

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

## Spanish I Unit 2 Geography

### 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!

**Essential Question:** What is the Spanish-speaking world like?

## Georgia Performance Standards Framework for Spanish

### What students will be able to do

#### Elements

- MLI.IP1E** Gives simple descriptions.
- MLI.IP1G** Ask questions and provide responses based on topics such as self, family, school, etc.
- MLI.INT1D** Demonstrate Novice-Mid proficiency in listening, viewing and reading comprehension.
- MLI.P1C** Demonstrate Novice-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation and writing mechanics.
- MLI.CCC1A** Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.

### What students will know

Geographical vocabulary (mountain, lake, capital, compass points, etc.)

Weather expressions

Subject pronouns

Ser and estar (conjugation only)

Basic descriptive adjectives (tall, short, brunette, blonde, large, small, etc.)

Noun/Adjective agreement

Ir a + location (I am going to Madrid.)

Hay

Me gusta/no me gusta (just the concept, not agreement)

## Georgia Performance Standards Framework for Spanish

### Summative Performance Based Assessment 1

Elements: MLI.IP1G, MLI.P1C

#### There's a new kid in town!

A new student has transferred to your school, and you want to introduce yourself to make him/her feel welcome. With a partner, prepare and present a brief dialogue between yourself and the new student.

- ~Give an appropriate greeting.
- ~Introduce yourself and ask his/her name.
- ~Ask where he/she is from.
- ~Give an appropriate farewell.

#### Scoring Rubric

##### **3 Exceeds Expectations**

- ~All required items were presented in the dialogue with additions such as the slang term "What's up?".
- ~Errors in pronunciation rarely occur, but do not impede comprehension.
- ~Dialogue flows smoothly as if it were actually taking place in the real world.

##### **2 Meets Expectations**

- ~All required items were presented in the dialogue.
- ~Errors in pronunciation may occur, but do not impede comprehension.
- ~Dialogue may contain occasional hesitations.

##### **1 Approaches Expectations**

- ~One or two required items are missing in the dialogue.
- ~Errors in pronunciation may occur that impede comprehension.
- ~Dialogue's flow is greatly interrupted by hesitations.

##### **U Unsatisfactory**

- ~No attempt was made to present the dialogue.

## Georgia Performance Standards Framework for Spanish

### Summative Performance Based Assessment 2

Elements: MLI.INT1D

#### An E-mail from Raúl

Your friend Raúl is visiting another country and has sent you an e-mail. Read his message below and answer the following questions in English.

~~~~~

From: rsuarez@españolahora.com  
Subject: Estoy en Segovia!  
To: dbtorres@bellsouth.net

¡Amigo!

Hoy es lunes. Es la una y estoy en un café internet en Segovia. Estoy triste y llueve mucho. Segovia es una ciudad muy bonita. La ciudad está en las montañas. Mañana, yo voy al sur a Madrid, la capital.

¡Hasta luego!

Raúl

~~~~~

1. What day did Raúl write the message?
2. Where is he located?
3. How does he feel?
4. Why does he feel this way?
5. What does he think of the town?
6. Where is this town located?
7. To which city is he going tomorrow?
8. In which direction will he be traveling tomorrow?

#### Scoring Rubric

- 3 Exceeds Expectations**  
~Answers 7-8 questions correctly.
- 2 Meets Expectations**  
~Answers 5-6 questions correctly.
- 1 Approaches Expectations**  
~Answers 3-4 questions correctly.
- U Unsatisfactory**  
~Answers fewer than 3 questions correctly.

## Georgia Performance Standards Framework for Spanish

### Summative Performance Based Assessment 3

**Elements:** MLI.IP1E, MLI.IP1G, MLI.P1C

#### **Don't forget to call home!**

You are traveling abroad and need to call home to check in with your mom/dad (the teacher). Using the outline below, cover the basic topics that are listed. Your teacher will provide you with a map prompt to help fill in the basic information. You will be given a moment to look over the prompt before beginning your conversation.

**Teacher Note:** Create prompts containing basic geographic information giving where they are located, current weather, where they will be going in relation to where they are currently, etc. It is suggested to make a couple of these so that the dialogues will be varied from student to student. Extra outline maps can be found at <http://www.worldatlas.com>

**(See SP1-2 PBA3 for example prompt)**

Outline of the conversation:

- ~Give a basic greeting.
- ~Ask how mom/dad is doing. Be ready to answer this question yourself.
- ~Tell them in which country and city you are located.
- ~Tell the weather in this city.
- ~Tell him/her where you are going tomorrow.
- ~Give a basic farewell.

