

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 6 Sports and Leisure

### 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 do Hispanic teens like to do in their spare time?

### What students will be able to do

#### Elements :

- ML1.IP1B Express likes, dislikes, emotions, agreement, and disagreement.  
ML1.IP1G Ask questions and provide responses based on topics such as self, family, school, etc.

## Georgia Performance Standards Framework for Spanish I

- ML1.INTA Identify main ideas and some details when reading and listening.
- ML1.P1A Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings and media.
- ML1.CCC1A Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.
- ML1.CCC4A Give information regarding major current events in the target culture.
- ML1.CCC4B Understand the impact of current events of the target culture.
- ML1.CCC5A Identify examples of the target language and the culture studied that are evident in and through media, entertainment, and technology.
- ML1.CCC.5B Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture studied.

### What students need to know

- ~ Present tense verbs such as *jugar* (to play), *ganar* (to win), *perder* (to lose), *ser*, *estar* (to be), *tener* (to have), *encontrar* (to find), *pensar* (to mean, to think), *creer* (to believe)
- ~ Soccer terms such as *partido* (game or match), *fútbol* (soccer), etc.
- ~ Names of European countries and cities
- ~ Cardinal numbers to 100
- ~ Time
- ~ Expressions of like/dislike
- ~ Basic body parts
- ~ Sports terms
- ~ Movie types
- ~ Colors
- ~ Family members
- ~ Descriptive adjectives

## Georgia Performance Standards Framework for Spanish I

### Summative Performance Based Assessment 1

**Elements:** ML1.IP1B, ML1.INTA, ML1.CCC1A, ML1.CCC4A, and ML1.CCC5A

#### ESPN Announcer/Expert

**Teacher Note:** The teacher pairs up students and gives a rubric to each in advance. The pair is seated at the front of the room at the "ESPN Sports Desk." The teacher instructs the students to do the following:

You are going to get an audition as an *ESPN Europe* sports broadcaster. You will each receive a handout with certain information on the sheets. Student A gets a map with two European countries colored but not identified. Student B receives the actual names of the countries with a predicted outcome for a score for the European soccer championships. Student A also receives a numeric time on the sheet he/she is given. Carry out the roles of ESPN announcers by performing this dialogue:

Student A: Good evening, ladies and gentlemen. The European championship begins today. This evening, \_\_\_\_\_ plays against \_\_\_\_\_.  
(Using the map to identify what two countries are playing).

Student B: Yes, and the fans in \_\_\_\_\_ and \_\_\_\_\_ are excited. (Student must identify the capitals of the two countries.)

Student A: The match begins at \_\_\_\_\_.

Student B: And I think \_\_\_\_\_ is good and wins the match by a score of \_\_\_\_\_.

Student A must make a contrary statement, such as: No, I find \_\_\_\_\_ better.

Student B: Believe me, \_\_\_\_\_ wins this game tonight.

#### Rubric for ESPN Assessment

##### Student A Assessment

- \_\_\_\_\_ knows the correct name of countries (30 points)
- \_\_\_\_\_ knows the starting time of the match (20 points)
- \_\_\_\_\_ disagrees with partner on outcome (20 points)
- \_\_\_\_\_ uses correct word order (10 points)
- \_\_\_\_\_ pronunciation (10 points)
- \_\_\_\_\_ uses correct grammar (10 points)

## Georgia Performance Standards Framework for Spanish I

### Student B Assessment

- \_\_\_\_\_ knows the capitals of the two countries (20 points)
- \_\_\_\_\_ states an opinion about outcome (20 points)
- \_\_\_\_\_ communicates score correctly (20 points)
- \_\_\_\_\_ disagrees with partner (20 points)
- \_\_\_\_\_ pronunciation (10 points)
- \_\_\_\_\_ uses correct grammar (10 points)

### Summative Performance Based Assessment 2

Elements: M L1.INTA, ML1.CCC5A

#### What does Mario like to do in his free time?

**Teacher's Note:** The teacher supplies an e-mail written by a Spanish-speaking keypal in which the keypal, Mario, describes his favorite leisure activities. The following instructions are given to the language students:

You receive an e-mail from your Spanish-speaking keypal and before you write back to him, you want to make sure that you understand what he has written to you. Please read the e-mail that Mario has sent to you and then write down whether the teacher's statements about Mario are true or false.

