

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 II Unit 1 People and Places

### 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 this 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!

### What students will be able to do

#### Elements

Element	Description
MLI.IP1A	Use basic greetings, farewells, and expressions of courtesy
MLI.IP1B	Express like/dislike, emotions, and agreement/disagreement

MLI.IP1G	Ask questions and provide responses based on suggested topics
MLI.IP1H	Use sequenced information (alphabet, days of week, numbers 0-100, etc) in context
MLI.IP2A	Initiate, participate in, and close brief oral or written exchanges
MLI.IP2B	Use formal and informal forms of address
MLI.P1B	Give basic information about self and others, including school, family, activities, etc.
MLI.CU1C	Describe customs and traditions of the culture, such as greetings, celebrations, and courtesies
MLI.CCC1 A	Demonstrate basic geographical knowledge
MLI.CCC1 B	Apply previously learned skills from other subjects
MLI.CCC2 B	Demonstrate an awareness of the students' own culture

### What students will know

This unit is intended as a review/catch-all unit for use toward the end of First Year language learning. Most, if not all, of the grammar structures needed for the unit have already been taught during the course of the year.

### Summative Performance Based Assessment 1

#### Interview for school newspaper

(Elements MLI.IP1A, MLI.IP1G, MLI.IP1H, MLI.IP2A, MLI.IP2B, MLI.P1B)

A foreign exchange student (played by your teacher) has just arrived at your high school. You are given the task of interviewing the exchange student and collecting information for an article to be written in the school newspaper. Interview the exchange student and write down the answers to your questions.

During the interview, be sure to....

1. Greet the exchange student and give your name.
2. **Ask how the exchange student is doing, and be prepared to say how you are doing.**
3. **Ask for the exchange student's name and write it down.**
4. **Confirm the spelling of the student's name by spelling it out.**
5. **Ask for the student's age and write it down.**
6. **Ask for the student's birthday and write it down.**
7. **Ask the student for their nationality.**

**8. Ask the student for their hometown.**

9. Thank the exchange student and say goodbye.

Items that are **bold** refer to questions for which you must write down the exchange student's answers!

You will be given a minute to think about the questions you will ask during the interview. However, you may not use any written notes (except this form) during the actual interview.

***Scoring criteria***

Exceeds expectations (3)

- Completes all nine tasks with no hesitation.
- May make a few pronunciation or grammatical errors in the interview that do not interfere with comprehension of the questions.
- Provides accurate and complete information about the exchange student, including the spelling of the exchange student's name.

Meets expectations (2)

- Completes 6-8 of the tasks, or completes the tasks with some hesitation.
- May make some pronunciation and/or grammatical errors in the interview that do not interfere with comprehension of the questions.
- Provides accurate and complete information about the exchange student, including the spelling of the exchange student's name.

Does not meet expectations (1)

- Completes 4-5 of the tasks listed above, or completes the tasks with consistent hesitation
- Makes multiple pronunciation and/or grammatical errors in the interview that interfere with comprehension of the questions.
- Provides information about the exchange student that contains 1 or 2 significant errors, including the spelling of the exchange student's name.

Unacceptable (U)

- Completes fewer than 4 of the tasks listed above.
- Provides information about the exchange student that contains more than 2 significant errors, including the spelling of the exchange student's name.

## Summative Performance Based Assessment 2

### **Hey, look at that person!**

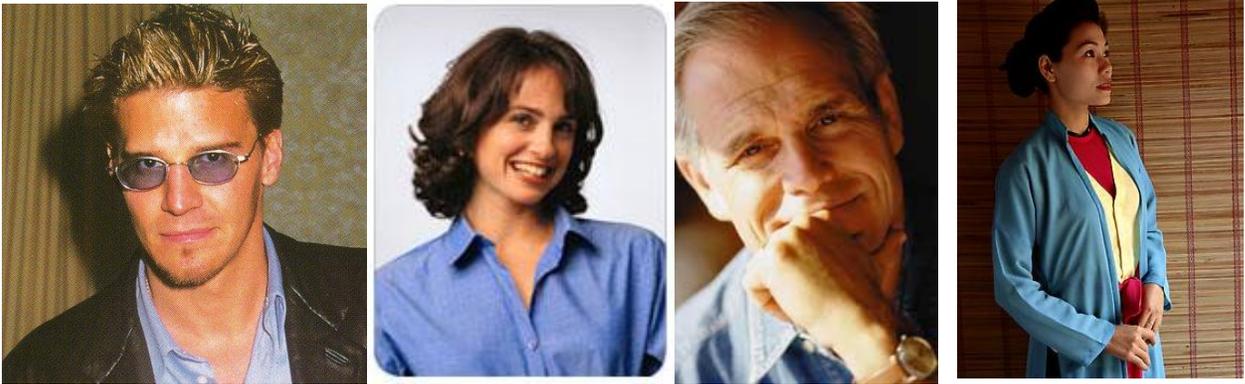
(Elements MLI.IP1H, MLI.P1B)