#### **Scoring Rubric**

##### **3 Exceeds Expectations**

- ~All required items were presented in the dialogue with additions such as the slang term "What's up?".
- ~Errors in pronunciation rarely occur, but do not impede comprehension.
- ~Dialogue flows smoothly as if it were actually taking place in the real world.

##### **2 Meets Expectations**

- ~All required items were presented in the dialogue.
- ~Errors in pronunciation may occur, but not impede comprehension.
- ~Dialogue may contain occasional hesitations.

##### **1 Approaches Expectations**

- ~One or two required items are missing in the dialogue.
- ~Errors in pronunciation may occur and impede comprehension.
- ~Dialogue's flow is greatly interrupted by hesitations.

##### **U Unsatisfactory**

- ~No attempt was made in presenting the dialogue.

## Georgia Performance Standards Framework for Spanish

### Summative Performance Based Assessment 4

Elements: MLI.IP1E, MLI.P1C, MLI.CCC1A

#### My travel log

You are traveling abroad, and you are keeping a daily log of your travels for posterity's sake. Write an entry in your log using the map prompt provided by the teacher. In your entry, cover the following items.

**Teacher's Note: The same prompts used in Task #3 can be used in this assessment.**

- ~Today's date
- ~Where you are
- ~What you think of the city
- ~A simple description of this city
- ~A simple statement about the weather in this city.
- ~Where you are going tomorrow and in which direction
- ~What the weather is like in the new destination

#### Scoring Rubric

- 3 Exceeds Expectations**
  - ~All required items are in the entry as well as some additions.
  - ~Grammatical errors rarely occur, but do not impede comprehension.
- 2 Meets Expectations**
  - ~All required items are in the entry.
  - ~Grammatical errors may occur, but do not impede comprehension.
- 1 Approaches Expectations**
  - ~One or two required items are missing from the entry.
  - ~Grammatical errors occur that impede comprehension.
- U Unsatisfactory**
  - ~No attempt was made in writing the entry.

## Georgia Performance Standards Framework for Spanish

### Interdisciplinary Instructional Tasks

#### Interpersonal Communicative Tasks

**1. ¿De dónde eres? (Language Arts, Math)** Divide the class into two large groups. Assign each student a Spanish-speaking country that will be his "origin" for this activity. Within each group, students will go to each member asking *¿De dónde eres?* and make a note of the nationalities of each person within the group. Each student will then create a bar graph showing the distribution of nationalities.

**Extension activity (Presentational Communicative Mode):** Through teacher-led discussion, allow the students to interpret their data from the graphs. The teacher should model with an example bar graph and the students should then follow the model to interpret their data. (See SPI-2 Act1x)

**2. ¿Dónde estás? (Language Arts, Math)** Divide the class into two large groups. Assign each student a Spanish-speaking country that will be where he is vacationing for this activity. Within each group, students will go to each member asking *¿Dónde estás?* and make a note of the nationalities of each person within the group. Each student will then create a bar graph showing the distribution of nationalities.

**Extension activity (Presentational Communicative Mode):** Through teacher-led discussion, allow the students to interpret their data from the graphs. The teacher should model with an example bar graph and the students should then follow the model to interpret their data. (See SPI-2 Act2x)

#### Interpretive Communicative Mode

**3. Where are my friends now? (Language Arts, Social Studies)**

With a partner, use the maps provided to locate your friends. Student A will describe where four friends are located, and student B will note their locations on his blank map. They will then switch roles to locate the rest of their friends. (See SPI-2 Act3)

**4. Unscramble relay (Language Arts, Social Studies)** The teacher will scramble the spelling of the capitals of Spanish-speaking countries. The teacher will also divide the class into 2 or 3 teams as well as provide them with 2 individual white boards and 2 dry erase pens. Using a projector, the teacher will display the scrambled countries one by one. A member from each team is to unscramble the word on the white board. One point will be awarded to each team for correctly unscrambling the word. Then, the teams get another chance at a second point by correctly identifying in which country the capital is located. They can write their answer in sentence form on the white board and show their answer when time is called.

