

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

**Spanish II**  
**Unit 3**  
**Communities: Buildings and Professions**

**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 Performance 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)

**Essential Questions: How do local surroundings affect how we live, work and play?**

**What students should be able to do:**

**Elements**

- MLII.IP1E Give and follow directions and instructions
- MLII.IP2A Initiate, participate in, and close an oral or written exchange
- MLII.INT1B Interpret culturally authentic materials and information
- MLII.INT1C Comprehend and follow oral and written instructions
- MLII.P1B Give brief, organized oral presentations, using visual and technological support as appropriate
- MLII.P1C Write short, organized compositions, using visual and technological support as appropriate

**What students should know:**

- Vocabulary for common buildings
- Vocabulary for common professions
- Self-descriptive adjectives relating to professions
- Prepositional phrases of distance (next to, in front of, etc.)
- Verbs: to be, to go, to turn, to come (from), to prefer, to buy, faire expressions

**Summative Performance Based Assessment 1**

**Elements:** MLII.IPA1, MLII.IP2A, MLII.INT1C, MLII.P1B

**Arrival Errands**

**Student Task**

You have just arrived in Madrid for a fun, learning vacation in Spain. Since you have arrived before the check-in time, your hotel will not yet have your room ready. So, you decide to take care of some

errands in the meantime. Tell your teacher where you will go and what you have to do before finally arriving at your hotel.

**Teacher Note:**

Students should be given a list of errands from which to choose. Your scoring rubric will depend upon how many errands you choose for the student to run.

**Sample Errands List:**

- Stop at the tourist center and pick up a map of the city.
- Buy a local newspaper.
- Buy some film for your camera.
- Buy something to drink... the trip made you thirsty!
- Pick up some bandaids.
- Buy some stamps and postcards to mail back to your family.
- Make a dinner reservation.
- Check in to your hotel.

**Sample Student Response**

Primero voy a la oficina de turismo para conseguir un mapa de la ciudad. Luego voy a comprar el periódico local y película para mi cámara. El viaje me ha dado mucha sed y voy a comprar un refresco. Luego voy a la farmacia para comprar vendas. También necesito comprar estampillas y tarjetas postales para mandarles a mi familia. Voy a un restaurante para hacer una reservación. Finalmente llego al hotel.

**Scoring Rubric**

**3 Exceeds Expectations**

- Identifies correctly more than (8) stores to visit and things to be purchased there.
- Uses at least (8) complete sentences without hesitation.
- Makes slight errors in vocabulary and pronunciation, but does not impede comprehensibility.

**2 Meets Expectations**

- Identifies correctly at least (7) stores to visit and things to be purchased there.
- Uses at least (7) complete sentences with only slight hesitation.
- Makes some errors in vocabulary and pronunciation but does not impede comprehensibility.

**1 Approaches Expectations**

- Identifies (5) stores to visit and things to be purchased there.
- Uses at least (5) complete sentences. Sentence fragments and hesitation are noted.
- Makes numerous errors in vocabulary and pronunciation that may impede comprehensibility.

**U Does Not Meet Expectations**

- Describes correctly fewer than (5) stores to visit and things to be purchased there.

- Uses mainly sentence fragments and hesitation is frequent.
- Makes significant errors in vocabulary and pronunciation that severely impede comprehensibility.

## SUMMATIVE PERFORMANCED BASED ASSESSMENT 2

Elements: MLII.IP2A, MLII.P1C

### City Planning

#### Student Task:

A committee of Spanish urban planners is visiting your town. They are interested in knowing how you would rearrange your downtown area to better serve the community. Create a simple map which includes important community areas, such as:

- the town hall
- the hospital
- the mall
- the post office
- the high school
- the supermarket
- the pharmacy
- the airport
- the movie theater
- a park

Write a description of your map for the committee giving the location of each building.

#### Teacher Note:

You may choose to make this assessment an oral presentation instead of written.

#### Scoring Rubric

##### 3 Exceeds Expectations

- Student provides more than 10 correctly labeled buildings on their map.
- Uses at least 10 complete sentences.
- Errors, if present, in grammar, spelling, punctuation, and capitalization do not hinder comprehension.

##### 2 Meets Expectations

- Student provides 10 correctly labeled buildings on their map.
- Uses 10 complete sentences.
- Errors in grammar, spelling, punctuation, and capitalization do not hinder comprehension.

**1 Approaches Expectations**

- Student provides 7-9 correctly labeled buildings on their map.
- Uses 7-9 complete sentences.
- Errors in grammar, spelling, punctuation, and capitalization may hinder comprehension.

**U Does Not Meet Expectations**

- Student provides 6 or less correctly labeled buildings on their map.
- Uses 6 or less complete sentences.
- Errors in grammar, spelling, punctuation, and capitalization hinder comprehension.

