

Delaware Model Unit Gallery Template

Unit Title: iBuen Viaje!
Designed by: Innovative Schools
Content Area: World Language-Spanish
Grade Level(s): H2

Summary of Unit

The goal of this unit is to familiarize students with various modes of transportation and ways to travel. In it, students will discuss modes of transportation and travel, give and respond to commands, learn about a vacation to Colombia, and create a tourist brochure for Columbian students about Delaware.

The unit involves primary sources, collaboration, research, and conversation. This unit is aligned to the H2 standards and should be taught in a school where students have had Spanish for one year. During this year, this unit would be taught as the fifth unit of the course.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

1.1 - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target cultures.

1.2 - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.

1.3 - Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target cultures.

2.2 –Students search for, identify and investigate the function of utilitarian products (e.g., sports equipment, household items, tools, foods and clothing,) of the target culture studied as found within their homes and communities

3.1- Students demonstrate an understanding of the concepts learned in other subjects in the target language, including geographic terms and concepts, historical facts and concepts, health and physical fitness and the performing arts.

4.1 -Students demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.

4.2 - Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.

Big Idea(s)

The study of world language enables individuals to participate in multiple communities and enriches their experiences.

Knowledge of different forms of transportation provides richer experiences while visiting unfamiliar places.

Unit Enduring Understanding(s)

Travel provides opportunities to gain new insight about self and the world.

Knowledge of different forms of transportation provides richer experiences while visiting unfamiliar places.

The concept of travel connotes different meaning to people according to their needs, resources, and experiences

Unit Essential Questions(s)

How do I describe and use different forms of transportation to get around?

What information do I need to plan a vacation in a foreign country?

What are the most visited points of interest in Colombia?

How are my travel needs similar to and different from those from other cultures?

What is my definition of a vacation and how does that differ from someone's from another culture?

Knowledge and Skills

Students will know...

Travel Vocabulary

Modes of transportation

Imperative Formation (commands)

Students will be able to...

- Identify tourist points of interest, and state (write and speak) why one should visit.
- Demonstrate the accurate use of the affirmative and the negative when engaging in conversation with Spanish speakers to ensure clarity of message.
- Present directions to a local landmark as if giving them to a visitor to your town.

- Create a “traveler profile” indicating interests, wants, and needs when traveling to a Spanish speaking country

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

Interpretive Assessment:

After brainstorming the characteristics of their ideal vacation in English (including model of transportation) students will be given a Spanish travel guide from Columbia that outlines the tourist highlights of the country, describes the modes of transportation that tourists can use to move around the country, and the hotels in which the tourists can stay. Students will read the brochure and compare the tourist highlights of Columbia with their own ideal vacation by creating a Venn diagram that compares their ideal vacation with a vacation to Columbia. After comparing, students will write several short sentences about why they would or would not visit Columbia, based on the brochure.

Note to teachers: When selecting or developing the travel guide, ensure that the text is at an appropriate level for students at a novice to novice-intermediate level. Ensure that the descriptions include simple sentences and are about one paragraph in length and use the vocabulary taught in class.

Interpretive Assessment Rubric¹:

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Can I understand what I heard or read? (Comprehension)	My answers are relevant and accurate and show that I understood what I heard or read.	Most of my answers are relevant and accurate and show that, for the most part, I understood what I heard or read.	My answers are irrelevant and/or inaccurate and show that I really didn't understand what I heard or read.
What strategies do I use to help me understand what I heard or read? (Communication Strategies)	I accurately identify vocabulary words that I have already been taught, and I can figure out new words based on the context of what I heard or read.	I accurately identify most vocabulary words that I have already been taught	I cannot accurately identify many vocabulary words that I have already been taught
Can I identify the main idea?	I can identify the main idea		I cannot identify the main idea
If there is a message beyond the literal one, can I understand it? (Interpretation)	I can sometimes successfully interpret between the lines when necessary.	I attempt to interpret between the lines when necessary.	I cannot interpret between the lines.

¹ From <http://flenj.org/CAPS/rubrics.shtml>

Interpersonal Assessment:

Students work in pairs to plan a road trip across the United States. Using Spanish, the students will need to identify the direction they will travel, discuss how they will travel, where they will stay along the trip, and what they need to pack for the trip. Using Spanish, students use the ideas and vocabulary from their classwork and homework to negotiate and reach agreement on their road trip plans.

As students discuss and plan the trip, the teacher, using the interpersonal assessment rubric, may move among the groups to listen to the discussion in each group and take annotative notes to document students' interpersonal language skills. The teacher may also choose to pull one or two students aside and discuss the wardrobe with these students in detail.

Interpersonal Assessment Rubric:

	Novice Low 1	Novice Mid 2	Novice High 3	Intermediate Low 4
<p><i>What language do I use?</i> Vocabulary</p>	I can produce only a few random words in the target language	I can use a limited number of words and phrases for common objects and actions, but they are repetitive.	I can use familiar words and phrases on familiar tasks, topics, and activities. I can elaborate a little.	I can use a variety of words and phrases on a range of familiar topics. I can begin to give more details and elaborate on a topic.
<p><i>How do I use language?</i> Function & Structure</p>	I can use some simple words to provide basic information.	I can use words, phrases and formulaic sentences to provide basic information.	I can use phrases and short simple sentences to provide basic information. I can begin to combine words and phrases to create original sentences.	I can use strings of simple sentences to express my thoughts. I can combine words and phrases to create original sentences. I can string a few thoughts together in a logical order, although the thoughts may lack the use of cohesive devices.
<p><i>How well am I understood during this task?</i> Comprehensibility</p>	I can pronounce very few sounds unique to the target language and can only be understood with great effort.	I can pronounce in isolation some sounds unique to the target language and be understood with difficulty by someone accustomed to a language learner.	I can mostly be understood by someone accustomed to a language learner. I can pronounce in isolation many sounds unique to the target language, but mispronunciation during speech or the use of longer sentences often result in a breakdown in comprehensibility.	I can be understood by someone accustomed to a language learner. I can pronounce in isolation most sounds unique to the language, but mispronunciation during speech or the use of novel sentences sometimes results in a breakdown in comprehensibility.
<p><i>How well do I understand?</i> Comprehension</p>	I can understand some isolated words.	I can understand some simple questions and statements. I frequently need to hear things repeated again.	I can understand simple questions and statements. Sometimes I need to hear things repeated again.	I can understand questions and statements. Sometimes I need to hear things repeated again.

