

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.

Spanish I Unit 5 School

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

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 Question

How might the experience of going to school in another country be different from going to school in the US?

Georgia Performance Standards Framework for Spanish I

What students will be able to do

Elements

- MLI.IP1A Express likes, dislikes, emotions, agreement and disagreement.
- MLI.IP1H Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.
- MLI.INTA Identify main ideas and some details when reading and listening.
- MLI.INT1B Comprehend simple, culturally authentic announcements, messages, and advertisements.
- MLI.P1A Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.
- MLI.CU1B Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.
- MLI.CCC1B Apply previously learned skills from other subjects, when appropriate, to demonstrate knowledge in the target language (e.g. using basic math skills)

What students will know

Gustar (Expressions for liking and disliking)

Telling time

Numbers

Ordinal numbers 1st through 10th

Vocabulary for school subjects, school rooms and places, and school supplies

*Verbs: **empezar** (to begin), **terminar** (to end), **almorzar** (to eat lunch), **estudiar** (to study), **enseñar** (to teach), **aprender** (to learn), **dibujar** (to draw), **pintar** (to paint), **borrar** (to erase), **llevar** (to carry), **usar** (to wear), **leer** (to read), **escribir** (to write), **ir** (to go), **llegar** (to arrive), **ser** and **estar** (to be)*

Adverbs of frequency (often, sometimes, everyday, never, always)

Descriptive adjectives

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Summative Performance-Based Assessment 1

Elements

- MLI.IP1A Express likes, dislikes, emotions, agreement and disagreement.
 MLI.IP1H Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.

Parent Swap Day!

You are a foreign exchange student for the year in Mexico. The school you are attending has a Parent Swap Day, and your host mother is going to take your place in school for the day. You really appreciate this, and you want to give her all the information she needs to get to the right classes. Fill in the chart below to help you remember what to tell her about your schedule, including the class, the time, the room, and the teacher. Be sure to tell her to study a lot (*Estudia mucho*) at the end.

Clase	Hora	Número de sala	Profesor(a)

SCHOOL RUBRIC 1

- 3 Exceeds Expectations**
 All the required information is given.
 Pronunciation is virtually error free and does not impede comprehension.
 Free of grammar errors that impede comprehension.
- 2 Meets Expectations**
 The majority of the required information is given.
 Pronunciation errors do not impede comprehension.
 Grammatical errors do not impede comprehension.
- 1 Almost Meets Expectations**
 Less than one half of the required information is given.
 Pronunciation errors impede comprehension.
 Grammatical errors impede comprehension.
- U Unsatisfactory**
 No—or virtually no—information is given.
 Pronunciation is incomprehensible.
 Grammatical errors make comprehension impossible

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Summative Performance-Based Assessment 2

Elements:

- MLI.IP1H Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.
- MLI.CCC1B Apply previously learned skills from other subjects, when appropriate, to demonstrate knowledge in the target language (i.e., using basic math skills).

You have been sick for two days, and your teachers have sent your assignments home. Your foreign exchange sister from Chile is going to pick up your books, workbooks and other materials. She doesn't remember things very long and doesn't really want to lug all those things home, so you need to write specific instructions for her, and tell her why you need these materials. Be sure to tell her

- ❖ Your locker number and combination
- ❖ The books and materials you need
- ❖ Why you need them
- ❖ What you don't need

Also be sure to thank her for doing this.

Rubric

3 Exceeds expectations

All the required information is given.
Vocabulary is correct and does not impede comprehension.
Grammar is correct and does not impede comprehension.

2 Meets expectations

The majority of the required information is given.
Errors in vocabulary do not impede comprehension.
Errors in grammar do not impede comprehension.

1 Almost meets expectations

Less than half of the required information is given.
Errors in vocabulary impede comprehension.
Errors in grammar impede comprehension.

U Unsatisfactory

No information or almost no information is given.
Vocabulary is incomprehensible.
Grammar is incomprehensible.

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Summative Performance-Based Assessment Task 3

Elements:

- MLI.P1A Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.
- MLI.CU1B Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.

You are a foreign exchange student. Progress Reports have just come out, and you have received two A's, two B's, a C, and an F! Now you must explain to your host parent why you have these grades. Be sure to tell . . .

- ❖ In which classes you have these grades.
- ❖ Why you have these grades.
- ❖ What you will do to improve the low one(s).

Use the chart below to make notes. End by telling your parent that you really like living in the United States.

Clase	Nota	Razón
_____	A	
_____	A	
_____	B	
_____	B	
_____	C	
_____	F	

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Rubric

- 3 Exceeds expectations**
All information required is given.
Vocabulary and pronunciation do not impede comprehension.
Grammatical structures do not impede comprehension.
- 2 Meets expectations**
The majority of the required information is given.
Vocabulary and pronunciation errors do not impede comprehension.
Grammatical errors do not impede comprehension.
- 1 Almost meets expectations**
Less than half of the required information is given.
Vocabulary and pronunciation errors impede comprehension.
Grammatical errors impede comprehension.
- U Unsatisfactory**
No information or almost no information is given.
Vocabulary and pronunciation errors make comprehension impossible.
Grammatical errors make comprehension impossible.

