

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

Spanish I Unit 7 Food: Let's Eat!

How to Use this Unit

This unit was developed using the principle of beginning with the end in mind. In other words, the end-of-unit assessments were developed first, based on the current Georgia standards for Modern Languages. Those standards were developed and adopted in 2002 and can be accessed in their entirety at the following URL:

www.GeorgiaStandards.Org

To use this unit, follow these steps:

1. Read over the unit in its entirety.
2. Decide which of the **Summative Performance-Based Assessment Tasks** you will use to assess student performance at the end of the unit.
3. Based on that choice, review the **Interdisciplinary Instructional Tasks**, decide which ones you will use, and in what order.
4. Review your draft unit plan, the **Standards and the Corresponding Essential Questions**, and the **Language Structures Needed for 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 Questions: What is it like to go to a restaurant in a Spanish-speaking country? What do I need to know to feel confident when I talk to the waiter?

What Students Will Be Able to Do

Elements

- MLI.IP1B** Express likes, dislikes, emotions, agreement and disagreement
MLI.IP1B Make simple request
MLI.IP1C Ask for clarification
MLI.IP1E Give simple descriptions

Georgia Performance Standards Framework for Spanish I

- MLI.IP1F** Comprehend basic directions
MLI.IP1G Ask questions and provide responses based on topics such as self, family, school, etc.
MLI.INT2B Recognize basic gestures, body language, and intonation that clarify a message.
MLI.CU1B Identify commonly held viewpoints of the cultures, such as those relating to time, education, and meals.
MLI.CCC2B Demonstrate an awareness of elements of the students' own culture.

What students will know:

- Subject pronouns
- Present tense of ser and tener
- Present tense of verbs (e.g. comer/beber, deber)
- Stem-change verbs (e.g. pedir and querer)
- Formation of questions with interrogative words
- Negative and affirmative commands

Summative Performance Based Assessment 1

Elements: MLI.IP1B, MLI.CCC2B

Menu Suggestion

While visiting the historic section in Guadalajara, Mexico, you stop to eat lunch in the popular restaurant, La Fonda de San Miguel. The management is changing its dinner menu and has asked its patrons for input. Using the comment card they have provided, write at least three items in each category to let them know your personal preferences. At the end of each category, write a statement that describes which of the items listed you like best and another statement which compares the remaining items in terms of which one you like better than the other. **(SPI-7 PBA1)**

Scoring Rubric:

3 Exceeds Expectations

- Writes more than 3 items for each category
- Writes more than two statements within each category.
- Makes a few spelling errors, but does not interfere with communication

2 Meets Expectations

- Writes at least 3 items for each category
- Writes at least two statements within each category.
- Makes some spelling errors which might interfere with communication

Georgia Performance Standards Framework for Spanish I

1 Approaches Expectations

- Writes at least 2 items for each category
- Does not include preference statements.
- Makes some spelling errors which interfere with communication

U Does Not Meet Expectations

- Writes 0- 2 items for each category
- Does not include preference statements.
- Makes several spelling errors which interfere with communication

Summative Performance Based Assessment 2

Elements: MLI.P1A, MLI.CU1B, MLI.P2A

¡Buen Provecho!

You just heard that auditions are being held in Atlanta for an upcoming show on “Martha Stewart Live.” The show will feature cooking demonstrations of authentic recipes from anywhere in the Spanish-speaking world. She wants the demonstrations to be presented in Spanish! Her staff will provide subtitles for her television viewing audience.

When you tell your Spanish teacher about it, she suggests that everyone in the class should audition. To practice, you will present your recipe to the class. Be sure you can tell your classmates the following:

- Ingredients in the recipe
- Basic steps of the recipe, such as: mix, stir in, fry, bake, cut, etc.
- Dos and Don'ts of preparation. For example, “don't use hot water” or “use a sharp knife.”

You may use a few notes during your presentation. Prepare an overhead transparency or poster of your recipe so the class can follow along. You may add pictures or drawings for new vocabulary. On the day of your “how-to” speech, bring any necessary equipment and ingredients. After the demonstration, distribute samples of your masterpiece (prepare this in advance since you won't actually “cook” in class). ¡Buen provecho!