You and your friend (played by your teacher) are on vacation overseas. One day, you are taking a break from a long day of shopping by having a drink at an outdoor café. While you

are relaxing, you look at the people passing by and your mind wanders. You start to wonder who these people are, what they are like, and what they do. You see a particularly interesting person pass by and describe them to your friend in COMPLETE sentences. As you are describing the person, be sure to talk about.....

1. Their name
2. Their nationality
3. Their age
4. Their job
5. Their personality (two characteristics)
6. What they like to do on the weekend (two things)

Here is a picture of four people that you see. Choose one to describe.



Now you will have one minute to think and make notes. You may use your notes as you describe the person, but don't just read the notes!

### *Scoring criteria*

#### Exceeds expectations (3)

- Gives all six pieces of the requested information about the person in complete sentences.
- May make a few pronunciation or grammatical errors while describing the person, but these errors do not affect comprehension.
- Student demonstrates fluency and does not hesitate during their presentation.

#### Meets expectations (2)

- Provides five out of the six pieces of the requested information about the person in complete sentences.
- May make errors in grammar and/or pronunciation, but these do not interfere with comprehension

- May hesitate during presentation, but this does not interfere with comprehension.

Does not meet expectations (1)

- Gives three or four of the six pieces of the requested information about the person in complete sentences, or does not give the requested information in complete sentences
- Makes pronunciation and/or grammatical errors during the presentation that interfere with comprehension.
- Hesitation during presentation interferes with comprehension.

Unacceptable (U)

- Gives fewer than three pieces of the requested information about the person
- Hesitation during presentation interferes with comprehension.
- Presentation of information limited to one or two word utterances.

### Summative Performance Based Assessment 3

#### **The dating board**

(Elements MLI.IP1A, MLI.IP1B, MLI.IP2A)

You are an exchange student living overseas. Your host school has a “lonely hearts” board where young people can post ads and find someone to go out with. You are in need of a companion to see a movie Friday night, and you fill out a message card to post on the board. On this card, you will provide the following information in complete sentences:

The kind of person you are (write this as “I am....”)

- Your name
- Your gender and nationality
- Your age
- Your physical description (size, hair, eyes)
- Your personality (at least three traits)
- Your e-mail address

The kind of person you are looking for (write this as “you are....”):

- His/her gender and nationality
- His/her age
- His/her physical description (size, hair, eyes)
- His/her personality (at least three traits)

The message card is below. When you are finished filling out the card with the required information, please use the space provided to draw a picture of yourself. Good luck!

¡Hola!	
Yo _____	
_____	
_____	
Tú _____	
_____	
_____	
	¡Hasta luego!
	e-mail: _____

***Scoring criteria***

Exceeds expectations (3)

- Gives and requests all ten pieces of information in complete sentences.
- May make a few grammatical or spelling errors, but these don't interfere with comprehension.
- Information is given in logical order
- Provides accurate information regarding him/herself

Meets expectations (2)

- Gives and requests eight or nine out of ten pieces of information in complete sentences.
- May make grammatical and/or spelling errors that do not interfere with comprehension.
- Information is given in logical order
- Provides accurate information regarding him/her.

Does not meet expectations (1)

- Gives and requests six or seven of pieces of information, or provides information in incomplete sentences.
- Makes grammatical and/or spelling errors in the interview that interfere with comprehension.

- Information not provided in logical order
- Provides inaccurate information regarding him/herself

Unacceptable (U)

- Gives/requests fewer than six pieces of information about the person.
- Information consists of one or two word expressions.