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Summative Performance-Based Assessment Task 4

Elements:

MLI.IP1A	Express likes, dislikes, emotions, agreement and disagreement.
MLI.IP1C	Make simple requests.
MLI.IP1H	Use sequenced information, such as the alphabet, days of the week, months, seasons, and numbers 0 to 100 in context.

You have been given the assignment of being a buddy to a new student from Spain. You have been chosen because the two of you have your first class together, lunch period together, the same sports or club activity together, and ride the same bus to and from school. Tell him/her

- ❖ What to do before school starts;
- ❖ What's good/not good at lunch;
- ❖ Where the sports/club activity is and what is needed;
- ❖ The bus number and when it leaves school.

End by telling him/her good luck for the day.

Rubric

3 Exceeds expectations

All the required information is given.
Vocabulary and pronunciation do not impede comprehension.
Grammar usage does not impede comprehension.

2 Meets expectations

The majority of the required information is given.
Vocabulary and pronunciation errors do not impede comprehension.
Grammatical errors do not impede comprehension.

1 Almost meets expectations

Less than half of the required information is given.
Vocabulary and pronunciation errors impede comprehension.
Grammatical errors impede comprehension.

U Unsatisfactory

No information or almost no information is given.
Vocabulary and pronunciation errors make comprehension impossible.
Grammatical errors make comprehension impossible.

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Summative Performance-Based Assessment Task 5

Elements:

- MLI.INT1A Identify main ideas and some details when reading and listening.
MLI.INT1B Comprehend simple, culturally authentic announcements, messages, and advertisements.
MLI.P1A Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.

To check for comprehension, the student will read the following selection and answer questions.

El día de María

María es una estudiante de quince años en la ciudad de Saltillo, México. Su día en la escuela es muy largo. La escuela no está muy lejos de su casa y va a la escuela a pie con sus amigas Gloria y Susana. Tiene muchos libros en su mochila porque tiene muchas clases.

María tiene doce clases diferentes. A las ocho tiene la clase de matemáticas, pero sólo los lunes, los miércoles y los viernes. Los martes y los jueves María tiene la clase de historia. Las otras clases son inglés, francés, educación física, química, biología, arte, geografía de México y computadoras. No tiene todas las clases todos los días, por supuesto. Tiene clases por la mañana hasta las doce. Va a casa para el almuerzo. Después del almuerzo va a la escuela a las cuatro por dos horas más.

Los profesores de la escuela de María son muy estrictos. Todos los estudiantes llevan uniforme. No llevan gorras ni joyas. Los estudiantes tienen mucha tarea todas las noches. A María le gusta estudiar y siempre tiene notas de 8 o mejor. Ella también participa en el Club de Arte y practica vóleibol y tenis. En general su día termina a las diez y media de la noche. Ella está cansada, pero contenta.

1. How old is María? _____
2. Where is the school in relation to her home? _____
3. How does she go to school? _____
4. What time is her first class? _____
5. Which days does she have math class? _____
6. What class does she have when she doesn't have math? _____
7. How many classes does María have in all? _____
8. What are María's two foreign languages? _____
9. Where does she eat lunch? _____
10. What does María wear to school? _____
11. What kind of grades does María get? _____
12. What sports does María play? _____
13. At what time does María go to bed? _____

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RUBRIC

- 3 Exceeds expectations**
12 or 13 questions are answered correctly.
- 2 Meets expectations**
10 or 11 questions are answered correctly.
- 1 Almost meets expectations**
8 or 9 questions are answered correctly.
- U Does not meet expectations**
7 or fewer questions are answered correctly.

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Summative Performance-Based Assessment Task 6

Elements:

- MLI.INT1A Identify main ideas and some details when reading and listening.
 MLI.INT1B Comprehend simple, culturally authentic announcements, messages, and advertisements.
 MLI.P1A Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings, and media.

Instructions to the student: Your teacher will read aloud a selection about Susana’s day. Listen and write the answers to the following questions. You may write in English and you do not have to write complete sentences.

Instructions to teacher: Read the following selection to the students twice. Pause for two seconds between each sentence. The students will have their activity sheet to take notes and answer as you are reading

Susana es una estudiante mexicana. Tiene muchas clases. En la primera hora tiene la clase de matemáticas. Es su clase favorita porque la profesora es muy buena. En la segunda hora tiene la clase de inglés. Ella aprende a hablar muy bien. La clase de biología es a las 10:00. Próximo, tiene la clase de educación física. Empieza a las 11:00 y termina a las 12:00. Entonces tiene el almuerzo en la cafetería. A ella le gusta comer con sus amigas.

Student Activity /Answer Sheet

Susana _____
 1a clase _____
 2a clase _____
 3a clase _____
 4a clase _____
 almuerzo _____

1. What country is Susana from? _____
2. Why is math her favorite class? _____
3. What is she learning to do in her English class? _____
4. What does she like to do at lunch? _____

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Rubric

- 3 Exceeds Expectations**
All ten to eleven questions are answered correctly.
- 2 Meets Expectations**
Eight or nine questions are answered correctly.
- 1 Approaches Expectations**
Six or seven questions are answered correctly.
- U Does not meet expectations**
Fewer than six questions are answered correctly.