Scoring Rubric:

3 Exceeds Expectations

- Food prepared and recipe presented has an authentic Hispanic origin.
- Commands are appropriate and grammatically correct with only minor errors
- Entire presentation and written recipe are in Spanish
- Demonstration is clear, well-prepared, and complete

Georgia Performance Standards Framework for Spanish I

2 Meets Expectations

- Food prepared and recipe presented, but does not have an authentic Hispanic origin
- Commands are appropriate, but have slight grammatical errors throughout presentation.
- Majority of presentation of recipe is in Spanish
- Demonstration is complete and fairly clear; more preparation is needed

1 Approaches Expectations

- Food prepared did not have an authentic Hispanic origin. Incomplete presentation of recipe.
- Commands are not appropriate and have many grammatical errors throughout speech
- Most of the presentation of recipe is in English, with only occasional use of Spanish.
- Demonstration is incomplete and unclear, due to lack of preparation

U Does Not Meet Expectations

- No food prepared
- No commands given
- No presentation of recipe
- Lacks preparation

Summative Performance Based Assessment 3

Elements: MLI.P1C, MLI.CU1B

Menú en español

Whether in *un restaurante elegante con familia* or *en grupo* having a sandwich in *un café*, Spaniards love the ambiance of their small cafés and restaurants. As a visitor to Spain, you would have to be able to understand a menu in Spanish. This not only includes a knowledge of food vocabulary, but a cultural understanding of whether you are paying for an entire meal at one fixed price or, more commonly, as separate items. You might also see *el menú del día* or *cubierto* which sets a fixed price for the specialty of the day.

Since many of you are going with your teacher to Spain next summer, you want to have practice in reading and understanding menus. You and two other students will create a menu in Spanish for your classmates to interpret. Be sure to do the following:

1. Invent a creative name for your restaurant or café.
2. Decide what type of menu to prepare (separate prices or *comida corrida*) which affects what prices are used. Be sure to list prices in Euros.
3. List a number of foods under each of the following required courses: *tapas*, *ensaladas*, *frutas/postres*, *queso*, *postres*, and *bebidas*.

Georgia Performance Standards Framework for Spanish I

4. Design a unique design for the menu. Use your imagination to make a well organized menu that is visually attractive with elements such as computer graphics and/or colorful drawings.

Scoring Rubric:

3 Exceeds Expectations

- Includes at least five foods under each of the required courses
- Complete and consistent with pricing for the type of restaurant (fixed, a la carte, etc.).
- Attractive menu with creative use of graphics, color, and layout.
- Accurate editing done for correct vocabulary, spelling, and accents. No English used.

2 Meets Expectations

- Menu includes at least four foods under each of the required courses
- Menu is complete/appropriate in format for the type of restaurant
- Attractive, well organized menu. Little use of additional elements, such as graphics or color.
- Editing done with some errors in vocabulary, spelling, and accents. No English used.

1 Approaches Expectations

- Includes only some of the categories from the required courses. Less than four items in course lists.
- Inappropriate format and pricing for the restaurant.
- Menu design needs more development. Weak layout with little creativity.
- Inconsistent editing with many errors in vocabulary, spelling and accents. Some English used.

U Does Not Meet Expectations

- Menu does not include foods for most of the required courses
- Inappropriate format and pricing for the restaurant. Not clear which type of restaurant it is.
- No evidence of planning or creative design.
- Very poor editing with major areas in vocabulary, spelling and accents. Mostly English used.

Georgia Performance Standards Framework for Spanish I

Summative Performance Based Assessment 4

Elements: MLI.IP1A, MLI.IP1C, MLI.1P1G

¡Vamos al restaurante!

Unless you want to eat the same thing every day while you are in Spain during your class trip, you will need to be able to communicate with waiters in Spanish. You will need to be able to communicate what you want to eat with the waiter. Since you don't want to feel awkward, you and two classmates practice in class. Imagine that you and a friend are in a sidewalk café in Madrid. In groups of three, prepare a skit in which two of you will order "*el almuerzo*". The third person will play the role of the waiter. Be sure to include the following required elements:

- Culturally appropriate greetings and "table" conversation. Conversations could be about family, friends, etc.
- Basic description of what is on the menu by the waiter; basic questions about the menu by the diners
- Culturally appropriate requests for the bill.