**SUMMATIVE PERFORMANCE BASED ASSESSMENT 3**

**Elements:** MLIII.IP2A, MLII.INT1B, MLII.INT1C, MLII.P1C

**Internship in Mexico!**

**Student Task:**

Lucky you! The Spanish Honor Society has awarded you with a scholarship to travel to Mexico City this summer! Even better, they would like to place you in an internship so that you can try out a career while improving your Spanish. Complete the survey they have sent you to see which internship best suits you. When you are finished and have learned which internship you have been offered (by your teacher), write a brief statement explaining why you are well suited to the job. (SPICommunity, PBA 3)

**Sample Survey and Sample Student Response :**

1. ¿Dónde prefieres trabajar? (en un rascacielos, una tienda, para una compañía grande, etc.)
2. ¿Prefieres el trabajo manual o el trabajo intelectual?
3. ¿Prefieres trabajar solo o con otros?
4. ¿Quieres ganar mucho dinero o ganar lo suficiente para vivir cómodamente?
5. ¿Te gusta trabajar o eres perezoso?
6. ¿Te gusta debatir?
7. ¿Qué temas te gusta debatir?
8. ¿Prefieres trabajar por la mañana, por la tarde o por la noche?

Prefiero trabajar con un abogado. Me gusta debatir. Me gustaría trabajar en una oficina con otros abogados. Me gustaría ganar mucho dinero. No me gusta trabajar por la mañana y me gustaría empezar a trabajar por la tarde.

**Scoring Rubric**

### **3 Exceeds Expectations**

- Student logically answers all survey questions with complete sentences.
- Uses more than 5 complete sentences in their statement.
- Errors, if present, in grammar, spelling, punctuation, and capitalization do not hinder comprehension.

### **2 Meets Expectations**

- Student logically answers all survey questions with appropriate words/phrases.
- Uses 5 complete sentences in their statement.
- Errors in grammar, spelling, punctuation, and capitalization do not hinder comprehension.

### **1 Approaches Expectations**

- Student logically answers 7 or more survey questions with appropriate words/phrases.
- Uses 4 complete sentences in their statements.
- Errors in grammar, spelling, punctuation, and capitalization may hinder comprehension.

### **U Does Not Meet Expectations**

- Student logically answers 6 or less survey questions or does not use appropriate words/phrases.
- Uses 3 or less sentences in their statement.
- Errors in grammar, spelling, punctuation, and capitalization hinder comprehension.

## **SUMMATIVE PERFORMANCE BASED ASSESSMENT 4**

**Elements:** MLII.IP1E, MLII.IP2A, MLII.INT1B, MLII.INT1C, MLII.P1B

### **First Day On The Job!**

#### **Student Task:**

You have arrived in Buenos Aires, at last, for your internship. Your boss has left a voice mail on your cell phone giving you directions from your residence to your work place. While you listen to the directions, draw a line on the map indicating your route. When you are finished, call your boss (your teacher) back and repeat the directions to make sure you're going to the right place

#### **Teacher Note:**

Find a map that is large enough for the students to manipulate. These can be found at a variety of sources. Be sure the « landmark » buildings and/or the streets are clearly labeled.

#### **Sample Teacher Script :**

¡Hola ! Para ir a la oficina, sigue derecho hasta el hospital \_\_\_\_\_. Dobla a la izquierda en \_\_\_\_\_. Sigue hasta el correo. Dobla a la derecha en \_\_\_\_\_. En el supermercado, dobla a la derecha. Sigue derecho hasta la escuela y la oficina está al frente.

(Hello ! To go to the office, go straight until the hospital Haussman. Turn left at Avenue Cler. Go until the post office. Turn right onto Boulevard Mont Blanc. At the supermarket, turn right. You continue straight ahead until the school and the office is just across the street.)

**Sample Student Response :**

Yo voy derecho hasta el hospital \_\_\_\_\_. Doblo a la izquierda en la Avenida \_\_\_\_\_.

(I go straight ahead until I reach the hospital \_\_\_\_\_. I turn left onto Avenue ...)

**Scoring Rubric**

**3 Exceeds Expectations**

- Successfully draws the route, including all five directions.
- Accurately identifies all five landmark buildings when repeating the directions.
- Accurately uses directional phrases in all five sentences.
- Errors, if present, in grammar, spelling, punctuation, and capitalization do not hinder comprehension.

**2 Meets Expectations**

- Correctly draws the route for four directions.
- Accurately identifies four landmark buildings when repeating the directions.
- Accurately uses directional phrases in most sentences.
- Errors in grammar, spelling, punctuation, and capitalization do not hinder comprehension.

**1 Approaches Expectations**

- Draws the route with several errors, including only 3 directions.
- Accurately identifies only three landmark buildings when repeating the directions.
- Accurately uses directional phrases in only a few sentences.
- Errors in grammar, spelling, punctuation, and capitalization may hinder comprehension.