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Summative Performance-Based Assessment Task 7

Elements:

- MLI.IP1A Express likes, dislikes, emotions, agreement and disagreement.
MLI.CU1B Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.

You are a new foreign exchange student in Peru. An upperclassman has been assigned to show you around. He/she wants to get to know you a little bit. Answer his/her questions about who you are and what you are studying. Don't forget to ask him/her at least two questions about his/her classes (for instance, what classes he/she studies and which ones he/she likes).

The teacher will ask the student these questions:

- | | |
|---------------------------------------|--|
| ¿Qué clases tienes? | What classes are you taking? |
| ¿Cuál es tu clase favorita y por qué? | Which one(s) is/are your favorite and why? |
| ¿Quién es la profesora de ___? | Who is the teacher of a certain class? |
| ¿A qué hora empieza la clase de ___? | What time does a certain class begin? |
| ¿A qué hora termina la clase de ___? | What time does a certain class end? |

Rubric

3 Exceeds expectations

All questions are understood and answered.
Vocabulary is appropriate and does not impede comprehension.
Grammar is correct and does not impede comprehension.

2 Meets expectations

The questions are understood and answered with little repetition.
Errors in vocabulary do not impede comprehension.
Errors in grammar do not impede comprehension.

1 Almost meets expectations

The questions require repetition and prompting to be answered.
Errors in vocabulary impede comprehension.
Errors in grammar impede comprehension.

U Unsatisfactory

The questions are not understood.
Vocabulary is incomprehensible.
Grammar is incomprehensible.

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Interdisciplinary Instructional Tasks

Interpersonal Communication Tasks

1. ¿Qué haces? ¿Cuándo? (Math) The teacher will put a grid on the board with adverbs of frequency across the top (every day, often, from time to time, never) The student will make a copy of the grid and then make a list along the left hand side of the grid of five activities he/she does at school. He/she will then ask five students whether they do these activities and how often. The students will then reassemble as a class. The teacher will put the activities on the board and then students will tell how many people from their group do the different activities and how frequently. **(SPI-5 Act 1)**

2. ¿Qué piensas de tu escuela? (Language Arts) Tell the students that they are newspaper reporters assigned to interview students to find out their ideas about the school. Have them ask their partner five questions and record the answers. They will then report to the class.

3. En mi mochila hay . . . (Language Arts) In groups of three, the students will play "En mi mochila hay . . ." One student begins the sentence, naming something that is in his/her bookbag. The next student must repeat the sentence and add another item. The game continues this way until no one can think of another item.

4. ¿Qué palabra es? (Language Arts) A student will come to the front of the room and sit facing the class. The teacher will write a vocabulary word on the board so that the student cannot see it. The students in the class must then give definitions of the word in the target language so that the student can guess it.

Interpretive Communication Tasks

5. ¿Qué clase es? (All academic areas) The teacher will read descriptions of the activities that happen in certain classes, and the students will identify those classes. **(SPI-5 Act 5)**

6. ¿Cómo es la profesora/el profesor? (Art) The teacher will read descriptions of teachers and give an activity that happens in that teacher's class, and the students will draw the teacher holding a book with the name of that subject. **(SPI-5 Act 6)**

7. ¿Qué hay en el armario? (Language Arts) The student will read several sentences describing the items in a student's locker. After reading the description, the student will write a paragraph of five to six sentences about the student whose locker it is. **(SPI-5 Act 7)**

8. ¿Cuánta tarea hay? (Math) The teacher will read a paragraph about how many pages a student must read/study for homework. The student will write the number of pages in each class and then sum the total. **(SPI-5 Act 8)**

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9. ¿A qué hora? (Math) The teacher will read the times that a student's classes begin and end. The students will write the times, and using that information will put the classes in order and indicate how much time there is between the classes. **(SPI-5 Act 9)**

10. ¿Cómo es la escuela? (Social Studies/Language Arts) The student will read about a school in a country of the target language. The student will then write a paragraph of six to eight sentences about the differences and similarities of the school there and his/her own school. **(SPI-5 Act 10)**

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Presentational Communication Tasks:

11. El uniforme (Art) The student will draw a "new" uniform for his/her school and then explain it to the class, explaining why it is a good idea to have this uniform.

12. El profesor/La profesora perfecto(a) (All academic areas) The student will describe (written or oral) his/her perfect teacher, that teacher's academic area and why that teacher is so perfect (five to eight sentences).

13. La escuela perfecta/La escuela terrible (Art) The student will draw his/her idea of a perfect school or a terrible school, labeling the areas of the school and will then explain why it is such a good/terrible school (written or oral, five to eight sentences).

14. Mi día/su día (Social Studies) The student will explain his school schedule and then explain a schedule for a student in a school in a target language country.

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.
- ❑ 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.

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- ❑ 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.
- ❑ 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.

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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.