Scoring Rubric:

3 Exceeds Expectations

- Each member of the group has an equal part in preparing and performing the skit
- Extensive use of both props and visuals.
- Responds naturally to what partners say in their particular roles. Includes all required elements. Well prepared without use of notes or English.
- Uses both recently acquired and previously learned vocabulary.

2 Meets Expectations

- Members of the group have almost equal parts in preparing and performing the skit. However, two members may dominate the speaking parts.
- Some use of both props and visuals.
- Good conversational interaction among the members of the skit. Includes most required elements. Well prepared without use of notes or English.
- Uses both recently acquired and some previously learned vocabulary.

1 Approaches Expectations

- Members of the group have noticeably unequal parts in preparing and performing the skit.
- Very limited use of both props and visuals.
- Little to no conversational interaction to what members in the skit are saying. It appears as a "canned" conversation. Includes few required elements. Use of notes and/or English.
- Use of limited and repetitive vocabulary.

Georgia Performance Standards Framework for Spanish I

U Does Not Meet Expectations

- Members of the group have done little preparation with very little speaking in the skit.
- No use of props or visuals.
- Includes only one of the required elements. Use of extensive notes and/or English.
- Use of very limited and repetitive vocabulary.

Interdisciplinary Instructional Tasks

Interpersonal Communication Tasks:

1. Me/Te/Le gusta(n)... (Language Arts/Science/Math) Your class is deciding what they should eat at next week's Spanish Club dinner. You and your classmates will participate in a large group interview to collect "data" about food preferences for your class. You will fill out a grid with six rows and seven columns. You will write your name in Row 1, Column 1. In the blank spaces in the remaining columns in Row 1, you will write five of your favorite foods. In the last column, you will write down your favorite drink. Then you and your classmates will circulate around the class with your grids and ask five different people: 1) if they like or dislike the foods that you listed in the first row and 2) to tell you which foods and drink each of them likes. Record with checkmarks the number of times classmates liked the same things you liked in Row 1. Then fill out the remainder of the grid with the things your classmates told you they like. As a class, tally the foods and drinks that were the most popular.

2. Restaurant Etiquette - (Language Arts, Social Studies) Teacher distributes menus to students and asks them to imagine that they are in a restaurant. It helps if the room is arranged to look like a restaurant on the day of the activity. With the teacher playing the role of the waiter, each student orders a complete meal from the menu and something to drink. Students are encouraged to ask about any of the dishes listed and to use polite expressions when requesting silverware, napkins, water, etc.

3. Tres en raya – (Language Arts, Social Studies) Students play "Noughts and Crosses", a European version of Tic-Tac-Toe, using flashcards of food and drink. The teacher draws a nine square grid on the board and tapes a vocabulary flashcard on each of the squares. The students cannot see the pictures. Each flashcard is numbered on the back, which the students can see. The teams then take turns to guess the picture, e.g. "Número dos, ¿es una coca cola?" If a student guesses correctly, his/her team earns a nought or a cross. The first team to complete a line of three noughts or crosses wins the game. [Variation of this vocabulary game is described at http://www.longman.com/go/teachers/li_vocabnoughts.html]

4. Hablemos/Let's talk - (Language Arts) With a partner, each student chooses three food/drink items from the vocabulary words associated with the unit or from previous units.

Georgia Performance Standards Framework for Spanish I

The partners do not tell each other which words they chose. Each student writes down his/her three words and keeps them hidden from the partner. By asking and answering questions, partners take turns obtaining information and clues while trying to guess what the other partner's choices were. On each "turn", a student may ask one yes/no question in Spanish only. After hearing the answer, the student is allowed to make one guess during his/her turn. Whoever guesses all three words first wins the game.

Interpretive Communication Tasks:

5. Color Coding Cards - (Language Arts) The teacher writes on the board or overhead the following three categories: 1) Place Setting; 2) Food; 3) Drinks. Using a 3 x 3 square grid, students will write three place setting items in the first row, three food items in the second row, and three drinks in the third row. Students will cut up nine squares from their grid and submit them to the teacher as part of the "game card" stack. Teacher will then distribute construction-paper squares of three different colors to each student. A red square could represent "place setting", a green square could represent "food", and a yellow square would represent "drinks". As the teacher reads aloud each game card, the students hold up the corresponding colored square to indicate with which category the word is associated.