Adapted from the ACTFL Proficiency Guidelines-Speaking (1999) and the ACTFL Performance Guidelines for K-12 Learners (1998) and *LinguaFolio* (2009).

How well do I use the language? Language Control	Can utter only words; unable to speak at any length No identifiable organization; only individual words	My errors in grammar, word order, and word choice often prevent communication.	My errors in grammar, word order, and word choice sometimes prevent communication.	My errors in grammar, word order, and word choice do not prevent communication. My speech is sometimes halted by long pauses and/or repetition.
How much language do I deliver? Task Completion	I completed little of what I was asked to do.	I completed some of what I was asked to do.	I completed most everything I was asked to do.	I completed everything I was asked to do.

Presentational Assessment:

- Using the brochure from the interpretive assessment as a model, select a location in Delaware that a tourist might want to visit.
- Research the area and collect information on the points of interest, area hotels, and restaurants.
- Create a tourist pamphlet in Spanish describing the area, points of interest, hotels, and restaurants.
- Create a weekend itinerary in Spanish that can be used, including modes of transportation.

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Other Evidence

Informal Assessment:

- Teacher observations with specific indicators or “Look Fors”
- Pairs practice – Turn and Talk/Think Pair Share
- Pairs practice – Audio tape recording of dialogue and self-analysis
- Entry/Exit tickets
- Summaries
- “Hot Seat” impromptu responses
- Inside-Outside Circles
- Role play activities (unrehearsed)
- Word toss
- Word splash
- Learning logs
- Quizzes
- Say something
- Pen pals responses
- Conversational/presentational peer coaching

Formal Assessment:

Unit exam – written and oral

Interpretive, Interpersonal, Presentational Assessments

Student Self-Assessment and Reflection

“I Can” Checklists

Vocabulary Games (Sparkle, Mata-lo, Grab it, and other varied vocabulary games)

Daily Warm-ups

Exit tickets that ask students to reflect on the day’s learning

Varied Assessment Prompts (3-2-1, \$10 summaries, homework revision)

Project Goal-Setting (group and individual)

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

Lesson Opener: Show a video or series of videos from the YouTube channel:

<http://www.youtube.com/user/Colombiatravel/videos>

1. Have students identify three tourist spots featured in the videos that they'd like to visit in person.
2. Have students compare and contrast points of interest in Delaware or other locations on the east coast of the United States and Colombia, naming ways they are similar and ways they are different.
3. Have students in groups of 2-3 suggest a travel location in the United States' east coast to market to Colombians. Which location would they choose and why?
4. Have students define "vacation" and explain what a vacation means to them personally. Would your idea of vacation be the same as everyone else's? Why or why not?

Leading to the Interpersonal Assessment

Modes of Transportation

1. Introduce transportation vocabulary by showing different forms of transportation (images) and where you could go in Spanish:
Viajo a Argentina en avión.
Voy al supermercado en autobús.
Give students pictures with destinations (near and far) and have them sort by forms of transportation necessary to arrive there. Discuss as a class.
2. For each form of transportation, give verbs and other related vocabulary:
EN AVIÓN: *volar, aeropuerto, piloto*, etc.
3. Have students write and perform a skit in which they use forms of transportation.
4. Prepare situations that you act out using a particular form of transportation and have students guess where you are. Tengo mi boleto para Columbia. Next tell a story where you're taking an incorrect form of transportation (i.e. a plane to the market, a car from Delaware to Europe, etc). Have students suggest a correct form of transportation.
5. Have students write a short paragraph naming a trip that they took recently, where they went, and which forms of transportation they used.
6. As needed, engage students in additional activities to reinforce the vocabulary for different modes of transportation.

Commands

1. Have students stand and demonstrate directional words (left, right, straight ahead, etc). Demonstrate the action "Go straight, turn right, etc" Practice giving students commands, then ask another student to give commands to you.

2. Rearrange the classroom desks in a maze. Blindfolded, have students give you directions from one side of the room to the other. Next, have students take turns giving directions through the maze.
3. Take a classroom field trip around the floor of your building in which you give students directions in Spanish.
4. Show students command formation rules
You (informal, formal, informal plural, formal plural); We
5. Have students work in groups of 2 to write as many commands in Spanish in 5-7 minutes. Share with the class. Show students the irregular commands.
6. Divide students into groups of 5-6. Give students whiteboards. Have students relay race to conjugate all five command forms of the verb you've chosen. Only one student can do the Tú form, one student does the Usted form, etc. The last student has to write all 5 forms on the board to win the point.
7. Have students write directions from school to home (or another place of your choosing). Students must include at least 5 different commands.

Road Trip Vocabulary

1. In English, have the students pair-share a road trip that they have taken with their family. Have them list what they did as they travelled – drove for a long time, stayed in hotels, swam in pools, visit tourist locations, ate at restaurants, etc.
2. Share as a whole class all the different activities. List these on the left side of a two column chart. Next, ask students which words they know in Spanish for these activities (based on background knowledge and previous activities in this unit) and which words they still need to learn. Ask students where they could get this information.
3. Assign parts of the list to groups of students have them use classroom resources to collect the needed information in Spanish. They can add information to the chart as it is collected. The teacher should review their work to ensure that they are listing the correct vocabulary.
4. Add any additional words that students may need, but which were not brainstormed or researched. Have students make vocabulary flashcards of new vocabulary words. Use these cards to play games and to do word sorts with the words.

Interpersonal Assessment: Road Trip USA

Tell students: Let's imagine that we're going to take a road trip across the United States. Work with a partner to plan your trip. Provide students with the materials and directions for the interpersonal assessment. Share the assessment rubric with the students so that they understand what language skills you are looking for them to demonstrate through the discussion. It will be important to give the students benchmarks to guide their discussion – what should be accomplished by certain times through the block or period. As the students are talking, use the rubric to circulate through the room and take assessment notes on each student's interpersonal communication skills.