**U Does Not Meet Expectations**

- Draws the route with several errors, identifying two or fewer directions.
- Accurately identifies two landmark buildings or less when repeating the directions.
- Incorrectly uses directional phrases in most sentences.
- Errors in grammar, spelling, punctuation, and capitalization hinder comprehension.

**INTERDISCIPLINARY INSTRUCTIONAL TASKS**

## Interpersonal Communication Tasks

- 1. Who am I? (Language Arts, Physical Education)** Students will play charades with the professions. Students are grouped in pairs or small groups. Each group has a box or a bag with small slips of paper inside. Each slip of paper contains the name of a profession. The students will take turns drawing a slip of paper and acting out the profession. The student who guesses correctly will go next.
- 2. Label me! (Language Arts)** Students are grouped in pairs. Student A has a picture of a person representing a profession. Student A will describe the profession and Student B will guess what the profession is. Students will switch roles with each profession.
- 3. Who are the people in your neighborhood? (Language Arts, Music)** You and your partner have been asked to appear on “Sesame Street” and play the great game, *People in Your Neighborhood*. After singing the song, one partner will give clues such as, “I’m thinking of someone who wears a uniform.” They continue to give clues until their partner guesses the profession. The pair writes down the profession and the name of someone (real or imagined, if necessary) in that profession. !(NOTE: [http://members.tripod.com/Tiny\\_Dancer/people.html](http://members.tripod.com/Tiny_Dancer/people.html) has the lyrics, if you need to be reminded)
- 4. Where am I going? (Language Arts, Social Studies)** You and your partner have been sent on a shopping spree in Madrid. You know what you have to buy, but you aren’t sure where you have to go. Each student is given a list of errands and a list of stores. Take turns asking your partner either “Where do I go for...” or “What do I do at ...” Your partner will respond accordingly from their list.

## Interpretive Communication Tasks

- 5. Where is Waldo? (Geography, Language Arts)** Put a map of a city or neighborhood on the overhead (or board, or as a handout, etc.) Decide where you want to “hide” Waldo. Tell the students that your dear friend Waldo (or Günter, or Maria, or Pierre...) has gone missing. Ask the students to offer opinions as to where he might be. Reward the student who guesses correctly. (Note: You could also do this activity using the real “Where’s Waldo?” books.)
- 6. Getting around town (Geography, Language Arts)** Your Spanish Club is trying to help a group of new exchange students in your city. They want to be able to find a few places in town, such as the bank, movie theatre, post office, etc. Your teacher is giving them a “tour” around the city by giving them a city map that she has drawn. However, s/he has forgotten to label the places they will visit. As you listen to him/her describe their tour, label the places they will visit in the order s/he describes.
- 7. Time for a new job (Social Studies, Math)** The year is 2020 and you have decided that it is time for a new job; maybe even a new career! You scour the want ads for an interesting job with a good salary. As you find jobs that interest you, keep a chart where you can compare and contrast the pros and cons of each job. When you are finished, write a brief summary on the job

you choose and why. (Note: There is a great French resource for this at: [http://www.stf.sk.ca/teaching\\_res/library/teach\\_mat\\_centre/TMC/s10216/vers\\_une\\_carriere.pdf](http://www.stf.sk.ca/teaching_res/library/teach_mat_centre/TMC/s10216/vers_une_carriere.pdf) using pages 137-138; it includes six employment offers and a chart for the students.)

## **Presentational Communication Tasks**

- 8. Chamber of Commerce (Geography)** Because members of your city's Chamber of Commerce know that you are such good, bilingual students, they have asked for your help. A committee from the Spanish company, Iberia, will be arriving in a few days. They are considering building a new office (or factory) in your town which would bring lots of jobs and growth. The Chamber would like you to create a neat, creative, and most importantly, informative map for the businessmen to take back with them. This map should include a great location for the proposed new office.
  
- 9. Job Fair (Language Arts)** You are spending a semester studying in San José, Costa Rica, and you have decided that it is such a fun and beautiful place that you would like to stay for the summer. In order to support yourself, you will need to find a job. The school where you are studying has a job placement program. For them to help you, you must present yourself to the placement committee and tell them why you would be a good employee and what kind of work you are looking for.
  
- 10. I can draw that! (Art)** You have just visited the High Museum of Art in Atlanta. The exhibition was entitled, "Buildings Through Artists Eyes". Although many different artists and styles were represented, the single theme was structures. You thought they were good, but you think that you can do better! Choosing the style of one of the artists you saw at the exhibit, draw a structure or structures from your town. Make sure you title your artwork before hanging it in the museum (classroom). (Note: The teacher should choose artists and works representative of the cultures studied in the classroom. A good site to find works is: <http://www.ibiblio.org/wm/paint/> )