

PRE-UNIT: WELCOME TO LANGUAGE CLASS

PERFORMANCE TARGETS:

I CAN EXPLAIN HOW TO DEVELOP PROFICIENCY IN A LANGUAGE.

PERFORMANCE OBJECTIVE P1: I can explain the path to proficiency.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?	CHECK FOR UNDERSTANDING How will learners demonstrate what they can do with what they know?
Students explain what proficiency and performance are and how they affect language learning.	<ul style="list-style-type: none"> Proficiency Performance 	Check For Understanding P1.1
Students explain the course performance targets and describe what those performance targets look like.	<ul style="list-style-type: none"> Advanced Intermediate: Low, Mid, High Novice: Low, Mid, High 	Check For Understanding P1.2
Students explain the difference between performance assessment and other sorts of assessments.	<ul style="list-style-type: none"> Performance Assessment task Class Grading scale 	Check For Understanding P1.3
Students explain the expectations for learning in this community.	<ul style="list-style-type: none"> Reasons to learn another language 	Check For Understanding P1.4
Students identify where in the world the target language is the official language.	<ul style="list-style-type: none"> Names of TL countries & capitals 	Check For Understanding P1.5
Students identify where the target language is spoken in the US.	<ul style="list-style-type: none"> Names of US cities/communities 	Check For Understanding P1.6

PRE-UNIT: WELCOME TO LANGUAGE CLASS

PERFORMANCE TARGETS:

I CAN EXPLAIN HOW TO DEVELOP PROFICIENCY IN A LANGUAGE.

PERFORMANCE OBJECTIVE P2: I can demonstrate an awareness of where my language is spoken throughout the world.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?	CHECK FOR UNDERSTANDING How will learners demonstrate what they can do with what they know?
Students greet and say goodbye in a culturally appropriate manner. (IS)	<ul style="list-style-type: none"> • Good Morning • Good afternoon • Good evening • See you later. • I am... • Hello • Good bye 	<ul style="list-style-type: none"> • How are you? • And you? <p>Check For Understanding P2.1</p>
Students meet people and make simple introductions in a culturally appropriate manner. (IS)	<ul style="list-style-type: none"> • My name is... • Let me introduce... • Nice to meet you. 	<ul style="list-style-type: none"> • What is your name? <p>Check For Understanding P2.2</p>

UNIT ONE: HOW AM I UNIQUE?

PERFORMANCE CONTINUUM

NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
BELOW EXPECTATIONS	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
Approaching Expectations I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	Meeting Expectations I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	Exceeding Expectations I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT WHAT MAKES EACH OF US UNIQUE.

SUMMATIVE ASSESSMENTS

Interpersonal Interview	Presentational Speaking	Presentational Writing
<p>You and a classmate will take turns interviewing each other in the target language. The goal of your interview is to find out as much information as you can about your classmate.</p> <p>You may choose from the following prompts / questions to get started:</p> <ol style="list-style-type: none"> Tell me about yourself. <ul style="list-style-type: none"> Name, origin, etc. How can I contact you? <ul style="list-style-type: none"> Phone number, email, etc. What are you like? <ul style="list-style-type: none"> Personality, physical descriptions 	<p>The World Language department in Shelby County Schools is starting a program that pairs SCS students with a student from another school to give all students a chance to practice their language with a peer. In order to pair you with another student, you have been asked to call the world language office and leave a message introducing yourself. Leave a voice mail introducing yourself. Be sure to include a description of what you look like and your personality, as well as a phone number and email address for the office to get back to you.</p>	<p>You have been paired with your new language pal through the world language department. Send your new language pal an email to introduce yourself. Be sure to tell him/her as much about you as possible, including your name, age and birthdate, what you look like and about your personality. Ask your new language pal question about him/her. Be sure to include your cell-phone number and email address so that he/she can get back to you.</p>
Rubric	Rubric	Rubric

UNIT ONE: HOW AM I UNIQUE?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT WHAT MAKES EACH OF US UNIQUE.

PERFORMANCE OBJECTIVE 1.1A: I can introduce myself.

PERFORMANCE INDICATOR 1.1A: I can give someone some basic information about myself.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?	CHECK FOR UNDERSTANDING How will learners demonstrate what they can do with what they know?				
Students identify basic biographical information based on what they hear. (IL)	<ul style="list-style-type: none"> My name is... I am...years old. My birthday is... I am from... I live in... I am a student at... Tell about yourself. My e-mail address is... My phone number is... 	Listening Check 1.1A				
Students identify people's basic biographical information based on what they read. (IR)		Reading Check 1.1A				
Students write basic biographical information. (PW)		Writing Prompt 1.1A				
Students answer the questions about basic biographical information. (IS)		Answer your partner's questions				
Students ask questions about basic biographical information. (IS)		Interview Questions 1.1A				
		<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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FORMATIVE ASSESSMENTS

INTERPERSONAL

Although you know most of the students in your language class, there are several students that you don't know, and it is time to get to know them. Introduce yourself to your classmate. Ask your classmate his/her age and birthdate and find out where he/she lives. Make sure to answer your partner's questions when he/she asks you about yourself.

Rubric

PRESENTATIONAL SPEAKING

You have received an acceptance letter stating that you have been chosen to attend a summer camp in Quito, Ecuador. They have asked that you call a toll-free number to give them some information about yourself. You call the camp, but an answering machine picks up. Leave a message.

Rubric

PRESENTATIONAL WRITING

You decided to get an e-pal from a target language speaking country because you'll be going to a camp in Ecuador this summer.