Leading to the Interpretive Assessment

1. **Building Vocabulary and Background Knowledge - Jigsaw:** Prepare readings, video clips, or other materials on Colombia that focuses on travel. What are the points of interest? Where do people stay? What do they eat? How do they travel from place to place?

Have student meet in their expert groups (points of interest, modes of travel, hotels, restaurants/cuisine, etc.) first to build expertise around their reading. This is a good way to differentiate instruction by giving different levels of readings to various groups based on proficiency levels.

Then have groups meet in jigsaw groups to share expertise and fill in a graphic organizer to capture information about Columbia. The graphic organizer should be completed in Spanish.

Through this activity, based on students' needs, the teacher may need to provide additional supporting work around vocabulary development.

Interpretive Assessment:

Provide students with the materials and directions for the interpretive assessment. Share the assessment rubric with the students so that they understand what language skills you are looking for them to demonstrate through the reading activity. Students may work with a partner to develop their list of their idea vacation and then to use the two-column chart to list the Spanish words for their ideal vacation. However, the interpretation of the brochure and the creation of the Venn diagram comparing Columbia to the idea vacation and the explanation of whether or not they would visit should be done independently.

Leading to the Presentational Assessment

Following a research process, guide the students to research an area of Delaware that they think would be interesting for a student from Columbia to visit. Collect information on the travel details for this area using a similar graphic organizer to the one used in the jigsaw activity above.

Presentational Assessment:

Provide students with the materials and directions for the interpretive assessment. Share the assessment rubric with the students so that they understand what language skills you are looking for them to demonstrate through the presentation. Have the students plan out their brochures and make a list of what they know and what they need to know in order to complete their brochures. Based on this assessment data of what students need to know, plan mini-lessons and workshop groups to help the students fill in their gaps in their knowledge of the Spanish language. Students should complete their brochures and itineraries independently, but when they are done, should share them with a group to continue to reinforce their use of Spanish.

Resources and Teaching Tips

- <http://www.youtube.com/user/Colombiatravel/videos>
- Students may not have traveled extensively. If so, take time to walk through things like airport travel so that students can visualize the process, then focus on vocabulary in context.
- This unit lends well to a lot of kinesthetic learners. Students have fun moving around the room for different tasks (such as directions and role-play, if needed).
- Textbook and ancillary resources as needed.
- Teacher-created PowerPoint, overheads, and other visuals
- Vocab sheets for specific unit vocabulary sections (i.e. parts of the car)
- http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/world_languages.shtml

Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design

- **International Education** – Students focus on another culture to enrich their international education by comparing and contrasting American travel destinations to those of Colombia and Venezuela.
- **21st Century Learning** – Students use a variety of technologies to demonstrate access and employment of higher order thinking skills relevant to the global job market.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- **8th Grade Technology Literacy** - the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st Century (SETDA, 2003).
- Students use computers, internet, and other digital resources to experience other cultures.

Content Connections

Content Standards integrated within instructional strategies

Students draw from Social Studies in reading maps and giving directions.

Students use the Arts to design their travel pamphlet.

Students are working toward ELA standards in speaking and listening, as well as research process and informational writing.

Delaware Model Unit Gallery Template

Unit Title: *Ropa y moda*
Designed by: Innovative Schools
Content Area: World Language-Spanish
Grade Level(s): H2

Summary of Unit

The goal of this unit is to give students background in describing fashion and clothing in a variety of contexts. Students will design their own fashionable outfit as the culminating activity in which they will build, present and describe (orally and written) the outfit. Their classmates will use an imaginary \$100 budget to purchase a new outfit. In this unit, students will also learn to describe daily activities in Spanish, review what clothing is appropriate for various activities, and to compare their daily activities with those of their classmates.

The unit involves primary sources, collaboration, research, and conversation. This unit is aligned to the H2 standards and should be taught in a school where students have had Spanish for one year. During this year, this unit would be taught as the third unit of the course.

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards

1.1 - Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers and/or members of the target cultures.

1.2 - Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.

1.3 - Students prepare simple stories or scaffolded paragraphs about personal experiences, or other school subjects to share with classmates or members of the target cultures.

2.2 - Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.

4.1 - Students identify and observe tangible products of the culture such as toys, dress, types of dwelling and foods.

4.2 - Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.

Big Idea(s)

Culture and language are inseparable; and they influence and reflect each other.

By studying another culture, individuals can better understand and appreciate their native and other cultures.

Unit Enduring Understanding(s)

Various people and cultures have different concepts of fashion.

Unit Essential Questions(s)

How do your clothes and style compare to that of someone from another culture?
How does studying another culture make an individual understand and appreciate his/her own?

Knowledge and Skills

Students will know...

Vocabulary related to clothing, fashion, clothing needs based on activities, stores, colors, and materials

Students will be able to...

- Identify and describe different articles of clothing
- Compare and contrast fashion trends between their own and the Spanish culture
- Use Spanish to present a fashionable outfit to the class
- Write sentences describing the clothing or garments they see

Stage 2 – Assessment Evidence

Evidence that will be collected to determine whether or not Desired Results are achieved

Suggested Performance/Transfer Task(s)

Interpretive Assessment: Who is Fashionable?¹

Read descriptions of several people in a teen magazine from Hispanic culture. After reading, match the descriptions to the pictures of the people who are wearing clothing that is most similar to the description. Using the vocabulary and phrases from the description, label each picture. After you complete the matching and

¹ This task is modified from an interpretive task found at http://www.carla.umn.edu/assessment/vac/Modes/e_2.html

labeling, decide which model from the descriptions and pictures is the most fashionably dressed. Create a list of why this model is the most fashionable.

Note to teachers: When developing the descriptions, ensure that the texts are at an appropriate level for students at a novice level. Ensure that the descriptions include simple sentences and are about one paragraph in length and use the vocabulary taught in class.