6. ¡Qué Rico! – (Language Arts, Social Studies) Have students look at the restaurant ad for "Mr. Pizza Restaurantes" at <http://galeon.hispavista.com/mrpizza/menu.htm> (or a similar website). Remind them that this U.S. restaurant chain represents a growing number of Mexican restaurants in this country. Encourage them to look for familiar words and phrases as they look at the different sections of the menu: pizzas, ensaladas, spaghetti, antojitos, bebidas, and postres. Ask students to answer questions such as the following: [Teacher Note: Students should answer in English so that comprehension can be assessed]

- How many different sizes of pizzas are there?
- Are they the same as pizza sizes in our city?
- Which pizza would you order from the menu? Draw a picture of the pizza showing as many of the ingredients as possible.
- If you wanted to avoid meat in your diet, which salad would you choose from the menu?
- What kind of pie do they serve at the restaurant?
- What two types of bread are used for items in the "antojitos" section?

7. Me gusta... (Science, Math) In small groups, students are given a stack of clip art pictures of several food items. The cards are placed face down in the middle of the group. Students take turns drawing individual picture cards from the stack. Students poll everyone in the group by asking/answering questions such as *¿Te gusta...?*, in order to elicit "**Sí, me gusta ...**" or "**No, no me gusta ...**" The answers to these questions will determine if the food they drew from the stack is one that: 1) all students in the group like, 2) nobody in the group likes, or 3) if some like and others dislike. Cards are placed in these three different category

Georgia Performance Standards Framework for Spanish I

stacks, depending on how they group voted. After all the cards have been used, students will draw a Venn Diagram to display the results by writing in the food names that belong in each category.

8. Receta. – (Health) You are looking through a Spanish cookbook for ideas on healthy desserts. You want to prepare a dessert for your class that your health-conscious family would be willing to try out ahead of time. You find a recipe in the cookbook, “Buena Salud, Buen Provecho”. [SPI-7 Act 8] [Source: Buena Salud, Buen Provecho, Readers Digest Mexico, 1993]

After reading the recipe, your Mom wants to know something about what the family is about to eat! Answer her questions in English.

- Does it use fresh and natural ingredients? Which ones?
- How many fat grams does each serving have?
- If you start making the recipe when you get home from school at 4:00 pm, when will it be ready to serve?
- Is it served hot or cold?
- What goes in the bottom layer of the parfait? The middle layer? The top layer?
- How many calories does it add to the serving if you use real sugar?

9. Holiday Cookbook – (Language Arts/Science/Social Studies) To celebrate the holiday season, you and your classmates are hosting a Spanish Holiday Buffet for parents and friends. Each guest will receive a class cookbook in Spanish that will have the recipes for all of the foods at the buffet. Each student will contribute a page with a colorful illustration. Students chose a holiday recipe from the Spanish website

http://www.euroresidentes.com/Recetas/navidad/recetas_navidad.htm

For those guests who don't speak Spanish, you will prepare a note card to place next to your dish with the list of ingredients in the recipe so that your guests can decide if they would like to sample it. Remind students NOT to provide a translation of the recipe! After selecting your recipe and writing your note card, prepare your selected recipe to serve at the buffet. Discuss with your classmates if there is an equivalent recipe for the holidays in the U.S.

10. Pictionary –. (Language Arts, Art) Learners play a drawing game on the board. The teacher divides the board into two sections with a vertical line and divides the class into two teams. One member of each team stands in front of the board facing the class. The teacher calls out an item of food or drink in Spanish, e.g. *un helado* (*an ice cream*), and the two students turn around and draw what they think it is. The first team member to draw the correct food item earns a point for his/her team.

