

Unidad 4 | Comunicación 1

Nombre: _____ Fecha: _____

En camino 1

22 Recuerdos de México

The history, traditions, climate, and geography of a region or community often influence what the people eat there.

Formative Assessment: This performance assessment targets the Novice High proficiency level. Choose the differentiated version of this assessment that is most appropriate for each of your students. Use one, two, or all three of the tasks based on your students' needs. Use the provided rubric to assess your students' performance.

Novice Mid

22.1 Lee la conversación y responde 📖

Your friend's mom, Juana Gorman, is from Mexico. She posted on social media about a beverage she used to drink as a child and the fond memories she recalls. Read the post and an exchange between her and one of her followers. Then answer the questions. You may use English, Spanish, or a combination of the two languages in your responses to the questions.

Teaching Tip: Encourage students to preview the questions before reading the post. Remind them that the questions are in the order in which the information appears in the text. After the assessment, help students to reflect on the product, practices and perspective that Juana describes.

Modelo Es sobre...
Él es... / Él pregunta...
El origen de la bebida es...
El atole se sirve...
Algunos ingredientes son...

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Nombre: _____ Fecha: _____



ML **SraGDeMexico**
15 de julio, 4:12 p. m.
¡Un recuerdo favorito de mi juventud en México: atole con pan dulce!

SG **Sebastián P**
15 de julio, 6:46 p. m.
¡Hola, Sra. G! Soy un amigo de su hijo. Me encanta la foto, pero no sé qué es el atole. ¿Puede explicarme? Sebas

ML **JuanaDeMexico**
15 de julio, 8:12 p. m.
¡Hola, Sebas! El atole es una bebida caliente muy popular en México. Es de origen prehispánico y se hace con masa de maíz (*corn dough*), canela (*cinnamon*) y agua o leche. Se endulza con azúcar y es riquísimo.
Tomar atole durante el Día de los Muertos es una tradición desde hace siglos en todas partes de México. Claro que el maíz era un alimento muy importante y muy nutritivo para los aztecas u otras culturas prehispánicas. Lo usaban en tortillas y lo bebían en atole.
Hoy en día, los mexicanos toman el atole por las mañanas o más tarde en la noche. Tengo muy buenos recuerdos de relajarme con mi familia y beber atole.
¿Qué comida es importante para tu comunidad? ¿Qué ingredientes tiene? ¿Cuándo comen esta comida? ¡Quiero saber más de las comidas de todos mis amigos!

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Nombre: _____ Fecha: _____

1. What was señora Gorman's first post about? _____
A fond memory of her childhood in Mexico. Atole and sweet breads.
2. What do we learn about Sebastian? _____
He is a friend of Sra. Gorman's son. He doesn't know anything about the beverage.
3. What does Sebastian ask? _____
He asks her to explain what atole is.
4. What is the origin of the beverage? _____
It is a drink created by the Aztecs and other Pre-Columbian peoples.
5. When is atole served? _____
It can be served for breakfast, for a light dinner, or on the Day of the Dead.
6. Name as many ingredients in the dish as you can. _____
corn dough, cinnamon, milk, water

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Novice High

22.1 Lee la conversación y responde 📖

Your friend's mom, Juana Gorman, is from Mexico. She posted on social media about a beverage she used to drink as a child and the fond memories she recalls. Read the post and an exchange between her and one of her followers. Then answer the questions. You may use English, Spanish, or a combination of the two languages in your responses to the questions.

