

**OVERVIEW:** Your class has been blogging with a class in the Spanish-speaking world. This month's topic is education. You explore how the education system is similar and different in various cultures and share your findings through a blog entry.

**CONTEXT:** The interpretive reading selection is taken from the Okapi magazine, May 2005 N 42, *Nosotros somos Europa*. Students are asked to interpret a short reading about school life in countries throughout Europe. The first two pages contain pictures of students along with text in which they introduce themselves stating their name and where they are from. There is a short paragraph explaining that the month the article was published marks the one year anniversary since 10 new countries were admitted to the European Union. The next two pages of the reading contain short sentences in which students from several European countries describe school life in their country. Additionally, there are statistics provided relevant to schooling.

**NOTE TO TEACHERS OF OTHER LANGUAGES:** To find an appropriate authentic text in your language, add site: followed immediately by the two letter country code. For example, if you are looking for authentic texts in France you would follow your keyword search with site:fr. For a complete list of country codes visit [http://goes.gsfc.nasa.gov/text/web\\_country\\_codes.html](http://goes.gsfc.nasa.gov/text/web_country_codes.html). If you use Google as a search engine, you may conduct an advanced search and indicate the reading level. For Novice-High students, select a text that is easy to understand and includes visual support.

### **INTERPRETIVE MODE:**

**SLO #1:** Identify words/phrases, key points, and main idea(s) in target language age- and level-appropriate culturally authentic materials dealing with the role of school in the home and target cultures as found in electronic information sources and other texts.

**SLO #2:** Identify academic and social school activities as found in culturally authentic oral and written texts.

- A. Read the following to your students:** During this unit of study you have explored the role of education in the home and target cultures. Read the following article from Okapi magazine and answer the questions based on the reading.

**Preparation Phase:** You are going to study in Europe and you are sent information about the other students who will be studying there too.

1. List 3 classes you have on a typical school day.

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2. What are some classes or activities you enjoy doing in school?

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3. Skim the article and check off information that is contained in it.

POSSIBLE INFORMATION DISCUSSED IN ARTICLE	YES/NO	WHAT IS THE INFORMATION?
1. Population in the European Union	1.	1.
2. Sports a schools might offer	2.	2.
3. Classes students take in European countries	3.	3.
4. What students do after school	4.	4.

**Comprehension Phase:** Now you read the article. Answer the following based on the reading:

**I. Key Word Recognition:** Based on the article, what do you think the following words mean in English?

A. habitantes (page 24): \_\_\_\_\_

B. colegio (page 26): \_\_\_\_\_

C. asignaturas (page 26): \_\_\_\_\_

D. deberes (page 26): \_\_\_\_\_

E. tecnologías (page 27): \_\_\_\_\_

F. horarios (page 26): \_\_\_\_\_

**II. Key details:** Based on the article, read the following statements and decide whether they are TRUE or FALSE. Write the proof from the article that supports your answer under the correct section (true or false). Your proof can be a phrase or full sentence(s).

PROOF FOR (TRUE)	DETAIL	PROOF AGAINST (FALSE)
	1. Maria Benedita is from a country in the European Union.	
	2. 25 countries are part of the European Union.	
	3. Almost all European countries incorporate technology in class.	
	4. Katerina practices a sport after 1:30pm during the school week.	
	5. Chiara in Italy has 6 hours of class on Tuesdays and Fridays.	
	6. There are 60 million adolescents in the European Union.	
	7. Students do not repeat a grade level due to poor grades in Ireland.	

**III. Main Idea:** State in English the main idea(s) of the article.

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### **PRESENTATIONAL MODE:**

**SLO #4:** Produce written texts and oral presentations to describe the role of school in the home and target culture(s).

**SLO#5:** Compare and contrast the role of education by exploring school life in the home and target cultures.

Prepare a blog entry in which you describe how classes, activities, and services in your school are similar to and different from those in schools in Spain.

**Note to teacher:** To assess whether your students are performing at the Novice-High level, please access the Presentational Writing rubric found at <http://flenj.org/CAPS/rubrics.shtml>. Under *Am I understood*, when appropriate, replace: *My spelling is inaccurate, but follows phonetic conventions and Punctuation occasionally does not follow conventions with My pronunciation is occasionally inaccurate.*

### **INTERPERSONAL MODE:**

**SLO #3:** Ask and respond to questions about the role of school in the home and target culture by recombining words/phrases using digital tools and face-to-face communication in the target language.

**For high school students:** Throughout this unit you and your classmates have read articles and viewed videos dealing with education in Spain. Have a conversation with your classmate or with a student from your sister school in which you exchange information about what you like most and least about how your school prepares you for college and life and what you like most and least about how schools in Spain prepare their students for college and life.

**For middle school students:** Throughout this unit you and your classmates have read articles and viewed videos dealing with education in Spain. Have a conversation with your classmate or with a student from your sister school in which you exchange information about what you like most and least about your middle school experience and that of middle school students in Spain. You may wish to include information about your schedule and activities.

**Note to teacher:** To assess whether your students are performing at the Novice-High level, please use the Interpersonal Speaking rubric found at <http://flenj.org/CAPS/rubrics.shtml>.