Me llamo Mario y tengo dieciseis años. Soy de Salamanca y me gusta hacer muchas cosas. Juego deportes después de la escuela. A veces juego tenis con mi amiga Elena pero me gusta más jugar fútbol. También me encanta esquiar y me gusta mucho jugar el ping-pong. Para mí el golf es muy aburrido y no me gusta nada patinar sobre hielo. Los fines de semana voy con mi perro para dar un paseo y me gusta hacer caminatas en el bosque en mis ratos libres. También me gusta jugar los videojuegos. En el verano voy a la Costa del Sol para nadar y navegar en vela. En el invierno voy a esquiar con mi familia. En el otoño y la primavera juego fútbol casi todos los días porque es mi deporte favorito.

**Directions to Students:** The teacher will now read 10 sentences about Mario in English. Please write True or False about the sentences. It is suggested that students be able to refer to the email as the teacher reads the True or False statements so that the assessment measures student comprehension—not memory.

## Georgia Performance Standards Framework for Spanish I

1. Mario is fifteen.
2. Mario is from Salamanca.
3. Mario has many interests.
4. Mario has a friend named Elena.
5. Elena likes to play soccer with Mario.
6. Mario thinks skiing is boring.
7. Mario thinks golf is very interesting.
8. Mario does not like to ice skate.
9. Mario goes swimming and sailing at the Costa del Sol.
10. Mario's favorite sport is sailing.

### Rubric for Mario's reading

Student demonstrates understanding of e-mail (8-10 questions correct)  
Student demonstrates some knowledge of reading (6-7 correct answers)  
Student demonstrates poor knowledge of reading (4-5 correct responses)  
Student does not understand reading (3 or less correct questions)

### Summative Performance Based Assessment 3

Elements: ML1.IP1G, ML1.INTA, ML1.CCC5A

#### What do we do in our free time?

**Teacher's Note:** This is a listening assessment. The teacher will need to find an audiotape or a videotape of young Spanish-speakers discussing leisure time activities, or can follow the sample below and record it himself.

*Me llamo Estela y mi deporte favorito es el tenis. Para jugar al tenis necesito una raqueta, zapatos de tenis buenos y muchas bolas, o, y otro jugador de tenis.*

*Pues, me llamo Ramón y me gusta jugar al béisbol. Necesito un bate, un guante, una pelota, zapatos buenos y muchos amigos para jugar el en parque.*

*Pues, soy Adela y no me gustan nada los deportes. Prefiero ir al cine con mis amigos o tocar la guitarra. Escribo muchas canciones y canto bien.*

Instructions for the student:

## Georgia Performance Standards Framework for Spanish I

### Free time activities

First, listen to the audio/videotape about what young Hispanics do in their free time. Second, you will be given a word bank, followed by a paragraph about what happened in the tape. Use the word bank to fill in the blanks in the paragraph.

#### Palabras

tenis            bolas            toca            deportes  
canciones      zapatos        guante        cine

A Estela y Ramón les gusta jugar \_\_\_\_\_. Estela prefiere jugar al \_\_\_\_\_ pero Ramón prefiere el béisbol. Estela necesita una raqueta y muchas \_\_\_\_\_. Ramón necesita una pelota, un bate y un \_\_\_\_\_ pero los dos necesitan llevar \_\_\_\_\_ buenos. Pero Adela prefiere hacer otras cosas. Ella \_\_\_\_\_ la guitarra y escribe \_\_\_\_\_ para cantar. A veces va al \_\_\_\_\_ con sus amigos.

#### Rubric

Student exceeds expectations      (7-8 correct)  
Student meets expectations        (5-6 correct)  
Student does not meet expectations (1-4 correct)

### Summative Performance Based Assessment 4

Elements: ML1.IP1B, ML1.IP1G, ML1.INTA, ML1.P1A, ML1.CCC4A, ML1.CCC5B

You and a partner will be given a list of movie theaters with times and different film titles that are currently playing, which your teacher has downloaded from the Internet. For example, the teacher could download program information from the site:

[http://www.guiadelocio.com/madrid/buscacine/menu\\_pelicula.cfm](http://www.guiadelocio.com/madrid/buscacine/menu_pelicula.cfm). You and your partner will write and present a dialogue which follows the format below:

- A. Would you like to go to the movies? B. Yes, I like (kind) movies.  
A. I prefer (kind) movies. How about (title)? B. Yes! What time does it start?  
A. It starts at (time). B. OK. I'll meet you there.