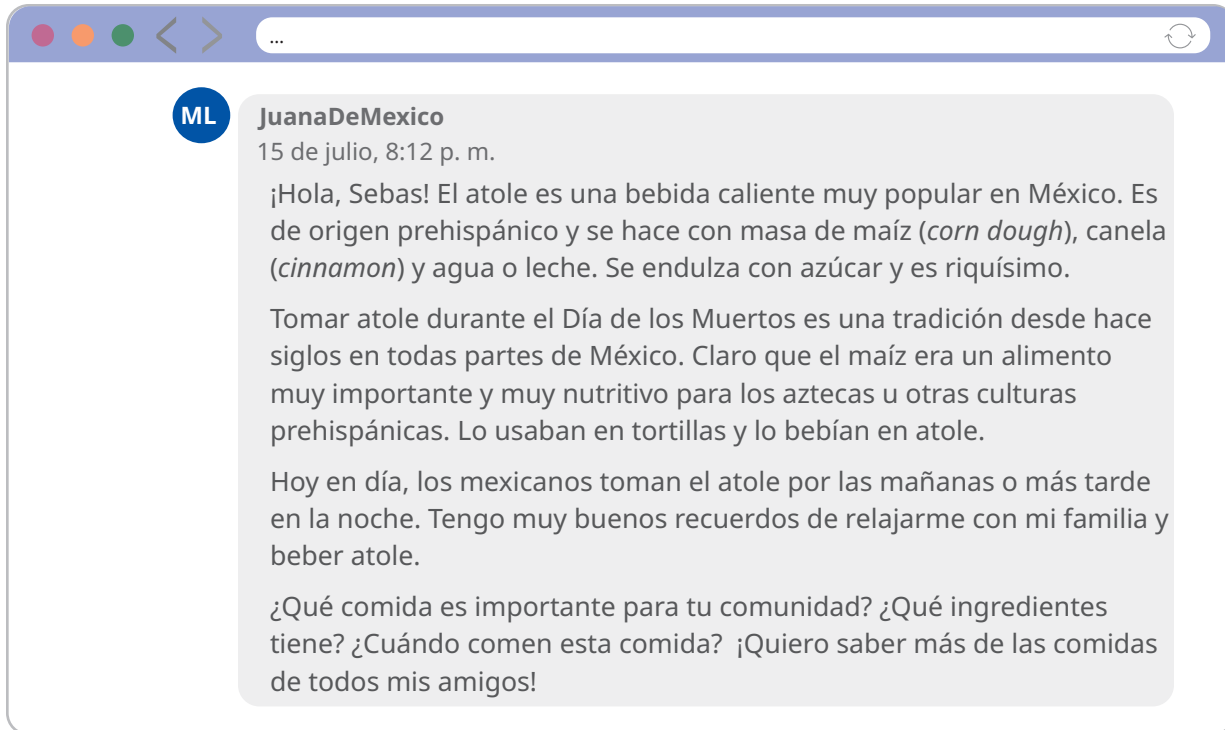


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corn dough, cinnamon, milk, water

Unidad 4 | Comunicación 1

Nombre: _____ Fecha: _____

Intermediate Low

22.1 Lee la conversación y responde 📖

Your friend's mom, Juana Gorman, is from Mexico. She posted on social media about a beverage she used to drink as a child and the fond memories she recalls. Read the post and an exchange between her and one of her followers. Then answer the questions. Use Spanish in your responses to the questions.



ML **SraGDeMexico**
15 de julio, 4:12 p. m.
¡Un recuerdo favorito de mi juventud en México: atole con pan dulce!

SG **Sebastián P**
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The image shows a social media post in a browser window. The post is from a user named 'JuanaDeMexico' and is dated '15 de julio, 8:12 p. m.'. The text of the post describes atole as a popular hot beverage in Mexico, made from corn dough, cinnamon, and water or milk, sweetened with sugar. It mentions that drinking atole during the Day of the Dead is a tradition and that it was an important food for the Aztecs. The post ends with questions about the reader's community food preferences.

1. What was señora Gorman's first post about? _____
un recuerdo favorito; un plato; atole con pan dulce
2. What do we learn about Sebastian? _____
Es amigo del hijo de la Sra. Gorman.
3. What does Sebastian ask? _____
¿Puede explicarme? ¿Qué es el atole?
4. What is the origin of the beverage? _____
Es de origen prehispánico.
5. When is atole served? _____
Se sirve por las mañanas o en la noche. También se sirve en el Día de los Muertos.
6. Name as many ingredients in the dish as you can. _____
masa de maíz, canela, agua, leche, azúcar.