## Summative Performance Based Assessment 4

### **A little bit about myself**

(Elements MLI.IP1A, MLI.IP1B, MLI.P1H, MLI.IP2A, MLI.IP2B, MLI.P1B)

Your teacher has set up a Keypal program with a class in Argentina. Instead of writing an e-mail, your teacher tells you to record an audio file to send to your new Keypal. In the recording, you should include the following in complete sentences:

1. A greeting to the Keypal
2. Your name
3. Your age
4. Your birthday
5. Your nationality
6. Your hometown
7. Where you go to school
8. What grade you are in
9. What subjects you are studying at school (4 subjects)
10. What subjects you like (2 subjects)
11. What subjects you don't like (2 subjects)
12. What you enjoy doing on the weekend (at least 2 activities)
13. A closing statement to the Keypal

You will have one minute to gather your thoughts and make notes prior to the recording. When the teacher signals, you will have one minute and a half to record your message. Because you do not have a lot of time, do not constantly stop and start recording.

### ***Scoring criteria***

Exceeds expectations (3)

- Provides all thirteen required elements in complete sentences
- May make very few pronunciation or grammatical errors, and these don't affect comprehension
- Demonstrates fluency during presentation and does not hesitate, or hesitates very little
- Information is provided in a logical order
- Information given is accurate

Meets expectations (2)

- Provides eleven or twelve of the thirteen required elements in complete sentences.
- May make errors in grammar and/or pronunciation, but these do not interfere with comprehension
- May hesitate during presentation, but this does not interfere with comprehension.
- Information is provided in a logical order.
- Information given is accurate, or contains one error.

Does not meet expectations (1)

- Provides eight or nine out of thirteen required elements, or uses up to four incomplete sentences.
- Makes pronunciation and/or grammatical errors during the presentation that interfere with comprehension
- Hesitation during presentation interferes with comprehension.
- Information is not given in logical order
- Information given contains two or more errors in accuracy

Unacceptable (U)

- Provides fewer than eight out of twelve required elements
- More than four elements given in incomplete sentences.
- Hesitation makes comprehension very difficult
- Pronunciation and/or grammatical errors make comprehension very difficult

## Summative Performance Based Assessment 5

### Survey time!

(Elements MLI.IP1B, MLI.CCC1B, MLI.CCC2B)

Here is an opportunity to combine your Spanish skills and math skills to conduct a sociological survey. For the first part of the activity, you will conduct a survey IN SPANISH and ask your classmates which ONE of the activities below they like to do in their free time. Keep a tally of your classmates' responses in the blank chart below.

**Actividades posibles:** *jugar deportes, mirar la televisión, ir al cine, jugar los video juegos, hablar por teléfono, comer al restaurante, viajar, escuchar música, leer, escribir, bailar, quedarse en casa, estudiar, ir a conciertos, ir al café, ir de compras.*





Finally, use the data from your graph to state two conclusions about the similarities or differences between Spanish students' and American students' pastimes

- 1.
- 2.

### *Scoring criteria*

Exceeds expectations (3)

- Completes survey of classmates in Spanish, and answers questions entirely in Spanish
- Graph is completely and accurately labeled with few spelling errors
- Graph is very easy to interpret
- Graph is a complete and accurate representation of the data with one or fewer factual errors.

- Conclusions from the data are complete and accurate

#### Meets expectations (2)

- Completes survey of classmates and answers questions mostly in Spanish, with English being used only once
- Graph is almost completely and accurately labeled (one error or omission) with few spelling errors
- Graph is easy to interpret
- Graph is a complete and accurate representation of the data with no more than two factual errors
- Conclusions from the data are complete, but contains one logical error

#### Does not meet expectations (1)

- Survey of classmate responses is partially incomplete, or student is observed using English two times
- Graph is not completely or accurately labeled ( two or three errors or omissions)
- Graph is difficult to interpret
- Graph is not a complete and accurate representation of the data and contains three or four factual errors
- Conclusions from the data are incomplete or contain two logical errors

#### Unacceptable (U)

- Survey of classmates in mostly incomplete, or students is observed using English three or more times
- Graph is not labeled at all, or labels are mostly inaccurate
- Graph can't be interpreted
- Graph is not a complete and accurate representation of the data and contains more than four factual errors
- No conclusions from the data are drawn