Georgia Performance Standards Framework for Spanish I

Presentational Communication Tasks:

11. Mi Restaurante Favorito/ My favorite restaurant – (Language Arts) As a reward for doing so well in class this semester, the teacher tells you and your classmates that you will go out to dinner together as a group next week. She wants everyone to “nominate” their favorite restaurant by telling everyone, in Spanish of course, about why they like the restaurant so much. You should be sure to mention the name of the restaurant, the type of food that is served, your favorite main course and dessert there, and a brief description of the restaurant décor (formal, informal, etc).

12. Mexican Wave – (Language Arts, Art) Students sit in a circle or line to participate in a ‘Mexican Wave’ game using vocabulary for different foods and drinks. Teacher starts the “wave” by calling out a food or drink while raising up both arms. The student sitting next to the teacher quickly calls out another food or drink while raising his or her arms. This continues around the circle until every student has named a food and raised up their arms. Play several rounds until the wave can be done in a very quick motion.

13. Chicken or Beef? – (Language Arts) What do you think famous people order when they travel to restaurants around the world? Would Penelope Cruz prefer a chicken salad or a hamburger? Would John Travolta eat ice cream or strawberries for dessert? The teacher selects magazine pictures of famous people from popular magazine such as People magazine. As an alternative, students could bring in pictures of their favorite singers or actors. On the back of each picture, the teacher writes the name of a food. For example, John Travolta’s picture may have the word “helado (ice cream)” written on the back of it. As the teacher holds up the famous people pictures, students guess what the person wants to order. For example, e.g., “*Pienso que John Travolta quiere un bocadillo de queso.*” or “*Pienso que John Travolta quiere unas fresas.*” Teacher says “*Sí/No*” to each guess. Allow a limited number of guesses or set a time limit.

14. Alphabet Values - (Math, Social Studies, Science) Learners play ‘Alphabet Values’. Each letter of the alphabet has a euro value, e.g., $a=1$, $b=2$, $c=3$, $d=4$, etc.. Students calculate which is the most expensive food they can think of by spelling the word and then calculating the ‘value’. Students then nominate their foods as being the most expensive while other students make euro calculations. Alternatively, students work out what you could buy with 100 euros using the alphabet values.

15. Yo voy a tomar...(Language Arts) Students sit in a circle as one person starts a chain sentence by saying “Yo voy a tomar...”, and an item of his/her choice from the menu used in the previous activity. For example, he/she might say, “Yo voy a tomar sopa de verduras.” Working clockwise, the next person repeats this and then adds an item, e.g., “Yo voy a tomar sopa de verduras y una ensalada mixta.” This continues round the group with everyone adding item. The person who ends with the very long sentence starts the next round.

Georgia Performance Standards Framework for Spanish I

Recommended Formative Assessment Tasks

Throughout the teaching and learning process, teachers use various methods to determine if their students are “getting it.” In fact, using a variety of assessment activities that address students’ multiple intelligences and learning styles is an intrinsic part of good instruction. The formative assessment activities below are specifically designed to maintain a performance focus throughout the teaching of the unit and to allow teachers to pay attention to the building blocks that are necessary for students to actually *do* the performances at the end of the unit.

Communication in the Interpersonal Mode

- ❑ Work in pairs to create and/or practice simple conversations.
- ❑ Perform a short skit or dialogue for a class, the school or the community.
- ❑ Develop simple conversations based on provided visual cues.
- ❑ Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- ❑ Play games such as charades, Concentration/Memory, Pictionary, Slaps, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- ❑ Communicate via mail or the Internet with a pen pal in other classes, other schools in the U.S., or countries where the target language is spoken.
- ❑ Send and respond to simple invitations.
- ❑ Interview a peer to gather information to fill out a form or complete a simple survey.
- ❑ Work in pairs or in groups to retell a story that has been presented.
- ❑ Give and/or follow simple directions.
- ❑ Simulate a real-world task such as conducting a basic telephone conversation, purchasing a ticket, ordering a simple meal, making a hotel reservation, etc.
- ❑ Work in pairs or groups to create illustrations that indicate comprehension of a story, description, or sequence of events.