Unidad 4 | Comunicación 1

Nombre: _____ Fecha: _____


Novice Mid

22.2 Describe una comida de tu cultura ✍️

What foods do you associate with your culture? Create a post sharing information about a dish that is important to your community or region.

Teaching Tip: Tell students their post should describe the dish, including its ingredients, and explain why it is representative of their region. Tell students to use Juana’s post for ideas on how to organize their information.

Modelo

	<p>Una comida importante en mi comunidad es...</p> <p>Los ingredientes son...</p> <p>Es importante porque...</p>
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Answers: Answers will vary.

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Novice High

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Answers: Answers will vary.

Unidad 4 | Comunicación 1

Nombre: _____ Fecha: _____

Intermediate Low**22.2** Describe una comida de tu cultura ✍️

What foods do you associate with your culture? Create a post sharing information about a dish that is important to your community or region. List the main ingredients and explain why it is important to your community in Spanish.

Answers: Answers will vary.

Unidad 4 | Comunicación 1

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Novice Mid

22.3 Conversa sobre tus preferencia 

The school cafeteria director wants to make sure the cafeteria is offering healthy options that students want to eat. He has asked you and a friend to make a list of food students like. Talk with a partner to ask and answer questions about what you each like to eat in order to find at least three foods that you both prefer.

Teaching Tip: Assign partners on assessment day so their interaction is spontaneous, not a practiced, memorized dialogue. Students do not need to be matched in terms of proficiency, but avoid partnering students with vastly different proficiency levels. Remind students to use prepositions to add details to their comments and questions:

¿Te gusta la pizza con piña?

Mi progreso comunicativo: Tell students the communicative goal they are targeting in this *Paso* will be assessed again in *Vive entre culturas*.

Modelo ¿Te gusta ... con....?
 ¿Prefieres... o ...?
 ¿Qué te encanta comer?

Answers: Answers will vary.

Unidad 4 | Comunicación 1

Nombre: _____ Fecha: _____

Novice High**22.3** Conversa sobre tus preferencia 

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Answers: Answers will vary.

Unidad 4 | Comunicación 1

Nombre: _____ Fecha: _____

Intermediate Low

22.3 Conversa sobre tus preferencia 

The school cafeteria director wants to make sure the cafeteria is offering healthy options that students want to eat. He has asked you and a friend to make a list of food students like. Talk with a partner to ask and answer questions about what you each like to eat in order to find at least three foods that you both prefer. Include suggestions for breakfast and for lunch.

Answers: Answers will vary.

Unidad 4 | Vive entre culturas

Nombre: _____ Fecha: _____

Un menú de dos culturas

A friend at your school grew up in Mexico. You want to make your friend feel at home by preparing an authentic Mexican dish along with some influences from your own culture—a fusion meal.

Summative Assessment: Use these interrelated performance-based tasks to assess students' proficiency in all three communicative modes. Tell students they can demonstrate their intercultural understanding in the **Presentational Assessment** by describing the importance of food as a reflection of culture. Students might list specific ingredients important to different cultures in their original fusion dishes. Discuss the Integrated Performance Assessment Rubric on Learning Site® to assess students' proficiency.

Interpretive Assessment

Salsas populares ▶

You found a video of a Mexican cook named Ana María preparing two popular *salsas* used in most Mexican kitchens. Watch her video to see and learn about the tradition and ingredients of these two *salsas*. Then read each statement and indicate whether it is *cierta* (C) or *falsa* (F).

Teaching Tip: Before students watch the videos, remind them that they have practiced identifying key information in videos several times in this unit. Students should use the graphic organizer to focus their listening for key words and details; they should not be expected to understand every word in the video. Remind students to focus on the overall message and key details rather than trying to understand individual words.