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**5. What is (name of a person) like? (Language Arts)** The teacher will distribute the **description handout**. Then he will read descriptions of four people to the class describing their basic physical traits and nationalities. The students are to indicate on the handout which person is being described in each passage. (See **SP1-2 Act5**)

**6. Sofia's Travel Log (Language Arts, Social Studies)** The student will read Sofia's travel log (see **SP1-2 Act6**) and answer the comprehension questions in English in writing.

**7. An e-mail from my sister (cloze activity) (Language Arts, Social Studies)** The students will complete the cloze activity based on the passage read by the teacher. (See **SPI-2 Act7**)

**8. Clothespin Relay (PE, Social Studies)** On 2 paper plates, write the names of Spanish-speaking countries around the edge of the plate. On some wooden clothespins, write the names of the countries' capitals. (The teacher will need 2 or 3 sets of plates and pins for this activity.) Break the class up into 2 or 3 teams. The teacher will name a country. One student from each team will run to the chair with the plates and pins. The student is to identify the country stated and its capital by attaching the appropriate capital clothespin to the country plate in the correct position i.e. the *Madrid* pin is clipped over the word *España*. When time is called, a point is awarded to each team that correctly identifies the country and its capital. The team with the most points at the end of the game wins. (See **SP1-2 Act8 if further explanations are needed**)

**9. Where is your teacher? (Language Arts, Social Studies)** The teacher will distribute a blank outline map of a Spanish-speaking country. Then, read 4 passages describing where the teacher is in that country. The students are to indicate on the map where the teacher is. (See **SP1-2 Act9**)

**10. The New Kid on the Block (cloze activity) (Language Arts)** The student will complete a cloze activity based on the passage read by the teacher which describes the new kid at your school. (See **SP1-2 Act10**)

**11. Concentration Game (Language Arts, Social Studies, Math)** The teacher will number 30 (or more) pieces of construction paper and on the other side, place either a Spanish-speaking country or its capital. Using these, the teacher can create a Memory board in his/her classroom. Divide the class into two teams. A member from one team will call out two numbers (in Spanish of course!) attempting to match the country to its capital. The teacher will turn over the requested numbers. If a match is made, then a point is awarded to their team, and the cards are removed from the board. If not, then the cards are flipped back over and the game continues with the other team.



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**12. Eavesdropping (Language Arts, Social Studies)** Your parents are planning a surprise weekend trip to Mexico for your family. You happen to pass by the kitchen door as they are discussing the destination options. Listen to their conversation (read by the teacher) and answer the comprehension questions. (See SP1-2 Act12)

**Extension activity: (Language Arts, Social Studies)** As an extension activity, the students work in pairs to create a conversation, similar to that of activity 14, to be presented to the class. They will be playing the roles of two siblings who are planning a weekend getaway for their parents' upcoming anniversary.

### Presentational Communicative Mode

**13. Sing the song “Los países hispanohablantes” from *Sing, Laugh, Dance and Eat Tacos 2* (Music, Social Studies)** Sing and discuss this song.

Web link to order Sing, Laugh, Dance and Eat Tacos 2:  
<http://www.teachersdiscovery.com> (Search using the title of the CD)

**14. Let's sing! (Music, Social Studies)** – Give the students a list of Spanish-speaking countries, and have the students working in partners or small groups to create a rap/chant concerning their assigned countries. They will then present your rap/chant to the class.

Example Chant of Central American countries  
(To the tune of the intro song to Addam's Family)

*Chorus:*  
*Duh di duh duh*  
*snap, snap*  
*duh di duh duh*  
*snap, snap*  
*duh di duh duh, duh di duh duh, duh di duh duh*  
*snap, snap*

Los países hispanohablantes  
en América centra-hal,  
tenemos solo se-is.  
Aquí todos están.

**Repeat chorus**  
Guatemala, Nicaragua,  
El Salvador, Honduras,  
Costa Rica, Panama-ha,  
la América Central!

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**15. What country is this? (Social Studies)** Each day (after you have introduced the Spanish-speaking countries with their capitals) point to a Hispanic country on a map and ask a different student to tell you the continent, the name of the country and its capital in Spanish. Then, have the class repeat the country and its capital in Spanish.

### **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.

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- ❑ 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.

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- ❑ 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.

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- ❑ 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.

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- ❑ 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.