Rubric²:

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Can I understand what I heard or read? (Comprehension)	My answers are relevant and accurate and show that I understood what I heard or read.	Most of my answers are relevant and accurate and show that, for the most part, I understood what I heard or read.	My answers are irrelevant and/or inaccurate and show that I really didn't understand what I heard or read.
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Can I identify the main idea?	I can identify the main idea		I cannot identify the main idea
If there is a message beyond the literal one, can I understand it? (Interpretation)	I can sometimes successfully interpret between the lines when necessary.	I attempt to interpret between the lines when necessary.	I cannot interpret between the lines.

Interpersonal Assessment: Filling a Fashionable Closet³

Students work in pairs to identify the clothing items that should be included in the closet of a fashionable teenager. The clothing items should be drawn on a large piece of paper. Using Spanish, students use the ideas and vocabulary from their homework to negotiate and reach agreement on what should be in the closet: clothing for school, free time activities, and more formal dress occasions.

As students discuss and negotiate the wardrobe, the teacher, using the rubric, may move among the groups to listen to the discussion in each group and take annotative notes to document students' interpersonal language skills. The teacher may also choose to pull one or two students aside and discuss the wardrobe with these students in detail.

² From <http://flenj.org/CAPS/rubrics.shtml>

³ This task is modified from an interpretive task found at http://www.carla.umn.edu/assessment/vac/Modes/e_1.html

Rubric:

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How well am I understood during this task? Comprehensibility	I can pronounce very few sounds unique to the target language and can only be understood with great effort.	I can pronounce in isolation some sounds unique to the target language and be understood with difficulty by someone accustomed to a language learner.	I can mostly be understood by someone accustomed to a language learner. I can pronounce in isolation many sounds unique to the target language, but mispronunciation during speech or the use of longer sentences often result in a breakdown in comprehensibility.	I can be understood by someone accustomed to a language learner. I can pronounce in isolation most sounds unique to the language, but mispronunciation during speech or the use of novel sentences sometimes results in a breakdown in comprehensibility.
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How much language do I deliver? Task Completion	I completed little of what I was asked to do.	I completed some of what I was asked to do.	I completed most everything I was asked to do.	I completed everything I was asked to do.

Presentational Assessment: Buying a Fashionable Outfit

Still working with your partner, design a fashionable outfit for an American teenager to wear to a party. Develop a sales presentation for the students in the class that includes a picture of your outfit, a description, and how much each piece of the outfit would cost. Plan a presentation in Spanish of your outfit for the class. Both members of the team need to have a speaking role in the presentation.

Each of the students in the class will have a budget of \$100 to purchase an outfit (They may not purchase their own design). They may purchase one entire outfit from one team or may purchase pieces from various designers. After all of the presentations, each student will write a description of which top, bottom, shoes, and accessories he/she would purchase while staying within the \$100 budget. Each team will keep track of how many pieces of their outfit they "sold" to their classmates to see which designer is the most successful.

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Adapted from the ACTFL Proficiency Guidelines-Speaking (1999) and the ACTFL Performance Guidelines for K-12 Learners (1998) and LinguaFolio (2009).

<p>How well do I use the language? Language Control</p>	<p>Can utter only words; unable to speak at any length No identifiable organization; only individual words</p>	<p>My errors in grammar, word order, and word choice often prevent communication.</p>	<p>My errors in grammar, word order, and word choice sometimes prevent communication.</p>	<p>My errors in grammar, word order, and word choice do not prevent communication. My speech is sometimes halted by long pauses and/or repetition.</p>
<p>How much language do I deliver? Task Completion</p>	<p>I completed little of what I was asked to do.</p>	<p>I completed some of what I was asked to do.</p>	<p>I completed most everything I was asked to do.</p>	<p>I completed everything I was asked to do.</p>

Other Evidence

Informal Assessment:

- Teacher observations with specific indicators or “Look Fors”
- Pairs practice – Turn and Talk/Think Pair Share
- Pairs practice – Audio tape recording of dialogue and self-analysis
- Blabberize recordings
- Entry/Exit tickets
- “Hot Seat” impromptu responses
- Inside-Outside Circles
- Role play activities (unrehearsed)
- Word toss
- Word splash
- Learning logs
- Four corners and defense
- Quizzes
- Unit Exams – Written and oral
- Presentations

Formal Assessment:

Unit exam – written and oral

Interpretive, Interpersonal, Presentational Assessments

Student Self-Assessment and Reflection

“I Can” Checklists

Vocabulary Games (Sparkle, Squish it, Grab it, and other varied vocabulary games)

Daily Warm-ups

Exit tickets that ask students to reflect on the day’s learning

Varied Assessment Prompts (3-2-1, \$10 summaries, homework revision)

Project Goal-Setting (group and individual)

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key learning events needed to achieve unit goals

- **Lesson Intro:** Wear hideous, mismatched clothes the first day of the lesson to present new vocabulary (clothing). Model forms of *gustar* with each of the items you wore. Show a video of project runway (or similar Spanish equivalent). Have students jot down a list of vocabulary in Spanish that they already know (i.e. *sombrero*). Share out list as a class. Next, model pronunciation of each vocab word from the list. Have students work in groups of 2 to write vocab (in Spanish) down on post-it notes based on a separate category (*ropa de escuela, ropa de juegos, ropa de trabajo, ropa de deportes, etc.*). Put post-it notes on the board.

¡Atrápala! After each group has organized vocab on the board, divide students into two teams. Give each team a fly swatter to swat the vocabulary word that you call out in English. Students gain a point for accurately hitting the target word first. If needed, switch to Grab-It if students are not able to behave appropriately with the fly-swatters.

- **Sequence 2:** Have students create a list of activities they like to do and list the clothing that they need to do it (the list might be in English, but the clothing will be in Spanish for this activity).

El verbo *gustar*: Present the verb *gustar* (Students will have trouble with this concept). Explain that pronouns (*me, te, le, nos, vos, le*) are Indirect Objects (*a + persona*). Have students brainstorm a list of activities they like to do and write them on the board (in Spanish) for students to copy. Fill in any vocabulary holes with activity vocabulary so students have a complete list.