1. C F Ana María está en la Ciudad de México.
2. C F Las salsas son muy importantes en México.
3. C F Solo hay dos variedades de salsa en México.
4. C F Los ingredientes de la salsa incluyen el tomate, el chile serrano, el cilantro, la cebolla y la sal.
5. C F La salsa verde se prepara con tomate verde.
6. C F Para Ana María, no es importante probar la salsa durante la preparación.
7. C F Las salsas solo se usan en tacos en México.

Unidad 4 | Vive entre culturas

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Interpersonal Assessment

Una entrevista con Ana María AP® 

You want to learn more about what to include in an authentic Mexican meal. You comment on Ana María’s video, and she agrees to speak with you via phone to brainstorm ideas. Answer her questions about your food preferences and ask her a question of your own.

Preparation: To prepare for the conversation, remind students to read the whole outline of the conversation and write down possible words, expressions, and scenarios related to the topic. Encourage students to pay close attention to the words they understand since those will be their context clues and key words in the conversation. Tell students to add as many details as possible to demonstrate their level of proficiency.

	Clues for the conversation	Suggested answers & audio script
Ana María	Greets you and asks you a question about food.	Hola. Tengo algunas preguntas sobre la comida. Por ejemplo, en general, ¿qué cosas te gusta comer? <20 second pause>
tú	Answer her question.	Possible Answers: Me gusta comer frutas como la fresa y el plátano. También me gusta comer el arroz y los frijoles. Me encanta el aguacate.
Ana María	Asks you a question about what you eat at home.	Mmm, sí, eso me gusta a mí también. ¿Y qué comidas comes en tu casa? <20-second pause>
tú	Answer her question.	Possible Answers: En mi casa comemos el desayuno, el almuerzo y la cena. A veces comemos un postre.
Ana María	Asks a question about your food preferences.	¡Qué delicioso! Los ingredientes son importantes. ¿Qué ingredientes especiales te gustan? <20-second pause>

Unidad 4 | Vive entre culturas

Nombre: _____ Fecha: _____

tú	Answer her question.	Possible Answers: Me gustan mucho las papas, los champiñones, el arroz, los frijoles y el pollo. También me encanta el queso.
Ana María	Asks a question about a specific food preference.	A mí también me encantan. Y, claro, me encanta la comida picante. Y tú, ¿prefieres la comida picante o no picante? <20-second pause>
tú	Answer her question.	Possible Answers: ¡Qué rico! ¡Siempre prefiero la comida picante! / Prefiero la comida no picante.
Ana María	Asks about a meal.	Interesante. Por la mañana, usualmente no tengo mucho tiempo, pero siempre desayuno. Y tú, ¿qué comes de desayuno? <20-second pause>
tú	Answer her question.	Possible Answers: Frecuentemente como huevos con espinaca y pan. A veces como cereal. También como fruta con el desayuno.
Ana María	Invites you to ask a question.	¿Tienes una pregunta para mí? <20 second pause>
tú	Ask Ana María a question about the food she likes and say goodbye.	Possible Answers: Sí. ¿Qué cosas te gusta comer? ¿Qué comes de desayuno? Gracias. ¡Adiós!

Answers: Answers will vary.

Unidad 4 | Vive entre culturas

Nombre: _____ Fecha: _____

Presentational Assessment

Un menú para tu comida ✍️

Now that you’ve spoken to a cook from Mexico, you are ready to create your own fusion menu. You can use both traditional Mexican ingredients and ones from your own culture. Use the graphic organizer to plan your menu. In your menu, be sure to include:

- at least three different dishes (one can be a dessert);
- at least three ingredients for each dish;
- at least one traditional Mexican ingredient in each dish.

Plato:	Ingredientes:

Teaching Tips: Share that students could create a T-chart with the following headings: *Ingredientes mexicanos, Ingredientes de mi cultura*. Suggest that they combine ingredients from both cultures that might be delicious together. Encourage students to create their own images for the fusion dishes and write down captions to explain them in detail.

