

Creating an Ad for a Charitable Organization

(Sample Unit)*

Proficiency: Novice High - Intermediate Low

Language: Spanish

Theme: Personal and Public Identities

*This sample gives the framework for a thematic unit that integrates all the components of the Model Curriculum. Teachers can modify the unit for language and proficiency level, and can include specific lessons and content that align with the local course or curriculum.**

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Ohio Department of Education, June 2014

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A.

STANDARDS: [K-12](#) [6-12](#) [9-12](#)

1. Communication
2. Cultures

Competency, Process and Content Statements

Interpretive:

1. **Derive meaning from messages and texts using listening, reading and viewing strategies.**

- e. Use knowledge of the situation, the purpose of communication or context cues to understand more detailed messages.
- f. Interpret gestures, intonation and tone to comprehend verbal and nonverbal cues.

2. **Identify how authentic sources convey viewpoints, and use authentic sources critically.**

- d. Use information and viewpoints from authentic resources to inform or enhance a more sophisticated conversation, presentation or expression of creativity.

Interpersonal:

1. **Negotiate meaning using requests, clarifications and conversation strategies.**

- d. Observe or use nonverbal cues to help clarify meaning.

2. **Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.**

- d. Share descriptions of people, places, things and events.
- h. Collaborate to accomplish tasks or to propose solutions to problems affecting local and global communities.

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Presentation:

1. Convey meaning using writing processes and presentation strategies.

- e. Produce final drafts/presentations with aesthetic appeal using tools that help to convey meaning.
- f. Rehearse presentations using a range of delivery strategies.

2. Present information, concepts and viewpoints on familiar topics from across disciplines.

- i. Propose solutions to more complex issues or problems.

3. Present a range of literary, creative and artistic endeavors to audiences near and far.

- d. Write and perform an original rhyme, story, poem, song, skit, dance, cartoon, monologue or play.

Cultures:

1. Analyze and describe relationships among products, practices and perspectives, and compare them across cultures.

- e. Investigate and experience target community organizations and their resources.
- b. Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.

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B.

CONTENT ELABORATIONS

Unit Theme: Personal and Public Identities

Unit Topic(s): Nationalities

Essential Question(s): What are my social and cultural obligations?

Communicative Context: Creating an Ad for a Charitable Organization.

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C.

UNIT SUMMATIVE ASSESSMENT

Integrated Performance Assessment (IPA)

IPA Theme: Creating an ad to encourage donations to a charitable organization

Authentic resources:

- http://www.iamhope.org/s_index.php
Charities run by Eva Longoria, George Lopez and others.
- [Fundación Leo Messi - http://www.fundacionleomessi.org/nuestra-fundacion.php](http://www.fundacionleomessi.org/nuestra-fundacion.php).
Leo Messi foundation to end infant mortality. The site is available in many languages, but all videos and some sections of the site are available only in Spanish.
- Teachers can explore other foundations sponsored by celebrities in the target language.

Interpretive task(s): *(Evaluate with an Interpretive performance or proficiency [rubric](#).)*

Students read the websites to find out the following information about the famous person and the foundation:

- Name and nationality of the person
- Occupation and reason he or she is famous
- Charitable organization and/or services and causes supported
- Video, letter or catch phrase used to promote the foundation and its purposes
- Promotional message (optional challenge)

Interpersonal tasks: *(Evaluate each student with an Interpersonal performance or proficiency [rubric](#).)*

Students share and discuss with a partner the following information about their assigned celebrity and foundation:

- Name of the person and foundation
- Nationality of the celebrity
- Reason the person is famous
- Services the foundation provides and/or causes it supports
- How the foundation is promoted (if available)

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Presentational tasks: (Evaluate with a Presentational performance or proficiency [rubric.](#))

Students may group with others interested in promoting the same foundation or supporting the same cause (to fight a disease, to support education, to help the poor etc.). Students create an advertisement, video, brochure or letter that would promote the foundation they would sponsor if they were rich and famous. The foundation may exist at the moment or not. The ad must include:

- Brief introduction of the “celebrity” (in first person)
- Nationality
- Foundation the person supports
- Main services provided or causes supported
- Message that encourages people to support the foundation or its cause

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D.

EXPECTATIONS FOR LEARNING

For teachers: [Standards Alignment Tool](#)

For students: [Can-Do Statements](#)

Learning targets for this unit:

Interpretive:

I can sometimes understand the main topic of conversations that I overhear.

- I can identify the main idea of an ad promoting charitable contributions, knowing the context of the ad.

I can sometimes understand the main idea of published materials.

I can identify some information from new media.

- I can understand the main idea and some details from authentic texts and other written media on familiar topics.
- I can locate and understand Internet sites related to my interest and identify some ideas.
- I can understand information I need on familiar topics.
- I can compare some ideas from two or more sources that contain known vocabulary.

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Interpersonal:

I can ask and answer questions on factual information that is familiar to me.

