What plans do I have for my bright future?

**UNIT THREE: THE FUTURE IS UPON US**

### PERFORMANCE CONTINUUM

<table>
<thead>
<tr>
<th>INTERMEDIATE 2</th>
<th>INTERMEDIATE 3</th>
<th>INTERMEDIATE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BELLOW EXPECTATIONS</strong></td>
<td><strong>LOWEST ACCEPTABLE PERFORMANCE</strong></td>
<td><strong>TEACH TO...</strong></td>
</tr>
<tr>
<td><strong>Emerging</strong></td>
<td><strong>Proficient</strong></td>
<td><strong>Advanced</strong></td>
</tr>
</tbody>
</table>

**Emerging**
You can maintain a conversation about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can use more than one sentence at a time. You use isolated compound sentences. You ask and answer questions. You do all of this in a way that your teacher and others who are used to language learners understand what you are saying.

**Proficient**
You maintain conversations about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can connect some sentences together and use isolated compound sentences. You ask and answer a variety of questions. You do all of this in a way that your teacher and others who are used to language learners easily understand what you are saying.

**Advanced**
You keep the conversations going about yourself and your life by asking questions and describing or telling stories. You easily use your language to express your own thoughts. You can get the things that you need or want even if it requires extra effort. You speak in well-connected sentences, that are often paragraph length. You can talk about what happened in the past as well as future plans. You do all of this in a way that your teacher and others who are used to language learners readily understand you. People who are not used to language learners understand what you are saying some of the time.

### PERFORMANCE TARGET

**I CAN HAVE A CONVERSATION ABOUT MY FUTURE AND FUTURE TRAVEL PLANS.**

### SUMMATIVE ASSESSMENTS

<table>
<thead>
<tr>
<th>Interpersonal Interview</th>
<th>Presentational Writing</th>
</tr>
</thead>
</table>

Your class has been paired up with students from (TL country) and you have been asked to skype with your partner and have a conversation about your future including your travel plans, your plans after graduation, and your hopes and dreams. Be sure to ask a wide variety of questions and maintain the conversation.

Your teacher has asked you to write a short essay on your future plans. You have been asked to include the following topics: travel plans, your future educational plans, your hopes and dreams and how you will achieve them. Make sure that you are as detailed as possible because proficiency matters.

### ADVANCED PLACEMENT ALIGNED THEMES

**Contemporary Life, Personal and Public Identities**

### STANDARDS

<table>
<thead>
<tr>
<th>ML.C1.1.IM.a-e</th>
<th>ML.C1.1.IH.a-d</th>
</tr>
</thead>
<tbody>
<tr>
<td>ML.C1.3.IM.a-b</td>
<td>ML.C1.3.IH.a-b</td>
</tr>
<tr>
<td>ML.C1.5.IM.a-d</td>
<td>ML.C1.5.IH.a-b</td>
</tr>
</tbody>
</table>
What plans do I have for my bright future?

UNIT THREE: HONORS ENRICHMENT

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT MY FUTURE AND FUTURE TRAVEL PLANS.

HONORS ENRICHMENT: GENIUS HOUR

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>UNIT SPECIFIC APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extended reading assignments that connect with specified curriculum.</td>
<td>Students read articles from sources such as Scholastic magazines or TL newspaper articles that pertain to the curricula topic. (i.e. travel plans, traveling, future plans, etc.)</td>
</tr>
<tr>
<td>Research-based writing assignments that address and extend the course curriculum.</td>
<td>Students read articles from sources such as Scholastic magazines or TL newspaper articles that pertain to the curricula topic. (i.e. travel plans, traveling, future plans, etc.)</td>
</tr>
<tr>
<td>Projects that apply course curriculum to relevant or real-world situations.</td>
<td>Students choose a topic to research and present to the class that ties to the curricula topic and personal interest. (i.e. travel plans, traveling, future plans, etc.)</td>
</tr>
<tr>
<td>Writing Assignments that demonstrate a variety of modes, purposes, and styles.</td>
<td>Students summarize their research, and knowledge gained throughout the unit on curricula topics and personal interest.</td>
</tr>
<tr>
<td>Integration of appropriate technology into the course of study.</td>
<td>Students use appropriate technology both to research and to present knowledge gained on who and what influences the lives of teens in the TL culture.</td>
</tr>
<tr>
<td>Deeper exploration of the culture, values, and history of the discipline.</td>
<td>Students research the impact of the TL culture and values on who and what influences the lives of teens in the TL culture and incorporate that knowledge into writing assignments and presentations.</td>
</tr>
</tbody>
</table>
UNIT THREE: THE FUTURE IS UPON US