Answers: Answers will vary.

Nombre: _____ Fecha: _____

Midterm Assessment (Unidades 1-3)

In an online workshop, you meet Carla, a student from Costa Rica who would like to work as a volunteer in your community this year.

Interpretive Assessments

Unidad 1

Interpretive Assessment

Listen as Carla tells you about herself. As you listen, answer the questions about Carla.

Paso 1

Answer the questions based on what Carla shares about herself.

1. How old is Carla?

a. fourteen

b. fifteen

c. sixteen

d. seventeen

2. Select all of the words that describe Carla, based on her description of herself.

musician

artist

dancer

student

cyclist

vegetarian

Midterm Assessment

Nombre: _____ Fecha: _____

3. Select all of the activities that Carla says she likes to do.

- cook
- listen to music
- paint
- practice sports
- play video games
- talk to her grandmother

4. How many languages does Carla speak?

- a. one
- b. two
- c. three

Paso 2

Write two sentences in Spanish comparing yourself to Carla. Include at least one similarity and one difference between you and Carla.

Answers will vary.

Midterm Assessment

Nombre: _____ Fecha: _____

Unidad 2**Interpretive Assessment** 

Carla would like to know more about how your community is similar to and different from her own. She sends you a voice message to share about the places she spends time in her community. Listen to her message and answer the questions.

Paso 1

Listen to Carla's message about places in her community and decide whether each statement is *cierta* (C) or *falsa* (F).

1. C F There is only one school in Carla's community.
2. C F Carla spends the afternoons in the public library.
3. C F Carla's family does not spend time in the university in her community.
4. C F There is not a pool in the community because most people swim at the beach.
5. C F There is no laboratory in Carla's community.
6. C F Carla and her friends practice sports on the soccer field and at the beach.
7. C F Carla takes a bus to get to the soccer field.
8. C F Carla and her friends learn about animals in a national park.
9. C F Carla likes going to the museum in her community.

Paso 2

Write two sentences in Spanish comparing the places Carla describes in her community to those in your community. Include at least one similarity and one difference between your community and Carla's community.

Answers will vary.

Midterm Assessment

Nombre: _____ Fecha: _____

Unidad 3

Interpretive Assessment 

Carla would like to share some information about her family. She shares a digital album with you. Read her album and answer the questions about her family.

Paso 1

For each statement, indicate the person who is being described, based on Carla’s description of her family members.

- | | | |
|------------------|---|------------------------|
| 1. <u> e </u> | This person likes to read and learn. | a. Carla’s mother |
| 2. <u> d </u> | Carla describes this person as fun. | b. Carla’s father |
| 3. <u> c </u> | Carla describes this person as small and cute. | c. Carla’s sister |
| 4. <u> a </u> | Carla describes this person as very nice. | d. Carla’s brother |
| 5. <u> f </u> | This person volunteers in the public library. | e. Carla’s uncle |
| 6. <u> a </u> | Carla often runs in the park with this person. | f. Carla’s grandfather |
| 7. <u> b </u> | This person likes to prepare food for the family. | g. Carla’s grandmother |
| 8. <u> g </u> | This person is an artist. | |
| 9. <u> b </u> | Carla describes this person as short. | |
| 10. <u> e </u> | Carla describes this person as intelligent. | |

Paso 2

Write two sentences in Spanish comparing one of your friends or family members to someone in Carla’s family. Include at least one similarity and one difference between the two people you are comparing.

Answers will vary.


Midterm Assessment

Nombre: _____ Fecha: _____


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●
●
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Mi familia


¡Mi familia es grande! En mi familia hay muchas personas. Me gusta pasar tiempo con mi familia.




Aquí estoy yo con mi madre. Ella es alta y muy simpática. Le gusta practicar deportes. Ella y yo corremos en el parque frecuentemente.




