Relay Diagram](#)). On clothes pins, attach the names of either household furniture or typical household activities. (Use a combination of both). Make at least six plates/clip sets and place them on different numbered desks throughout the room. Be sure to place the clips in the center of the plate. Divide the class into six groups and assign each team a number. When the signal is given, students will work in their group to match the clip with corresponding room in the house. The first team to do so correctly wins a

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point. Rotate the teams in a clockwise motion for six rounds. The team with the most points is declared the all around winner. (SP1-4 Act 11)

**12. Our House. (Physical Education)** Draw a simple outline of a house on the board and label each room. From magazines or catalogs, cut out pictures of typical household items (television set, refrigerator, sofa, etc.) and give the students simple commands in the target language. Have the students place the household items in the appropriate rooms. A variation could be to have students respond to commands in the target language to place items in illogical places in the house.

### Presentational Communicative Tasks

**13. Online Real Estate (Language Arts)** Show students pictures of furnished rooms in a house that is “for sale” [teachers can use this website for ideas: <http://www.artic.edu/aic/collections/thorne/>. Ask them to choose the room that they think would be the strongest “selling point” of the house and write a brief description of that room for part of a bilingual listing on the realtor’s website online.

**14. The Beautiful Art. (Language Arts/ Art)** Have students choose a room in the house to create a word art using several of the words they’ve learned in this unit. For example, if they chose the bedroom, they might create word art with the words lamp, bed, dresser, etc. See sample: (SPI-4 Act 14)

**15. Cinquain. (Lang. Arts/ Art/ Writing)** Tell the class that they are going to compose a cinquain poem about something they would find in a house. Ask them to tell you what “cinq” means in French. Write on the board the following and share a model cinquain.

*line 1 = a one word title, usually a noun.*

*(the rest of this is covered up until you want them to see the pattern)*

*line 2 = a two-word description of the topic, usually two adjectives*

*line 3 = three words expressing action of the topic, usually three "ing" words.*

*line 4 = a four-word phrase describing the topic that usually shows feeling for the topic.*

*line 5 = one-word synonym that restates the essence of the topic.*

example:

*Televisión*

*Grande e interesante*

*Mirar, gozar, cantar,*

*Mi familia mira muchas veces*

*Diversión*

Have students present their cinquains aloud to classmates without revealing the first line. Students try to guess what object is being described by using the clues in the cinquains.

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### Presentational Communicative Tasks:

**16. Family Sitcom (Language Arts)** Have students imagine they are entering a contest to create a family and stage set for a new situational comedy. Your teacher will videotape each entry and send it to Hollywood producer. Using visuals in their presentations, students describe each family member's personality, being sure to include themselves as a character in the cast. They will also do a "walk through" in their presentation to describe the house or apartment set that would have to be created for the show.

**17. Just do it! (Physical Education/ Language Arts)** Write the following sentences on slips of paper and place in an envelope:

|  |   |
|--|---|
| <i>Ellos miran la televisión</i>           | (They watch television in the living room.) |
| <i>Ellos cenan en el comedor.</i>          | (They have dinner in the dining room.)      |
| <i>Preparan la cena en la cocina.</i>      | (They prepare dinner in the kitchen.)       |
| <i>Trabajan en el jardín.</i>              | (They work in the garden.)                  |
| <i>Estudian en el dormitorio.</i>          | (They study in the bedroom.)                |
| <i>Escuchan el radio en el dormitorio.</i> | (They listen to the radio in the bedroom.)  |

Each team draws a slip of paper. Teams take turns pantomiming the action in front of the class. The other teams guess what has been acted out and then write the sentence on a slate board.

**18. Extension Activity: Just do it, part 2! (Mathematics)** As an extension to the above activity, tally the number of students who do the above activities (*in italics*) and create a bar graph to represent the findings.

### Recommended Formative Assessment Tasks

Throughout the teaching and learning process, teachers use various methods to determine if their students are "getting it." In fact, using a variety of assessment activities that address students' multiple intelligences and learning styles is an intrinsic part of good instruction. The formative assessment activities below are specifically designed to maintain a performance focus throughout the teaching of the unit and to allow teachers to pay attention to the building blocks that are necessary for students to actually *do* the performances at the end of the unit.

### Communication in the Interpersonal Mode

- ❑ Work in pairs to create and/or practice simple conversations.
- ❑ Perform a short skit or dialogue for a class, the school or the community.
- ❑ Develop simple conversations based on provided visual cues.