Georgia Performance Standards Framework for Spanish I

- ❑ Work in pairs or groups to compare, complete or describe a picture.
- ❑ Respond with gestures or body language, such as using Total Physical Response (TPR) activities.
- ❑ Work in pairs or groups to describe something or someone, such as a famous person, a mystery person, a suspect in a crime, their room at home, etc.
- ❑ Work in pairs or groups to plan an event, such as a party, trip, meeting, etc.
- ❑ Work in pairs or in groups to do peer correction such as simple editing or improving a written presentation.
- ❑ Work in pairs or groups on an Internet task such as a Web Quest.
- ❑ Work in pairs or groups on the Internet to gather information for a presentation, such as a report on weather, current events, a famous person, etc.
- ❑ Work in pairs on dictation activities.
- ❑ Work in pairs or groups to create a simple story or dialogue using pictures, realia, props, etc.
- ❑ Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

Communication in the Interpretive Mode

- ❑ Complete a Cloze Text activity to indicate listening and/or reading comprehension.
- ❑ Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- ❑ Take dictation.
- ❑ Identify characters, main events, and essential details from a text or listening activity.
- ❑ Participate in a listening comprehension activity that requires problem-solving, such as reacting to a scenario by choosing the solution to the problem or possible courses of action.

Georgia Performance Standards Framework for Spanish I

- ❑ Listen to a passage and follow a map or diagram.
- ❑ Use a checklist during a listening activity to illustrate comprehension.
- ❑ Evaluate pictures and/or written descriptions based upon a reading or listening activity.
- ❑ Retell a simple story and/or event after having read or listened to a passage.
- ❑ Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- ❑ Create a poster to illustrate something learned, using technology when appropriate.
- ❑ Match pictures with appropriate captions.
- ❑ Match reading passages with appropriate headlines and/or titles.
- ❑ Draw and/or label an illustration such as a house, clock or a map according to verbal or written cues.
- ❑ Match written questions with appropriate answers.

Communication in the Presentational Mode

- ❑ Write simple journal entries in present tense.
- ❑ Create a poster with captions that illustrates something learned, such as a family tree.
- ❑ Produce a simple brochure or schedule, using technology when appropriate.
- ❑ Write a short, simple story using technology when appropriate.
- ❑ Create a PowerPoint presentation that illustrates something learned.
- ❑ Develop a web page. Topics may include information about the target culture(s), foreign language programs, games, songs, art, etc.
- ❑ Develop a Web Quest (inquiry-based activity).
- ❑ Create a game that illustrates something learned, using technology when appropriate.
- ❑ Create and present simple dialogues, skits, easy poems and/or songs.

Georgia Performance Standards Framework for Spanish I

- ❑ Create short video clips, such as simple commercials or short weather reports, etc.
- ❑ Develop and present a simple fashion show.
- ❑ Give short presentations on familiar topics.
- ❑ Describe a picture, person, object, route, etc.
- ❑ Give directions and/or create a “how to” list.
- ❑ Give a weather forecast or report.
- ❑ Compare and differentiate between pictures in a simple way.
- ❑ Present simple information gleaned from tables, maps, or graphs.
- ❑ Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines, and Comparisons of Language and Culture

- ❑ Compile a directory of resource persons.
- ❑ Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- ❑ Identify cultural differences such as animal sounds and onomatopoeia.
- ❑ Exchange video and/or audiotapes with a school in the target culture.
- ❑ Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- ❑ Produce crafts and/or artwork that are representative of the target culture(s).
- ❑ Find cognates in culturally authentic materials.
- ❑ Illustrate proverbs, poems and idiomatic expressions, using technology when appropriate.
- ❑ Examine a culturally authentic object and relate its function.
- ❑ Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.

Georgia Performance Standards Framework for Spanish I

- ❑ 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.

Unit Resources and Materials:

Middle School/High School Spanish. A homework booklet, Instructional Fair Inc., Grand Rapids, MI: 1993.

Moving Ahead in Spanish., National Textbook Company, 1987

Petersen, Wade. "Rubrics Cubed". Orange City, Iowa: 2002.

Schmitt, Conrad J., Woodford, Protase E. Bienvenidos, Glencoe/McGraw-Hill, 1997

Valette, Jean-Paul and Rebecca Valette. Spanish For Mastery 1. Lexington: D.C. Heath, 1989.

¡Buena Salud, Buen Provecho!, Reader's Digest Mexico, Mexico, D.F., 1993.