Find someone who.../Busca alguien que...: Give students a grid with different activities, such as *le gusta nadar*, or wearing different types of clothing, such as *una camisa*. Students will circulate the room saying "te gusta nadar" until someone responds "sí, me gusta nadar." Model ways to ask the question and to answer the question before starting this activity. (*te gusta nadar / sí, me gusta nadar / no, no me gusta nadar*). Students should fill in each box with someone's name. Have students jot down 3 different articles of clothing, 2 activities you do when wearing the clothing, and one activity that they like to do.

- **Sequence 3:** Have students write sentences listing activities and sets of clothing necessary to do that activity (e.g. *Me gusta bailar. Cuando bailo, necesito una camisa y un pantalón. Me gusta también jugar al fútbol. Necesito botas zapatos de fútbol.*)

Situation Cards: Show students pictures of people dressed for specific activities. Read a sentence with each picture: *Le gusta caminar*. Some pictures, you will say true statements, some you will say false statements. Have students determine if what you say is *verdad o falso*.

Direct Objects: Ask students if they like to do certain activities. Repeat each activity over and over again. Tell students that in order to avoid so much repetition, we use direct object pronouns. Show different activities on the overhead (or PowerPoint) and ask, "¿Te gusta caminar? ¿Te gusta? Sí, a mí me gusta. A él le gusta. A ella le gusta. A nosotros nos gusta. Sí, a mí me gusta."

Communicative Activity: Give students a pack of flash cards for the vocabulary. Have students take turns asking and responding "¿Te gusta bailar? Sí, me gusta. ¿A tí te gusta bailar?"

Using realia, show students various outfits. Next have students respond if they like them (use the different forms of direct objects/ me lo, me la, me los, me las). Next present the verb *preferir* (e-ie). Have students create a list of activities they have to do in a week and the clothing they wear. Then, for each activity, have students find an activity that they'd rather (or prefer) to do. (*lunes, voy al escuela, pero prefiero ir al parque*).

- **Sequence 4 (Cultural Dress):** Have students research typical activities and dress for teenagers in a Spanish-speaking country of their choice. Have students find pictures and create a PowerPoint to create a "scrapbook" of activities. Each PowerPoint should contain (a picture of the person, his name *se llama Miguel*, what he likes to do *le gusta jugar al fútbol*, and 3 clothing items he needs for this situation.

Compare/Contrast: Have students work in groups of 2-3 to compare and contrast teens from their chosen country and themselves. Have students create a poster to show differences and similarities.

Fashion: Give students fashion magazines from various Hispanic countries and from the United States. Have students find three separate looks (a Hispanic teen look, a US teen look, and a shared or similar look). Have students cut out the pictures and add them to the posters they made.

Have students name ways US Teens and Hispanic Teens are similar; ways they are different; and activities you have in common.

- **Sequence 5 (Daily Routine):** Using a PowerPoint Presentation, model (act out) a typical daily routine in Spanish using pictures and sentences on your visual aid. Use realia, such as clothing and props. Next, have students rehearse pronunciation with your presentation. Then, have students perform your presentation for the class.

Teach reflexive verbs / pronouns / conjugations. Then, have students create their own daily routine from your model to perform for the class. Give students a variety of daily goals on slips of paper and have them dress appropriately (interview, school, construction work, work-out, Saturday laundry day, etc).

Have students create a dialogue / skit of their daily routine. Have students as the audience describe the other students' daily routines and compare / contrast with their own routines.

- **Sequence 6 (Imperfecto):** Ask students what they were like at 7 years old. Have students share their favorite activity and how they dressed for it. Present the imperfect past tense. Have students write a journal entry: *Cuando tenía siete años...* Have students role-play an interview of a *jugador famoso*. Students should create 3-4 questions to ask (to differentiate, you can give less able students a list of questions to which they should respond). Students must obtain 3 activities and 6 articles of clothing from each interview.
- **Sequence 7 (Interpretive Assessment - Who is Fashionable?)**
Provide students with the materials and directions for the interpretive assessment. Share the assessment rubric with the students so that they understand what language skills you are looking for them to demonstrate through the activity. As students are working, circulate around the room and note areas of confusion or misunderstanding for re-teaching. Before moving to the interpersonal assessment, provide additional learning opportunities, as needed, to ensure that students are able to use the vocabulary from the unit.
- **Sequence 7 (Interpersonal Assessment - Filling a Fashionable Closet):** Provide students with the materials and directions for the interpersonal assessment. Share the assessment rubric with the students so that they understand what language skills you are looking for them to demonstrate through the discussion. Give the students time to work as a partnership to brainstorm and discuss what should be included in a fashionable teenage closet. It will be helpful to provide a timeline of benchmarks for the students – based on the class and how long the class period is (45 or 90 minutes). How much should they have in their closet after 10 minutes, 20 minutes, and 30 minutes? As the students are talking, use the rubric to circulate through the room and take assessment notes on each student’s interpersonal communication skills.
- **Sequence 9 (Presentational Assessment - Buying a Fashionable Outfit):** Provide students with the materials and directions for the presentational assessment. Share the assessment rubric with the students so that they understand what language skills you are looking for them to demonstrate through the discussion. Allow students one day to design their outfit, encouraging them to converse in Spanish. (If there are students who need additional interpersonal assessment data, this could be a time to collect it through group observation or engaging students in a one-on-one discussion.) Students will likely need another two days to describe their outfit and to develop the presentation and the poster. Days four and five will be spent on delivering the presentations, describing their purchases, and determining the winning design team.

Resources and Teaching Tips

- Textbook and ancillary resources as needed.
- Teacher-created PowerPoint and overheads
- Communicative activities created as needed
- Authentic cultural readings, such as this yahoo answer resource:
<http://answers.yahoo.com/question/index?qid=20090407152831AAZ6BB7>
- Youtube Video Links:
 - <http://www.youtube.com/watch?v=7rKZI3m2LEo>
 - <http://www.youtube.com/watch?NR=1&v=-AaoZk22Y9o>
 - <http://www.youtube.com/watch?v=yvoI0WqqC8k>
 - <http://www.youtube.com/watch?v=BAsz6vrZ-7E&feature=related>
- Students are likely to have trouble with Gustar because it works differently from English structures. (It is pleasing to me. Versus: I like)
- http://www.doe.k12.de.us/infosuites/staff/ci/content_areas/world_languages.shtml

Differentiation

- Stage 2 and 3 allow students to demonstrate understanding with choices, options, and/or variety in the products and performances without compromising the expectations of the Content Standards.
- Instruction is varied to address differences in readiness, interest, and/or learning profiles.
- Suggested accommodations and differentiation strategies are incorporated in the design of Stage 2 and 3.