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- ❑ Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- ❑ Play games such as charades, Concentration/Memory, Pictionary, Slaps, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- ❑ Communicate via mail or the Internet with a pen pal in other classes, other schools in the U.S., or countries where the target language is spoken.
- ❑ Send and respond to simple invitations.
- ❑ Interview a peer to gather information to fill out a form or complete a simple survey.
- ❑ Work in pairs or in groups to retell a story that has been presented.
- ❑ Give and/or follow simple directions.
- ❑ Simulate a real-world task such as conducting a basic telephone conversation, purchasing a ticket, ordering a simple meal, making a hotel reservation, etc.
- ❑ Work in pairs or groups to create illustrations that indicate comprehension of a story, description, or sequence of events.
- ❑ Work in pairs or groups to compare, complete or describe a picture.
- ❑ Respond with gestures or body language, such as using Total Physical Response (TPR) activities.
- ❑ Work in pairs or groups to describe something or someone, such as a famous person, a mystery person, a suspect in a crime, their room at home, etc.
- ❑ Work in pairs or groups to plan an event, such as a party, trip, meeting, etc.
- ❑ Work in pairs or in groups to do peer correction such as simple editing or improving a written presentation.
- ❑ Work in pairs or groups on an Internet task such as a Web Quest.
- ❑ Work in pairs or groups on the Internet to gather information for a presentation, such as a report on weather, current events, a famous person, etc.
- ❑ Work in pairs on dictation activities.

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- ❑ Work in pairs or groups to create a simple story or dialogue using pictures, realia, props, etc.
- ❑ Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

### Communication in the Interpretive Mode

- ❑ Complete a Cloze Text activity to indicate listening and/or reading comprehension.
- ❑ Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- ❑ Take dictation.
- ❑ Identify characters, main events, and essential details from a text or listening activity.
- ❑ Participate in a listening comprehension activity that requires problem-solving, such as reacting to a scenario by choosing the solution to the problem or possible courses of action.
- ❑ Listen to a passage and follow a map or diagram.
- ❑ Use a checklist during a listening activity to illustrate comprehension.
- ❑ Evaluate pictures and/or written descriptions based upon a reading or listening activity.
- ❑ Retell a simple story and/or event after having read or listened to a passage.
- ❑ Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- ❑ Create a poster to illustrate something learned, using technology when appropriate.
- ❑ Match pictures with appropriate captions.
- ❑ Match reading passages with appropriate headlines and/or titles.
- ❑ Draw and/or label an illustration such as a house, clock or a map according to verbal or written cues.
- ❑ Match written questions with appropriate answers.

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### Communication in the Presentational Mode

- ❑ Write simple journal entries in present tense.
- ❑ Create a poster with captions that illustrates something learned, such as a family tree.
- ❑ Produce a simple brochure or schedule, using technology when appropriate.
- ❑ Write a short, simple story using technology when appropriate.
- ❑ Create a PowerPoint presentation that illustrates something learned.
- ❑ Develop a web page. Topics may include information about the target culture(s), foreign language programs, games, songs, art, etc.
- ❑ Develop a Web Quest (inquiry-based activity).
- ❑ Create a game that illustrates something learned, using technology when appropriate.
- ❑ Create and present simple dialogues, skits, easy poems and/or songs.
- ❑ Create short video clips, such as simple commercials or short weather reports, etc.
- ❑ Develop and present a simple fashion show.
- ❑ Give short presentations on familiar topics.
- ❑ Describe a picture, person, object, route, etc.
- ❑ Give directions and/or create a “how to” list.
- ❑ Give a weather forecast or report.
- ❑ Compare and differentiate between pictures in a simple way.
- ❑ Present simple information gleaned from tables, maps, or graphs.
- ❑ Create and present a group-generated story based on written cues.

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### **Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture**

- ❑ Compile a directory of resource persons.
- ❑ Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- ❑ Identify cultural differences such as animal sounds and onomatopoeia.
- ❑ Exchange video and/or audiotapes with a school in the target culture.
- ❑ Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- ❑ Produce crafts and/or artwork that are representative of the target culture(s).
- ❑ Find cognates in culturally authentic materials.
- ❑ Illustrate proverbs, poems and idiomatic expressions, using technology when appropriate.
- ❑ Examine a culturally authentic object and relate its function.
- ❑ Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- ❑ Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- ❑ Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- ❑ Create and illustrate a folktale, fairy tale, or legend based on culturally appropriate themes.
- ❑ Create a chart comparing cultural products, practices and perspectives on current events.
- ❑ Examine school schedules that are typical of the target culture(s).
- ❑ Research airfares and hotel costs for a short trip to a country where the target language is spoken and prepare a simple budget.
- ❑ Compare advertisements or commercials for a given product.

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### Unit Resources and Materials:

Andreski, Marti. "The Metric Estimation Game." August, 1999.

Moving Ahead in Spanish. National Textbook Company, 1987.

Pliskin, Bernice and Claudia Karabaic Sargent. Top 24 French Word Games Hits Blackline Masters for Beginning French. White Plains: Longman, Inc., 1987.

Schmitt, Conrad J. and Katia Brillié Lutz. Bon Voyage 1A. Columbus: Glencoe/McGraw-Hill, 2002.

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