## Interdisciplinary Instructional Tasks

### Interpersonal Communication Tasks:

1. **Hispanohablantes famosos** (social studies, math) Students will be given identity cards giving the name, nationality, birthday, and profession of a famous Spanish-speaking figure (actor, musician, artist, etc.). Students will assume these identities and ask other students questions about the person they represent and complete a chart with the answers. (SPI-9 Act 1)
2. **¡Ladrón!** (language arts) In this pair role-play, one student will play the role of a tourist on vacation in Madrid who discovers that his/her wallet is missing after riding the metro. The tourist remembers being bumped by a person and suspects robbery. The tourist decides to file a report with a police detective, played by the other student.

The detective has pictures of a gang of pickpockets working the metro, but needs a description of the suspect to make an arrest. The detective will ask the tourist what the suspect looks like (gender age, hair, height), and the tourist will provide the requested information. The inspector will then choose the perpetrator from the list of pictures. Roles can then be switched and the activity can be repeated. Note: At the beginning of class, teachers will need to give each student a picture of one of the suspects and ask them to study it for a minute without showing it to anyone else. The teacher will then collect the pictures. This will make the activity more challenging and realistic, since the “victim” will actually have to remember what the “suspect” looks like. (SPI-9 Act 2A, B, C)

### Combination Interpersonal Communication and Interpretive Communication Tasks

- 3. Encuesta** (social studies, math) Students will first choose their three favorite leisure time activities from a list. The students will then interview (in Spanish) their classmates about their own top three activities and tally the results on the table provided. Next, the students create a graph representing the data from the class interview. Upon completion of the graph, students will see the results of the same interview conducted in a Spanish classroom. (Note: It is up to the teachers to find a suitable Spanish classroom in which to conduct the interview ahead of time, or provide realistic data using their own cultural knowledge). The students will compare the results in the Spanish classroom to the results conducted in their classroom and list three similarities or differences. Finally, the students will write two conclusions about Spanish culture that they can draw from the comparison. (SPI-9 Act 3A, B)

### Interpretive Communication Tasks

- 4. ¿Quién habla?** (art, social studies) Students will be given an activity sheet with 10 labeled pictures of people from Spanish-speaking countries. Students will listen to these students talk about themselves (their age, nationality, and pastimes). A Script is included on the Teacher Instructions Sheet, “¿Quién habla?” Students will identify the person being described and write that person’s name in the box beside the matching description. (SPI-9 Act 4)
- 5. Mis amigos** (social studies, language arts) Students will imagine they are on an exchange program in Argentina. While on vacation in Buenos Aires, students meet other Argentine students and start to talk about school and pastimes. Students will listen to their new Argentine friends introduce themselves and complete a chart with the information they hear. (SPI-9 Act 5)

### Presentational Communication Tasks

- 6. ¡Soy yo!** (language arts) Students will create an “electronic biography” about themselves using Power Point or Word. Students will provide the written content in sentence form (as opposed to bullet points), and the card will include a picture or drawing of the student. For teachers who have already arranged keypals for their

class, the cards could be sent as introductory letters. Teachers can also exchange cards with other Spanish classes at the school or in the district.

7. **Mirar las vitrinas** (language arts) Students will imagine they are visiting a friend/keypal in Argentina. One day, the students and their Argentine friends are window shopping and start to talk about the things they have, don't have, or want to have. Students will complete this activity by responding to a Power Point presentation of items seen during the shopping trip. Students will first identify the object shown and write the name on the provided table. Next, the students will check the appropriate box next to the item, specifying whether or not they actually own one of these objects, or if they want it. Students will then imagine what they tell their Argentine friends about five of the objects listed and write a complete sentence on their response sheet stating whether they have the object or not or want the object. This exercise would also be a good place to discuss what kinds of possessions Argentine students have, and how they are different from those of American HS students. (SPI-9 Act 7A, B)
  
8. **Mi vida estudiantil** (language arts): Students will imagine their family is hosting a Spanish exchange student who will be attending school with them. Before the exchange student arrives, students will explain their own experiences at school in a letter and provide a copy of their school schedule. (SPI-9 Act 8)

## 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.

- ❑ 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.

### **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.

### **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.

**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.