PERFORMANCE TARGETS

I CAN MAKE PLANS TO TRAVEL IN THE FUTURE.

PERFORMANCE OBJECTIVE 3.1: I can go through the process of making plans to travel.

PERFORMANCE INDICATOR 3.1: I can talk about the process I go through to make travel plans.

SKILL DEVELOPMENT

LEARNING TARGETS
What will learners be able to do?

LANGUAGE CHUNKS & VOCABULARY
What will learners need to know?

INTERCULTURAL COMPETENCE
What practices or perspectives will the students be able to demonstrate or explain?

Students can understand travel plans when they hear it. (C1.2)

Students can understand travel plans when they read it. (C1.3)

Students can write about their future travel plans (C1.5)

Students can answer questions about future travel plans. (C1.1)

Students can ask questions about future travel plans. (C1.1)

• I am going to/will make reservations...
• I would like to visit…
• I will reserve a ticket for…
• I am going to/will buy…
• I need to visit the online travel agency to…
• I am going to/will pack/bring…
• I am going to/will rent…
• I am going to/will take…
• I will go to… to get a passport to travel to…
• Where will you go?
• Which cities will you visit?
• What tourist attractions will you visit?
• How will you get there?
• What types of transportation will you utilize?
• What will you pack/take?
• Will you need a passport?
• How much does… cost?
• How many days will that include?
• Etc.

Compare common modes of transportation in their country and that of the TL country.

Compare different places to stay while abroad vs the different options in your country.

ML.C2.1.IR.a-h
ML.C2.2.IR.a-c
ML.C4.1.IR.a-e

LEVEL UP LANGUAGE

• Focus on developing paragraph length discourse.
• Expand Transition word usage beyond and, but, because. For example: first, second, then, next, additionally, finally, briefly, between, it’s just that, in my opinion, during, after, before, meanwhile, as soon as, etc.

VOCABULARY

Review
• Activities
• Places

New topics
• Travel related vocabulary (hotel reservation/plane ticket/itinerary/etc.)

FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW

After having made travel plans you are super excited about your adventure! Talk to you friend who is an exchange student from (TL country) and try to convince him/her to go with you! Tell them all about your future travel plans and all that you are excited to see while visiting abroad. Be sure to answer all of your friends’ questions about your trip.

PRESENTATIONAL WRITING

You and your BFF who is from (TL country) are planning a trip after graduation. You cannot decide where to go so each of you are making a proposal for your travel plans. Be sure to include all options and pricing because whoever has the best trip planned will be the trip you go on. Make sure you include an itinerary, where you will stay, types of transportation you will use, and things you will need to pack, etc.
What plans do I have for my bright future?

UNIT THREE: THE FUTURE IS UPON US

PERFORMANCE TARGETS

I CAN TALK ABOUT WHAT I WILL DO AFTER GRADUATION.

PERFORMANCE OBJECTIVE 3.2: I can describe what I will do after graduating high school.

PERFORMANCE INDICATOR 3.2: I can talk about my future educational plans.

SKILL DEVELOPMENT

LEARNING TARGETS

What will learners be able to do?

Students can understand future educational plans when they hear it.