En esta foto, pueden ver a mi padre con mi hermana Rosa. Mi padre es bajo. Le gusta preparar la comida para mi familia y cuidar a mis hermanos. Mi hermana es muy pequeña y adorable.



Mi tío Samuel trabaja en un café en la mañana. Él es inteligente y le gusta aprender. Lee frecuentemente.



A mi hermano Gabriel le gusta jugar en la playa y nadar en el océano. Practica surf los sábados. Mi hermano es divertido. Me gusta jugar juegos de mesa con él.



Mis abuelos viven en mi casa. Mi abuela es artista y mi abuelo es voluntario en la biblioteca pública. Son muy activos y nunca ven la televisión.

Midterm Assessment

Nombre: _____ Fecha: _____

Interpersonal Assessments

Unidad 1

Interpersonal Assessment AP® 

Carla calls you to get to know you better. Answer her questions and ask her one of your own.

	Clues for the conversation	Suggested answers & audio script
Carla	Greets you, introduces herself, and asks a question.	Buenos días. Soy Carla, de Costa Rica. ¿Cómo te llamas? <10-second pause>
tú	Greet Carla and answer her question.	Possible Answers: Buenos días, Carla. Mucho gusto. Me llamo ____.
Carla	Asks another question.	Mucho gusto. ¿Cuántos años tienes? <10-second pause>
tú	Answer her question and ask how old she is.	Possible Answers: Tengo quince años. ¿Y tú? ¿Cuántos años tienes?
Carla	Tells you how old she is and asks another question.	Yo tengo quince años. ¿Cómo estás hoy? <10-second pause>
tú	Answer her question and ask how she is doing.	Possible Answers: Estoy regular. ¿Y tú? ¿Cómo estás?
Carla	Tells you how she is doing and asks you another question.	Estoy muy bien, gracias. ¿De dónde eres? <10-second pause>
tú	Answer her question.	Possible Answers: Soy de Chicago.
Carla	Asks you two questions about what you are like	¡Qué interesante! ¿Eres artista o atleta? ¿Cómo eres? <10-second pause>

Midterm Assessment

Nombre: _____ Fecha: _____

tú	Answer her questions.	Possible Answers: Soy atleta. Me gusta practicar deportes. Soy poeta también.
Carla	Asks you another question.	A mí me gusta bailar y pintar. ¿Y a ti? ¿Qué te gusta hacer? <10-second pause>
tú	Answer her question.	Possible Answers: Me gusta mirar videos y jugar videojuegos.
Carla	Asks if you have a question for her.	¿Tienes alguna pregunta para mí? <10-second pause>
tú	Ask her a question.	Possible Answers: ¿Te gusta escuchar música?
Carla	Responds and says goodbye.	Es una buena pregunta. Te escribo un mensaje para responder. Gracias por conversar conmigo. Nos vemos. <10-second pause>
tú	Say goodbye.	Possible Answers: Chau.

Midterm Assessment

Nombre: _____ Fecha: _____

Unidad 2

Interpersonal Assessment AP® 

Carla has some questions about what your school day is like. She calls you to ask you about your classes and activities. Answer her questions and ask her one of your own.

	Clues for the conversation	Suggested answers & audio script
Carla	Greets you and asks a question.	Hola, soy Carla. ¿Cómo estás hoy? <10-second pause>
tú	Greet Carla, answer her question, and ask her how she is doing.	Possible Answers: Hola. Estoy muy bien, gracias. ¿Y tú? ¿Cómo estás?
Carla	Asks you a question about your classes.	Estoy bien, gracias. Hoy tengo muchas clases. En la mañana tengo matemáticas. ¿Y tú? ¿Tienes matemáticas también? ¿A qué hora? <10-second pause>
tú	Answer her question.	Possible Answers: Tengo matemáticas el lunes y miércoles a las nueve y media de la mañana.
Carla	Tells you about one of her classes and asks a question about school supplies.	Me gusta la clase de matemáticas. Uso la calculadora y el cuaderno todos los días. ¿Qué materiales escolares usas en tus clases? <10-second pause>
tú	Answer her question.	Possible Answers: Uso un cuaderno y un lápiz en la clase de inglés y la clase de español. Uso una computadora portátil en historia.
Carla	Asks a question about your schedule.	Qué interesante. ¿A qué hora tienes el almuerzo? <10-second pause>
tú	Answer her question.	Possible Answers: Tengo el almuerzo a las once y media.

