

OVERVIEW: Several new families from Mexico have come to your school. In order to help them adjust to their new school, your principal has asked you to learn about the schools in Mexico, discuss school life in the United States and in Mexico, and create a short multimedia presentation in which you compare and contrast your school with schools in Mexico. Your principal will choose the best presentation to post on the school website.

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. If you use Google as a search engine, you may conduct an advanced search and indicate the reading level. For Novice-Mid students, select a text that is easy to understand, has lots of repetition, and includes visual support.

INTERPRETIVE MODE:

SLO #1: Skim and scan culturally authentic target language materials from electronic information sources and other sources to identify words and phrases associated with school life, schedules, and classroom activities.

NOTE TO TEACHERS OF OTHER LANGUAGES: The video in the link found below is an advertisement for a high school in Mexico. It contains visual as well as textual support. In the video, the narrator describes the classes and programs offered, the makeup of the teaching staff, opportunities for study abroad and the study of other languages, and extracurricular opportunities. Novice-mid students would not be expected to understand the entire video. The statements included in the chart below focus on contexts students have studied throughout the unit.

A. Watch the video found at

<https://www.youtube.com/watch?v=qgC7lCrlo1E&list=UUVYbopjrA3To0Cw3HDr3wzw> and complete the chart based on what you hear. Note to teacher: Allow students time to read the statements prior to viewing the video so that they know for which information they should be listening.

Yes	Statement	No/Not known
	Extracurricular and sports activities are not important.	
	Some of the teachers are from the United States, Canada, and England.	
	There are also teachers from other countries.	
	Students at this school can study Italian.	
	Students at this school can spend a semester in France.	
	There are summer programs for students in Spain.	
	Other than a specific class in English or another foreign language, students study all their classes in Spanish.	
	There is a special program for students interested in medicine.	

	The school focuses on individual work as opposed to learning to work in groups.	
	The only sports offered are football, soccer, swimming, and volley ball.	

SLO #2: Use physical response to demonstrate understanding of classroom routines.

A. Listen as your teacher gives some classroom directions. Choose the picture that best describes what she is asking you to do and write the number next to the picture. You will hear ten statements. Note to teacher: An alternate assessment may be done using the same statements and asking students to respond using gestures or actions.

1. Hagan cola.
2. Afilen el lápiz.
3. Abran el libro.
4. Saquen una hoja de papel.
5. Levanten la mano.
6. Saquen la mochila.
7. Pongan el abrigo en el armario.
8. Cierren todos los libros.
9. Saquen un bolígrafo.
10. No deben tener nada en el pupitre.

		
		
		
		

INTERPERSONAL MODE:

SLO #3: Ask and respond to memorized questions about academic and social aspects of school life, schedules, and classroom activities using digital tools and face-to-face communication through the target language.

Interview your classmate/teacher/classmate from target culture to find out about his/her schedule, what a typical school day is like and which academic and social activities he/she participates in at school. Be prepared to respond to similar questions. Record your exchange and use the graphic below to help you formulate your questions.

My classmate's/teacher's/classmate from target culture	Typical school day
My classmate's/teacher's/classmate from target culture	Favorite class(es)
My classmate's/teacher's/classmate from target culture	Least favorite class(es)
What my classmate/teacher classmate from target culture	Does in a few of his classes
What my classmate/teacher classmate from target culture	Brings to school each day
My classmate's/teacher's/classmate from target culture	Extra-curricular activities

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

PRESENTATIONAL MODE:

SLO #4: Produce a multimedia rich presentation that compares school life in the home and target culture(s) using information found in age- and level-appropriate culturally authentic texts.

Create a short multimedia presentation in which you use a graphic organizer to compare and contrast your school with schools in Mexico. Your principal will choose the best presentation to post on the school website.

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