Design Principles for Unit Development

- **International Education** – Students focus on another culture to enrich their international education by comparing and contrasting American teens with Teens from Argentina and Uruguay.
- **21st Century Learning** – Students use a variety of technologies to demonstrate access and employment of higher order thinking skills relevant to the global job market.

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- Students use computers, internet, and other digital resources to experience other cultures.

Content Connections

Content Standards integrated within instructional strategies

- Students use the visual arts to create an advertisement to represent their outfit for the presentational assessment.
- Students will practice speaking and listening standards from ELA.

Delaware Model Unit Gallery Template

This unit has been created as an exemplary model for teachers in (re)design of course curricula. An exemplary model unit has undergone a rigorous peer review and jurying process to ensure alignment to selected Delaware Content Standards.

Unit Title: Student Life

Designed by: Jennifer Short and Gina Travalini

District: Red Clay Consolidated

Content Area: World Languages

Grade Level(s): H2

Summary of Unit

This unit is taught at the beginning of the school year, and it builds on the Level 1 unit entitled, My School. This unit is more in depth because it challenges students to reach out to students in their target language culture and learn more about their school experience. The transfer task focuses on interacting with an exchange student from the target language culture.

Stage 1 – Desired Results (What students will know, do, and understand)

Delaware Content Standards

1.1 Interpersonal Communication

Students introduce themselves and their classmates, name objects, places and actions and respond to commands and questions. Students exchange information about personal events, memorable experiences and other school subjects with peers, and/or members of the target cultures.

1.2 Interpretive Communication

Students comprehend brief, written messages and short personal notes on familiar topics such as family, school events and celebrations. Students understand the main idea contained in various media.

1.3 Presentational Communication

Students prepare simple stories or scaffolded paragraphs about personal experiences or other school subjects to share with classmates or members of the target culture.

2.2 Cultural Products and Perspectives

Students search for, identify and investigate the function of utilitarian products (e.g., sports equipment, household items, tools, foods and clothing) of the culture studies as found within their homes and communities.

3.2 Access to Information

Students read, listen to and talk about age-appropriate school content, folk tales, short stories, internet sites, poems and songs written for native speakers of the target language.

4.1 Language Comparisons

Students demonstrate an awareness of ways of expressing respect and communicating status differences in their own language and the language they are learning.

4.2 Cultural Comparisons

Students hypothesize the relationship between the products and perspectives in the cultures studied and compare and contrast them with their own.

Big Idea(s)

Student Life

Unit Enduring Understanding

High school students across the world share some common school experiences, although differences exist due to culture.

Unit Essential Questions

- What is my high school experience?
- What is high school like for students in other cultures?

Knowledge and Skills

Students will know...

- Vocabulary relating to school subjects, sports, and extracurricular activities
- Present tense of regular verbs
- Present tense of irregular verbs (to have, to be, to go, to come, to do, to play, to start, to eat lunch, to think, to be pleasing to)
- Near future (to go + infinitive)
- Agreement and placement of adjectives
- How to make and answer questions

Students will be able to...

Stage 2 – Assessment Evidence

(Evidence that will be collected to determine whether or not Desired Results are achieved)

Suggested Performance/Transfer Task(s)

Essential Questions

- What is my high school experience?
- What is high school like for students in other cultures?

SUMMATIVE IPA

Scenario: Your family is hosting an exchange student from the target language culture. You need to help him/her decide his/her future school schedule and extracurricular activities.

Interpretive Task #1: Students should read the attached report card for a student attending high school in the target language culture and answer the following questions in English by writing the answers on paper. [Rubric](#) (*These questions should be written in the target language even though the students are to answer them in English.)

- What is the student's name?
- In what grade is the student?
- What subjects is the student studying?
- In what subject is the student receiving the best grade? The worst grade?
- What is the name of the school and what type of high school is it?
- Based on how well the student is performing, what classes do you think the student would be interested in taking next year? Why?

Interpretive Task #2: Read an article about students in the target language culture regarding extracurricular activities. Students are to answer the following questions in English by writing the answers on paper.

- How many activities does he/she participate in?
- List the sports in which he/she participates.
- List any clubs of which he/she is a member.
- Are any of these activities affiliated with school? If so, which ones?

Interpersonal Task: Students work in pairs in the target language to talk about the similarities and differences with their classes and activities and those from the target language culture (refer to report card). Students will complete a [Venn Diagram worksheet](#) based on their conversation. [Rubric](#)

Presentational Task: Students are given two forms from their guidance counselor—one on [course selections](#) and the other on desired [extracurricular activities](#). They are to write the desired courses in the target language for the exchange student for the upcoming school year based on the previous courses on the report card from interpretive task #1. They should also include extracurricular activities for the exchange student based on the blog from interpretive task #2 and the interpersonal task. Students must write a letter to their guidance counselor explaining their selections for the exchange student, justifying why they are going to require those classes and activities. [Rubric](#)

- G – Student selects courses and extracurricular activities
- R – Student serves as advisor to exchange student
- A – Guidance counselor and exchange student
- S – Recommending a schedule
- P – Completed course selection form and desired extracurricular activity form and paragraph of justification
- S – Students must write a paragraph explaining their selections for the exchange student, justifying why they are going to require those classes and activities–students must use the future tense

Rubric(s)

Interpretive Task #1 Rubric

Interpersonal Task Rubric

[Presentational Task Rubric](#)

Other Evidence

Student Self-Assessment and Reflection

Students will complete the “I can...” checklist at the end of the each lesson.