Students can understand future educational plans when they read it. (C1.3)

Students write about their future educational plans. (C1.5)

Students answer questions about their future educational plans (C1.1)

Students ask questions about their future educational plans (C1.1)

LANGUAGE CHunks & VOCABULARY

What will learners need to know?

• When I was little I wanted to be… however now I want to be…because
• When I was younger I wanted to be … however now I don’t like … so I will not study/be…
• After graduation I will…
• When I graduate I will study…
• When I go to college I will take…
• When I am older I will be a …
• When I am older I will…
• I will work…
• Etc.
• What do you want to do after graduation?
• What will you study?
• Where will you work?
• Where will you study?
• What do you want to be?
• How has this changed since you were younger?
• Etc.

INTERCULTURAL COMPETENCE

What practices or perspectives will the students be able to demonstrate or explain?

VOCABULARY

Review
• Activities
• Class subjects
• Professions

New topics
• Wider variety of class subjects
• Wider variety of professions

LEVEL UP LANGUAGE

• Focus on developing paragraph length discourse.
• Expand transition word usage beyond and, but, because. For example: instead of, before, after, during, however, but rather, rather than, for this reason, that’s why, etc.

ML.C2.1.IR.a-h
ML.C2.2.IR.a-c
ML.C4.1.IR.a-e

FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW

You have been talking to the exchange student from (TL country) and they mentioned how close they were to graduation. Ask them about their future educational plans and tell them about yours.

PRESENTATIONAL WRITING

You are applying to a study abroad program and part of the application process is to write about your future educational plans. Write a short essay about what you will do in your future and why. Be as detailed as possible.
What plans do I have for my bright future?

UNIT THREE: THE FUTURE IS UPON US

PERFORMANCE TARGETS

I CAN HAVE A CONVERSAATION ABOUT HOPES AND DREAMS.

PERFORMANCE OBJECTIVE 3.3: I can talk about my hopes and dreams.

PERFORMANCE INDICATOR 3.3: I can talk about my plans to achieve my hopes and dreams.

SKILL DEVELOPMENT

LEARNING TARGETS
What will learners be able to do?

Students can understand someone’s hopes and dreams when they hear it. (C1.2)
Students can understand someone’s hopes and dreams when they read it. (C1.3)
Students can write about their hopes and dreams. (C1.5)
Students answer questions about their hopes and dreams. (C1.1)
Students ask questions about their hopes and dreams. (C1.1)

LANGUAGE CHUNKS & VOCABULARY
What will learners need to know?

• I hope to be/drive/marry etc.
• I want to…
• I would like to…
• My dream is…
• I need to … to be able to…
• I will… to be able to…
• To be successful I will…
• Etc.

• What are your hopes and dream?
• What do you hope to achieve?
• What will you do to achieve your dreams?
• Etc.

VOCABULARY

Review
• Activities
• Class subjects
• professions

New topics
• wider variety of class subjects
• wider variety professions

INTERCULTURAL COMPETENCE
What practices or perspectives will the students be able to demonstrate or explain?

Students can understand someone’s hopes and dreams when they read it. (C1.3)
Students can write about their hopes and dreams. (C1.5)

FOCUS ON DEVELOPING

graph length discourse.

Expand Transition word usage beyond and, but, because. For example: instead of, before, after, during, however, but rather, rather than, for this reason, that’s why, etc.

Students ask questions about their hopes and dreams. (C1.1)

LEVEL UP LANGUAGE

Compare family expectations for the future of children in their culture and the TL culture.

FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW

You and your classmate are in the second step of the application process for the study abroad program. You have an interview scheduled for the week after spring break and you want to practice your conversational skills. Have a conversation with your classmate about your hopes and dreams. Be sure to ask them questions and keep the conversation going.

PRESENTATIONAL WRITING

Your teacher has asked you to create a vision board of your hopes and dreams. Now it is time to write about it, your teacher will post them in the classroom to keep you and your classmates motivated. Write about what your hopes and dreams are and what you will do to achieve those dreams!