Midterm Assessment

Nombre: _____ Fecha: _____

Carla	Asks another question about your classes and schedule.	¿Qué clases tienes en la tarde? <10-second pause>
tú	Answer her questions.	Possible Answers: En la tarde tengo español a la una y veinte y educación física a las dos.
Carla	Asks two questions about your classes.	¿Qué clase te gusta mucho? ¿Qué haces en esa clase? <10-second pause>
tú	Respond to her questions.	Possible Answers: Me gusta la clase de español. En la clase hablamos con amigos y miramos videos en español.
Carla	Reacts and asks if you have a question for her.	¡Es una clase interesante! ¿Tienes alguna pregunta para mí sobre mis clases? <10-second pause>
tú	Ask her a question.	Possible Answers: ¿A qué hora tienes informática?
Carla	Responds and says goodbye.	Es una buena pregunta. Te voy a escribir un mensaje con mi respuesta. Tengo que irme. ¡La clase de inglés empieza en tres minutos! Hasta luego. <10-second pause>
tú	Say goodbye.	Possible Answers: Adiós.


Midterm Assessment

Nombre: _____ Fecha: _____

Unidad 3

Interpersonal Assessment 

Carla wants to learn more about what people in your community do with their friends and families. She sends you text messages to ask you questions about the activities you and others do. Answer her questions and ask her one of your own.

☰
💬 

Carla

¡Hola! Soy Carla. ¿Cómo estás hoy?

Estoy muy bien. Hoy mi amigo Omar y yo andamos en bicicleta en la tarde. ¿Qué hacen tus amigos y tú en la tarde?

¡Qué divertido! ¿Qué haces tú el sábado?

¿Qué hacen tu familia y tú en casa?

En casa tengo que lavar la ropa, pero no me gusta. ¿Qué no te gusta hacer?

¿Tienes alguna pregunta para mí sobre mis actividades?

¿...?

Te llamo por teléfono el domingo para explicarte más. Tengo que ir a la clase de educación física. Hasta luego.

Answers: Answers will vary.

Midterm Assessment

Nombre: _____ Fecha: _____

Presentational Assessments**Unidad 1****Presentational Assessment** 

Since Carla would like to spend some time volunteering in your community, her family would like to know more about what students in your community are like and what they like to do. Write an email to Carla's family introducing yourself. In your message, be sure to include:

- an appropriate greeting;
- your name and age;
- where you are from;
- how you describe yourself;
- at least three activities you like to do;
- at least one activity you do not like to do;
- an appropriate closing.

Answers: Answers will vary.

Midterm Assessment

Nombre: _____ Fecha: _____

Unidad 2

Presentational Assessment

Carla would like to know more about what a school day is like in your community. Write her a message to tell her what your day is like. In your message, be sure to include:

- an appropriate greeting;
- at least three classes you have;
- the days and times you have each class;
- an activity you do in each class;
- how you feel about each class;
- an activity you do before or after school;
- an appropriate closing.

Answers: Answers will vary.

Midterm Assessment

Nombre: _____ Fecha: _____

Unidad 3

Presentational Assessment

Carla will be visiting you during her stay and wants to know what your home is like. Record a voice message for her to describe the place where you live. In your message, be sure to include:

- where your home is located;
- at least three rooms or spaces in your home;
- where each room or space is located in relation to other parts of your home;
- an activity you like to do in each room you mention;
- any other details about your home or what you like to do there.

Remind students that they do not have to describe their own home. They can describe any home in their community, or an imaginary home.

Answers: Answers will vary.