1. _____ I can use vocabulary relating to school subjects, sports, and extracurricular activities to communicate my thoughts.
2. _____ I can make and answer questions.
3. _____ I can discuss classes and extracurricular activities in the target language.
4. _____ I can compare and contrast classes and extracurricular activities in the United States and in the target language culture.
5. _____ I can decipher an authentic report card in the target language.
6. _____ I can identify classes and extracurricular activities in the target language.
7. _____ I can create a course schedule and extracurricular request form in the target language.
8. _____ I can interview a student in the target language about his/her current classes and activities as well as future classes and activities.
9. _____ I can write an article in the target language about classes and extracurricular activities.
10. _____ I can persuade others in the target language to participate in a specific extracurricular activity.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

Key Learning Events Needed to Achieve Unit Goals

Lessons in Model Resource Unit

Lesson 1: Describing Schools and Courses

Lesson 2: Describing Extracurricular Activities and Future Events

Lesson 1: Describing Schools and Courses

Essential Questions

- What is my high school experience? What is my high school like for students in other cultures?

Background

- Dates, times, numbers, alphabet, and level 1 curriculum (see resources and teaching tips for additional worksheets on this topic).

Strategy 1 – Present big theme and enduring understandings as well as the essential questions and objectives for the unit.

Strategy 2 – KWL—Students will fill out a [KWL chart](#) regarding school life in the target culture. Have students pair share and then culminate the results of their previous knowledge by presenting their results to the class and adding new vocabulary to their chart.

Strategy 3 – Look at several examples of class schedules. Identify cognates. Complete a dictionary activity to look up unknown vocabulary words and create a vocabulary list. Students present findings to class.

Strategy 4 – [Flashcards](#): show students pictures representing each class and have students listen and repeat the correct term for each in the target language. Show word in target language on reverse side (see Accommodations for extra tips).

Strategy 5 – Students listen to an [audio](#) of native speakers talk about their school classes and schedule. Complete the [worksheet](#) based on the information in the audio clips. (See resources and teaching tips for additional worksheets on this topic.)

Strategy 6 – Create a verbal charade game, “Catch phrase.” Students are put in groups and given a flashcard of a class. Students must create 3 sentences in the target language describing the class without using the word. Each group must read the descriptions to the class. The class must guess the correct answer.

Strategy 7 – Grammar of [regular and common irregular present tense verbs](#) modeling, rule instruction, a worksheet. (See resources and teaching tips for additional worksheets on this topic.)

- Students generate a list of previously learned verbs in their notebook.
- Teacher compiles list of verbs on board and includes any other important ones that were not mentioned.
- On board teacher and students go through the list of verbs dividing them up into categories related to verb endings, i.e., ar verbs, ir verbs, and er verbs as well as irregular verb category.

- Teacher then reviews conjugation of each category of verbs, giving examples of how each verb is used in a sentence. Students take notes.
- Students complete a worksheet on [regular](#) and [irregular](#) verbs.
- Break students into groups of three to do a Round Robin activity creating sentences. Each student should take out a piece of paper and write a subject on their paper (e.g., the boy, I, Elena...). They then pass the paper to their left. On the paper in front of them, they should then add a verb, conjugated correctly to fit the subject in the present tense. They then pass their papers to the left. On the paper in front of them, they should finish the sentence, by adding some additional information that fits with the subject and verb. At the end, each student (regardless of his/her group) should have a total of 6 sentences. All group members are responsible for making sure to check for grammar and content.

Strategy 8 – Review adjectives with instruction, modeling, and worksheet.

- [Flashcards](#): Students are shown several pictures of different people and emotions, classes, and objects. Based on each picture, students are to write as many adjectives as possible.
- The teacher and students then compile a master list which is written on the board.
- In groups of 2, students must group the adjectives into categories based on patterns of masculine/feminine and singular/plural. Based on student responses, the teacher will write findings on board and then review the patterns.
- Students complete [worksheet on adjective formation](#).
- Teacher explains placement of adjectives in sentences by showing the pictures used in the first task and writing a sentence for each on board. Students must also write at least one other sentence, not using the same adjective as the example. Responses are read aloud and written on board.
- Students complete a [worksheet on placement of adjectives](#).

Strategy 9 – Review question formation and how to respond to questions.

- On the board the teacher writes several questions using different question words and different forms. Students must underline the question words and circle any common words/expressions (tag words, punctuation, inversion). Then, divide the questions into 2 groups: yes/no questions and information questions.
- Based on student responses, the teacher goes over the correct answers and places the questions based on the patterns that were found into one of the 2 categories. Teacher reviews formation of questions based on patterns and examples.
- Based on the questions, the teacher reviews how to respond correctly to questions. The teacher responds to several of the questions (modeling). The students then respond to the remaining questions in their notebooks. After several minutes, students are asked individually to answer the questions aloud.
- Students complete [worksheet on question formation](#).
- Break students into small groups for the Toss-a-Question activity. Each group generates a question onto a piece of paper, wads the question into a ball, and tosses it to the next group to answer, then they toss it back to the originator to evaluate.

Strategy 10 – Formative Assessment: [Quiz on lesson 1](#)

Strategy 11 – GRASPS task: You are journalist for your school newspaper. Your assignment is to interview the new foreign exchange student from the target language culture. Since he/she cannot speak English, you must conduct your interview in the target language. Create a variety of questions using both information and yes/no questioning techniques. You must interview the exchange student and record his/her responses. Then

write an article about the student in the third person (see Accommodations for extra tips).
[Rubric](#)

G – To write an article about a foreign exchange student

R – Journalist for a school newspaper

A – School students and staff

S – You are journalist for your school newspaper. Your assignment is to interview the new foreign exchange student from the target language culture. Since he/she cannot speak English, you must conduct your interview in the target language.

P – Article in newspaper

S – Create a variety of questions using both information and yes/no questioning techniques. You must interview the exchange student and record his/her responses. Then write an article about the student in third person.

Lesson 2: Describing Extracurricular Activities and Future Events

Essential Questions

- What is my high school experience? What is my high school like for students in other cultures?

Background

- All material covered in lesson 1 and level 1 curriculum.