## Georgia Performance Standards Framework for Spanish I

### Rubric for Movie Assessment

Each score (1-10) is based on the following criteria:

- 8-10 -exceeds expectations
- 4-7 -meets expectations
- 1-3 -does not meet expectations
  
- ~ Asks questions correctly
- ~ Answers questions correctly
  - ~ Pronunciation
- ~ Appropriate vocabulary
- ~ Unimpeded communication

### Interdisciplinary Instructional Tasks

#### Interpersonal Communicative Tasks:

**1. *¿Quiénes van a ser los campeones de Europa?* (Social Studies, P.E., Art)** Students are paired up or put into groups of three. The teacher tells them to write a dialogue about possible match-ups in the European soccer championship. They should talk about at least three different pairings such as Spain vs. Holland. For each match-up, the students should predict a winner in their conversations and tell which team they find better. It would be good if their partners or if someone else in the group took an opposing point of view and predicts a different outcome.

**2. *¿Quiénes van a ganar?* (Social Studies, Math, P.E.)** One of your students has made contact on the Internet with a student named Elena. As the students read along, the teacher reads aloud the e-mail Elena sent, then pairs up his/her students. (A copy of the e-mail follows.) Working together with their partners, the students develop a list of questions in Spanish that they want to ask Elena. These should be questions about Elena's home, her interests, her family, and her leisure activities.

Elena's E-mail

Elena de Segovia

¡Hola! Me llamo Elena y soy de Segovia, una ciudad al noroeste de Madrid. Vivo con mi madre y mi hermano Santiago. Mi padre no vive con nosotros porque mis padres están divorciados. En mis ratos libres juego el tenis o voy con mis amigos al cine. Me gustan las películas americanas, especialmente *El señor de los anillos* y las películas así. ¿Te gusta ir al cine? Tengo 14 años y voy a una escuela superior. No me gusta la escuela mucho. ¿Y a ti?

## Georgia Performance Standards Framework for Spanish I

**3. *¿Qué haces en tus ratos libres?* (P.E., Math)** Divide the class in half. Each student must ask 5 people on his/her side of the room what he/she does in his/her free time. Bring the class back together. List the activities on the board. Use tick marks to keep track of responses. Which were most popular? Convert the number to a percent (prozent). As an extension, your students may graph their findings using Microsoft Excel.

**4. *Todo sobre nosotros* (P.E., Language Arts)** Tell the students to pick a partner. Assume the roles of an American student and a Mexican exchange student. Each is to ask (and answer) 3 questions: 1. What do you do after school? 2. What is your favorite sport? 3. What do you do on Saturday? When finished with the task, ask each student to report to the class one of the responses he/she received. Example: Bill plays football after school. The results can be made into a survey.

**7. *Los Estados Unidos o el mundo hispánico?* (Social Studies)** Give student pairs a list of various free time activities in the target language. Ask students which culture would be more likely to do the activity.

**8. *¿Te gusta o no te gusta?* (Language Arts, P.E.)** Divide the class into pairs/partners. Give each pair a picture of an activity. One partner says what is depicted in the target language, such as, "They are playing soccer." The second person gives his opinion of the activity: "I like soccer." Pass the picture on to the next pair, until all have seen each picture.

### Interpretive Communicative Tasks

**1. *¿Quiénes van a ser los campeones de Europa?* (Social Studies, P.E., Art)** The teacher hands students a map with the names of the European countries that will be playing in the European championships in Spanish. He/She helps students with pronunciation of those nations. The teacher also gives each pupil a crayon or colored highlighter. As the teacher goes over the list of countries with teams playing in the European soccer championships, the students will color in or highlight those nations on their maps.