- I can respond to questions about authentic texts.
- I can ask and answer questions, and exchange information about familiar topics.

Presentational:

I can present basic information about a familiar person, place or thing using phrases and simple sentences.

I can present basic information about things I have learned using phrases and simple sentences.

- I can express my nationality and that of others.
- I can orally deliver information on familiar topics using phrases and short sentences.

Intercultural:

I can identify ways in which cultures are globalized.

- I can identify some charitable organizations across cultures.
- I can recognize the objectives of a charitable organization from a website.
- I can provide basic information about countries' charitable organizations.

I can identify some beliefs and values related to age, gender, social class and ethnicity.

- I can describe the role that charitable organizations play in a community.

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E.

UNIT CONTENT AND AUTHENTIC RESOURCES

Content

Language functions: Introducing self and others; expressing nationality; promoting services and encouraging actions (Support / Join our cause / Call / Donate ...)

Structures: Formal commands

Vocabulary: Nationalities; vocabulary related to navigation of a website (if website is used) or specific resources selected; vocabulary related to social services or humanitarian causes

Authentic/Other Resources

(audio, video or text related to this unit)

- http://www.iamhope.org/s_index.php
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F.

**INSTRUCTIONAL STRATEGIES
FORMATIVE ASSESSMENTS**

Pre-Assessment of Prior Knowledge

- Name celebrities that you know from the target culture.
- Locate their country of origin on the map.
- Name celebrities who sponsor a foundation.
- Identify some ways celebrities promote their charitable foundations.
- Speculate on whether you would create your own charitable foundation if you were rich and famous, and explain why or why not.
- Explain how you would promote your foundation and its causes if you had one.

Instructional Strategies and Formative Assessments

Vocabulary and Structures:

- Create a K-W-L chart to complete while exploring vocabulary on a website.
- Complete the K and W at the beginning of the unit.
- Complete the L frequently as the lesson progresses.
- Give Exit Tickets: Match public identities with countries of origin.
- Provide individual white boards or clickers to answer short questions (e.g., Provide nationality based on country of origin: United States → American. Japan → Japanese).
- Have students create vocabulary lists as they explore resources.
- Select relevant vocabulary from the lists for short quizzes.
- Create a checklist of steps to complete as students develop the advertisement for their charities.

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Interpretive Tasks and Strategies:

- Teacher presents foundations sponsored by celebrities or encourages students to research such foundations.
- Students complete a KWL chart as they research foundations.
- Students complete a checklist telling which sections of a website to research.
- Students complete a comparison chart for resources explored.
- Students explore resources and read for comprehension using authentic websites or printed resources.

Interpersonal Tasks and Strategies:

- Teacher and students share and discuss resources, helping students discover and learn new vocabulary.
- Students discuss resources in pairs or small groups: Who is the celebrity? What is his or her nationality? What is the name of the foundation? What services does it provide? What causes does it support?
- Teacher moves around the room and provides feedback/guidance as needed.
- Groups share with the rest of the class.

Presentational Tasks and Strategies:

- In preparation for assessment, students interested in promoting the same foundation or supporting the same cause (to fight a disease, to support education, to help the poor etc.) work in small groups to create advertisements that promote their cause.
- Presentations must include self-introduction, nationality, and a brief statement that promotes the foundation.
- Students take turns in the roles of celebrity, producer, and audience, providing feedback to one another. This should serve as an inspirational activity and as practice for creating the final presentation.

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Diverse Learners:

- Use a variety of resources, ranging from simple to complex. Use screen readers if available and appropriate.
- Use SAFMEDS to study new terms and nationalities.
- Teach formulaic responses (My name is ... I am (nationality). Call .../ Support .../ Donate .../ Help fight ...)
- Ask native speakers to help the class expand their vocabulary with synonyms.
- Allow students to choose a variety of presentational formats: create a video, use presentational technology (e.g., Glogster, Prezi), create a flyer or brochure, or present live in front of the class.

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G.

CONNECTIONS**21st-Century Skills:**

- Students as effective communicators use languages to engage in meaningful conversation, to understand and interpret spoken language and written text and to present information, concepts and ideas. (Students explore resources and share information. Students persuade others to support a foundation).
- Students as collaborators use their native and acquired languages to learn from each other and work cooperatively, sharing responsibility and making compromises while working toward a common goal. (Students collaborate to make a presentation to the class, persuading them to support a foundation.)
- Students as productive global citizens use appropriate technologies when interpreting messages, interacting with others and producing written, oral and visual messages.

Technology:

- Students explore at least one website.
- Students select their preferred media to create and present an advertisement (e.g., PowerPoint, Prezi, Glogster, Voki, or video recording devices).

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Other Connections:

- Students locate and discuss details presented in a text. (Students will work with peers to create logical statements about the main idea or purpose of simple paragraphs.)
- Students use various resources to explore connotations of familiar words or descriptive language.

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