Strategy 1 – Use the “Say Something” strategy (student partners work together to decide how far to read silently before stopping to “Say Something” that can be a summary, a question, or a connection. At that point, both students should share their summary, questions, or connection. The process is repeated until the end of the text. Then, the whole class will meet to discuss the text.) Students read a culturally [authentic article](#) from a magazine about activities. Students highlight the sports/leisure activities they recognize and circle the cognates. Using a modified form of the “Say Something” strategy, students share their vocabulary to compile a vocabulary list. Teacher adds other desired vocabulary.

Strategy 2 – Sports/leisure vocabulary practice: collage, pictures/sentences, activities paragraph based on picture (differentiated activities—see Accommodations for more instructions).

Strategy 3 – GRASPS task: You are either a coach or an advisor for a school club/sport. Your sport/club is in danger of being cut due to low enrollment. You must design a brochure in the target language for open house highlighting the benefits of your program. You must include vocabulary from this unit. [Rubric](#)

G – Persuade students to join your club/sport

R – Coach/advisor

A – Students

S – You are either a coach or an advisor for a school club/sport. Your sport/club is in danger of being cut due to low enrollment.

P – Brochure

S – Brochure must be persuasive and include vocabulary from this unit

Strategy 4 – Students will look through all the brochures and choose the one sport or club they would like to join and explain why verbally in the target language.

Strategy 5 – Organize students into small groups to exchange brochures from the GRASPS task. Each group creates a set of questions in the target language for students to answer about the brochure or the sports or clubs. The students will then answer these questions as a group in the target language.

Strategy 6 – Review near future tense (to go + infinitive) by instruction, modeling, and guided practice then worksheet.

- Teacher writes several sentences on the board in target language. Some of the sentences are in present tense and others are in future tense.
- Students must identify sentences as either present or future tense. Students raise right hand if they think the sentence is present tense and left hand if they think the sentence is in the future tense.
- Students identify the common verb used in each of the future tense sentences. Students also identify the other verb tense common in all future tense sentences. From their responses, a general formula for creating future tense sentences is formed—i.e., subject + form of the verb to go + infinitive.
- Students are shown [pictures](#) of places and given a subject. For each picture students must create a future tense sentence describing what the subject is going to do at the indicated place. Students read their responses aloud.
- Students complete a [worksheet](#) on future tense.

Strategy 7 – Dice Game

- Students are divided into pairs and given a die.
- Each number of the die corresponds to a subject pronoun (i.e., 1. I 2. you (informal) 3. he 4. we 5. you (plural) 6. they) and an infinitive (i.e., 1. to go 2. to eat 3. to make 4. to speak 5. to play 6. to be).
- One student is the recorder and the other is the die roller.
- 1st roll – number corresponds to subject pronoun.
- 2nd roll – number corresponds to infinitive.
- Students must use both subject pronoun and infinitive to create a sentence in the near future. Students must also include a predicate. Groups continue to roll die and make sentences until teacher says, “Stop!” The group with the most correctly formed sentences wins.

Strategy 8 – Formative Assessment: [Quiz on lesson 2](#).

Strategy 9 – Students complete a [graphic organizer](#) on tomorrow’s schedule. Based on their schedule, students write a paragraph in the target language using the future tense. Students then meet in groups and write an essay using the future tense in the target language comparing and contrasting their schedules.

Resources and Teaching Tips

Lesson 1

Background

- [Required vocabulary from Level 1](#)
- [Review sheet](#) of vocabulary from Level 1
- [Study Guide](#) for Review test of material covered in Level 1
- [Review test of material covered in Level 1](#)

Strategy 1: [School Vocabulary Game](#)

Strategy 5:

- [Answer key](#) with examiner's comments
- [Script](#)

Strategy 7: [Present tense](#)

Strategy 8: [Adjective practice](#)

Lesson 2

Strategy 1:

- [Sports Vocabulary Review](#)
- [Sports Vocabulary Review 2](#)
- [Hobbies](#)

Strategy 6: [Future tense review](#)

Differentiation

Lesson 1, Strategy 4: Instead of showing students flashcards that you designed, as the teacher, you could break the kids into small groups or even have them work individually to create their own flashcards. This activity would be designed to help those low-level students.

Lesson 1, Strategy 11: Instead of having the students type their interview and write it in the form of a newspaper article, they could present their interviews in front of the class. Another suggestion is to have the students incorporate technology by typing their articles, using Microsoft Publisher or another similar program, to produce realistic-looking newspaper columns.

Lesson 2, Strategy 2: This strategy is broken into three types of categories, depending on the level of the students (low, mid, high).

- Low: students create a collage of pictures of different sports and leisure activities, labeling the activities in the target language.
- Mid: students provide eight pictures of sports and leisure activities and write a sentence about each one in the target language.
- High: students provide pictures of sports and leisure activities and write a paragraph about those activities in the target language.

Design Principles for Unit Development

At least one of the design principles below is embedded within unit design.

- **International Education** - the ability to appreciate the richness of our own cultural heritage and that of other cultures in order to provide cross-cultural communicative competence.
- **Universal Design for Learning** - the ability to provide multiple means of representation, expression, and engagement to give learners various ways to acquire and demonstrate knowledge.
- **21st Century Learning** – the ability to use skills, resources, and tools to meet the demands of the global community and tomorrow's workplace. (1) Inquire, think critically, and gain knowledge, (2) Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge, (3) Share knowledge and participate ethically and productively as members of our democratic society, (4) Pursue personal and aesthetic growth. (AASL,2007)

Technology Integration

The ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information

- Find out what life is like at school in Spanish-speaking countries.
- http://www.bbc.co.uk/schools/primaryspanish/learn_more/school/slideshow1.shtml
- Lesson 1 Strategy 5:
http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningf/1_f_list_school_rev2.shtml
- Language Internet Activities: Click on the language desired on the left. Choose specific activities to review. Covers a variety of topics such as colors, numbers, adjectives, verbs, vocabulary, body, city life, school life, etc.
- <http://www.languagesonline.org.uk/>
- Check out the iEARN website. It is an educational website designed for teachers to interact with other teachers across the world. It also has many uses for students in your classes to create pen pals and even blog with other students. There is a fee for use of their program—www.earn.org.