

## *Delaware Model Unit Gallery Template*

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

**Unit Title: Student Life**

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**District: Red Clay Consolidated**

**Content Area: World Languages**  
**Grade Level(s): H2**

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### **Summary of Unit**

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

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

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### **Delaware Content Standards**

#### **1.1 Interpersonal Communication**

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

#### **1.2 Interpretive Communication**

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

#### **1.3 Presentational Communication**

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

#### **2.2 Cultural Products and Perspectives**

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

#### **3.2 Access to Information**

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

#### **4.1 Language Comparisons**

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

#### **4.2 Cultural Comparisons**

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

### **Big Idea(s)**

#### **Student Life**

#### **Unit Enduring Understanding**

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

#### **Unit Essential Questions**

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

## **Knowledge and Skills**

### **Students will know...**

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

### **Students will be able to...**

- Discuss classes and extracurricular activities in the target language
- Compare and contrast classes and extracurricular activities in the United States and in the target language culture
- Decipher an authentic report card in the target language
- Identify classes and extracurricular activities in the target language
- Create a course schedule and extracurricular request form in the target language
- Interview a student in the target language about his/her current classes and activities as well as future classes and activities
- Write an article in the target language about classes and extracurricular activities
- Persuade others in the target language to participate in a specific extracurricular activity

## Stage 2 – Assessment Evidence

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

### Suggested Performance/Transfer Task(s)

#### Essential Questions

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

#### SUMMATIVE IPA

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

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

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

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

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

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

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

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

### **Rubric(s)**

Interpretive Task #1 Rubric

Interpersonal Task Rubric

[Presentational Task Rubric](#)

### **Other Evidence**

### **Student Self-Assessment and Reflection**

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

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

## Stage 3 – Learning Plan

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

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### Key Learning Events Needed to Achieve Unit Goals

#### Lessons in Model Resource Unit

**Lesson 1:** Describing Schools and Courses

**Lesson 2:** Describing Extracurricular Activities and Future Events

#### Lesson 1: Describing Schools and Courses

##### **Essential Questions**

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

##### **Background**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

G – To write an article about a foreign exchange student

R – Journalist for a school newspaper

A – School students and staff

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

P – Article in newspaper

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

## **Lesson 2: Describing Extracurricular Activities and Future Events**

### ***Essential Questions***

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

### ***Background***

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

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

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

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

G – Persuade students to join your club/sport

R – Coach/advisor

A – Students

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

P – Brochure

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

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

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

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

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

*Strategy 7* – Dice Game

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

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

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

## Resources and Teaching Tips

### Lesson 1

#### **Background**

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

Strategy 1: [School Vocabulary Game](#)

Strategy 5:

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

Strategy 7: [Present tense](#)

Strategy 8: [Adjective practice](#)

## Lesson 2

Strategy 1:

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

Strategy 6: [Future tense review](#)

## Differentiation

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

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

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

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

## Design Principles for Unit Development

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

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

## Technology Integration

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

- Find out what life is like at school in Spanish-speaking countries.
- [http://www.bbc.co.uk/schools/primaryspanish/learn\\_more/school/slideshow1.shtml](http://www.bbc.co.uk/schools/primaryspanish/learn_more/school/slideshow1.shtml)
- Lesson 1 Strategy 5:  
[http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningf/1\\_f\\_list\\_school\\_rev2.shtml](http://www.bbc.co.uk/schools/gcsebitesize/spanish/listeningf/1_f_list_school_rev2.shtml)
- Language Internet Activities: Click on the language desired on the left. Choose specific activities to review. Covers a variety of topics such as colors, numbers, adjectives, verbs, vocabulary, body, city life, school life, etc.
- <http://www.languagesonline.org.uk/>
- Check out the iEARN website. It is an educational website designed for teachers to interact with other teachers across the world. It also has many uses for students in your classes to create pen pals and even blog with other students. There is a fee for use of their program—[www.earn.org](http://www.earn.org).