**2. *¿Quiénes van a ganar?* (Social Studies, Math, P.E.)** Teacher puts the names of two European countries on the board or on the overhead in Spanish. He tells the students that these two nations will play against one another in the European championship soccer tournament. The teacher gives a fictitious score, such as Spain 2, France 1. He/She writes this score on the board or overhead and asks students to identify the winning teams and the losing teams. The teacher might also put a tie score and introduce this vocabulary to students.

**3. *¿Dónde juegan el fútbol?* (Social Studies, P.E.)** The news in Europe is full of the upcoming soccer championships, be it World Cup or European Championship. The teacher

## Georgia Performance Standards Framework for Spanish I

gives the students the names of countries playing soccer on a map of Europe and the students give the names of the capital cities for each of those countries. (To save time and paper, the map from activity #1 could be used.) The teacher gives some real or imaginary scores from the European championships and asks students to tell where the celebration (in which capital) might take place, given the winning team.

**4. ¿Qué es un gol de once metros? (Science, Math, P.E.)** Teacher might show a videotape - if available - of a European soccer match that ends in a tie. (If he/she cannot find a tape, the teacher could talk about this hypothetical outcome with his/her students.) Then the teacher asks students to brainstorm about what a "gol de once metros" might be. After they have come up with possible explanations, the teacher tells the students that these shots are attempted at the end of a soccer game that ends in a tie. In championship matches, the game must have a winner who will advance to the next round or win the ultimate prize. The students then may want to go outside the classroom if allowed and mark off an eleven meter distance from a soccer goal. The students try to kick a winning goal from the eleven meter mark.

**5. ¿Quién es Elena? (Language Arts, P.E., Social Studies)** Teacher gives students copies of an e-mail from a Spanish keypal named Elena. (The same one used in Interpersonal task #2) As students are reading the e-mail silently, the teacher reads the letter aloud. The teacher asks students to pair up and ask and answer the following sample questions about Elena.

1. How old is Elena?
2. Where does she live?
3. With whom does she live?
4. What sport does she play?
5. What kind of movies does she like?
6. What does she think of school?

Partners should write down their answers in the target language and share with the class.

Elena's E-mail

Elena de Segovia

¡Hola! Me llamo Elena y soy de Segovia, una ciudad al noroeste de Madrid. Vivo con mi madre y mi hermano Santiago. Mi padre no vive con nosotros porque mis padres están divorciados. En mis ratos libres juego el tenis o voy con mis amigos al cine. Me gustan las películas americanas, especialmente *El señor de los anillos* y las películas así. ¿Te gusta ir al cine? Tengo 14 años y voy a una escuela superior. No me gusta la escuela mucho. ¿Y a ti?

**6. ¿Qué hacen? (P.E., Art)** Make a list of activities (sports, watching TV) in the target language. Cut them up and put them in a hat. Have students select an activity one at a time and act it out. The first student to guess the activity in the target language goes next.

## **Georgia Performance Standards Framework for Spanish I**

## Georgia Performance Standards Framework for Spanish I

**7. ¿Qué película dan? ¿Cuándo? (Art, Social Studies, Language Arts)** Have the students work with partners to read movie ads. These can be found in any textbook or online to be current. Write 5 questions for them to answer about the films in the ad you select. See sample questions. (Teachers can find Hispanic cinema listings online at [http://www.guiadelocio.com/madrid/buscacine/menu\\_pelicula.cfm](http://www.guiadelocio.com/madrid/buscacine/menu_pelicula.cfm).)

Sample Questions: 1. How long has XXXXXX been playing?  
2. Where is XXXXXX playing?  
3. What are the times XXXXXX is playing?  
4. What ages are allowed to see XXXXXX ?  
5. On what street is the theater where XXXXXX is playing?

**8. ¿Qué le gusta hacer? (Language Arts)** The students will listen to a person telling about his/her free time activities. They are to write down 3 things the person likes. The teacher can use the script below or choose from any textbook.

Sample script: I like to go to the movies. I really like fantasy films. I hate westerns. They are too brutal. I like to go to rock concerts. I don't play tennis, but I like ping-pong. I also like to read.

Possible answers: going to the movies, fantasy films, rock concerts, ping pong, reading

**9. De colores (Music, Art)** The students will listen to the Spanish folk song "De colores," and they will fill in blanks in a teacher-generated cloze text. After learning the song, the students may draw the scenes depicted in the song. The teacher will put the pictures on the walls of the class. The song can be found on-line at <http://www.hevanet.com/dshivers/juegos/decolores.html>

### Presentational Communication Tasks

**1. Los campeones de Europa (P.E., Social Studies, Music, Art)** Almost everyone in Spanish-speaking countries is a soccer fan. Students are paired up and assigned various European national soccer teams. They have to create a short song or chant and banner supporting "their team." The students will perform their song/chant and show off their banners to the class when completed.

**2. ¿Qué hacemos? (Art, Language Arts)** As in America, Hispanic students get together to talk about what they are going to do in their spare time. Divide into groups of 2, 3 or 4. Write and present a skit about going to the movies or a game or playing a sport. Each person should have 4 lines to say. The teacher will proofread the final copy. Students are to memorize their lines and present their skits to the class using props and costumes.

## Georgia Performance Standards Framework for Spanish I

**3. *Arte interesante* (Art, P.E., Health)** Tell each student to think of his favorite sport, then draw a picture of the body part most used in that sport. They can share their picture with the class and the class can guess the sport that is involved in the target language (or the student can simply say which sport it is).

**4. *Una estrella se nace.* (Health, Math, Language Arts)** Divide the class into pairs/partners. One person is a celebrity either from movies, music or sports; the other is a talk show host (Jay Leno, Oprah, etc.). Students will interview the celebrities by making up to seven questions or statements such as 1. Introducing and greeting those 2. Asking what they do in their free time 3. Asking their favorite sport 4. Asking what time they go to bed 5. Thanking them and saying goodbye. Students should use appropriate props or costumes.

**5. *¿Qué dan en el cine?* (Art, Language Arts) (Art, Language Arts)** Students will design a visual ad for a magazine promoting their favorite film. They should include the title (in the target language) and the main actors. Include two or more adjectives describing the film in the ad. After sharing with the class, students will post their ads in the hallway.

**6. *¿Qué pasa?* (Music)** Students will make up a rap about their favorite sport. They should include sounds that relate to the sport. Share with the class.

**7. *La Gente* (Science, Social Studies, Language Arts)** Ask your students to select a famous athlete, actor, or musician from a Spanish speaking country. Have them research this person online or in magazines or newspapers. They should be prepared to tell the class 5 facts about the person in the target language. Students will also create a visual no larger than 8 x 11.5 about their person to accompany their presentation.

**8. *Poeta* (Language Arts)** The students will write a poem or acrostic about their favorite free time activity and share them with the class.

**9. *El crítico* (Language Arts, Math)** After the teacher has taught phrases related to agreement/disagreement, students will act as movie reviewers and prepare a 3-line critic of their favorite film. After they share with the class, ask students if they agree or disagree. Keep track on the board. At the end of the activity, select the favorite film of the class. This can be a partner activity if the class is large.

### Recommended Formative Assessments

The following is a list of activities to use to assess student progress in meeting Georgia Performance Standards (GPS) for Modern Languages. Many of the activities may be used to measure more than one mode of proficiency due to the interrelationship of language skills. Rubric design inevitably dictates the particular skills being evaluated.

## Georgia Performance Standards Framework for Spanish I

Using a variety of assessment activities that address the various learning styles and multiple intelligences of students is an intrinsic part of good instruction. Teachers are encouraged to use this checklist to expand their repertoire of assessment strategies and to ensure that students in each class are assessed using a wide range of activities.

### Communication

#### A. Interpersonal Mode (Person-to-Person Communication)

- 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.

## Georgia Performance Standards Framework for Spanish I

- ❑ 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.

### **B. Interpretive Mode (Listening and Reading for Understanding)**

- ❑ 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.

## Georgia Performance Standards Framework for Spanish I

- ❑ 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.

### **C. Presentational Mode (Oral and Written Presentation)**

- ❑ 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.

## **Georgia Performance Standards Framework for Spanish I**

- ❑ 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.

## **Georgia Performance Standards Framework for Spanish I**

- ❑ 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.