Write a message introducing yourself to your e-pal.

Rubric

UNIT ONE: HOW AM I UNIQUE?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT WHAT MAKES EACH OF US UNIQUE.

PERFORMANCE OBJECTIVE 1.1B: I can tell someone what makes me unique.

PERFORMANCE INDICATOR 1.1B: I can describe myself and ask you about yourself.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?	CHECK FOR UNDERSTANDING How will learners demonstrate what they can do with what they know?				
Students identify a description of someone when listening. (IL)	<ul style="list-style-type: none"> I am... I have ____ hair. I have ____ eyes. What are you like? 	Listening Check 1.1B				
Students identify a description of someone in a written passage. (IR)		<table border="1" style="width: 100%;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish		French	German	LCTL		
Students write a short description of a description of themselves. (PW)		Reading Check 1.1B				
Students answer the questions		<table border="1" style="width: 100%;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish	French	German	LCTL			
Students ask and answer each other regarding personal descriptions (IS)	Writing Prompt 1.1B					
Students identify a description of someone when listening. (IL)	<ul style="list-style-type: none"> Can you describe your personality? How would you describe your physical appearance? 	Answer your partner's questions				
	<div style="background-color: #d4edda; padding: 5px; border: 1px solid #c3e6cb;"> LEVEL UP LANGUAGE </div> <ul style="list-style-type: none"> I am ... and I am... I am but I am not... I am ... because ... 	Interview Questions 1.1B				
		<table border="1" style="width: 100%;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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FORMATIVE ASSESSMENTS

INTERPERSONAL

You are visiting the home of the new (TL) student in your Algebra class. His/her little sister wants to play a guessing game with you where you each choose a famous person. Ask the little sister questions about what her famous person looks like, and about that person's personality. Then answer her questions about the famous person that you are pretending to be.

[Rubric](#)

PRESENTATIONAL SPEAKING

You are joining the international club at your school so that you can work on your language skills. Each new member is paired with a student from a country where the language of the new member is spoken. You have been asked to use Google voice to leave your new friend a message describing yourself. Tell him/her what you look like and about your personality.

[Rubric](#)

PRESENTATIONAL WRITING

You have found an online blog for teens who speak the language you are studying. Everyone is blogging about themselves and you decide to participate. Write a blog describing yourself. Be sure to include your personality and your appearance.

[Rubric](#)

UNIT TWO: HOW DO MY CHOICES DEFINE ME?

PERFORMANCE CONTINUUM

NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
BELOW EXPECTATIONS	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
Approaching Expectations I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	Meeting Expectations I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	Exceeding Expectations I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT HOW MY CHOICES DEFINE ME.

SUMMATIVE ASSESSMENTS

Interpersonal Interview	Presentational Speaking	Presentational Writing
<p>You and a classmate will take turns interviewing each other in the target language. The goal of your interview is to find out as much information as you can about your classmate.</p> <ol style="list-style-type: none"> What do you do after school and on the weekend? <ul style="list-style-type: none"> What do you do after school? What do you do on the weekend? With whom do you do these activities? Where do you go/are you going? What do you read, listen to or watch? <ul style="list-style-type: none"> What is your favorite type of music, movie, tv show, book? Why? How does technology affect your life? What are your favorite apps? <ul style="list-style-type: none"> Do you use social media? Which ones? Do you use your computer to complete your assignments? What programs do you use? Describe your personal style. <ul style="list-style-type: none"> Tell me what you wear to school, after school, and on the weekends. What do you prefer to wear? Where do you like to shop for your clothes and shoes? 	<p>Channel 5 wants to have a ____ language segment on Bounce that focuses on the choices that teenagers in the community make in their daily lives. Interested SCS students have been asked to create a video about who they are and the choices that define them. Create a video or audio to submit to the station. Be sure to talk about what you do after school and on the weekends, your choices in entertainment (music, TV, movies and books), social media and apps that you use, and about your clothing preferences. Wow them with your language skills. This may lead to a full time job after college graduation!!</p>	<p>The ____ language version of People Magazine last month had an article about teenagers and the poor choices that they sometimes make. You disagree, because you make good choices. Write a letter to the editor to show him that, as a typical teenager, you make good choices. Write about the choices that make about what you do after school and on the weekends, your choices in entertainment (music, TV, movies and books), social media and apps that you use, and about your clothing preferences. Show how these choices define you.</p>
Rubric	Rubric	Rubric

UNIT TWO: HOW DO MY CHOICES DEFINE ME?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY CHOICES REPRESENT ME.

PERFORMANCE OBJECTIVE 2.1: I can tell someone how what I like and do not like is unique.

PERFORMANCE INDICATOR 2.1A: I can tell you what I like and do not like.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?	CHECK FOR UNDERSTANDING How will learners demonstrate what they can do with what they know?				
Students identify someone based on their likes and dislikes when listening. (IL)	<ul style="list-style-type: none"> I like... I do not like... I prefer... 	Listening Check 2.1A				
Students identify a description of someone's likes and dislikes in a written passage. (IR)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish		French	German	LCTL		
Students write about their likes and dislikes. (PW)		Reading Check 2.1A				
Students answer the questions about their likes and dislikes. (IS)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish	French	German	LCTL			
Students ask and answer each other regarding likes and dislikes. (IS)	Writing Prompt 2.1A					
	<div style="background-color: #d9ead3; padding: 5px; border: 1px solid #bdc3c7;"> LEVEL UP LANGUAGE </div> <ul style="list-style-type: none"> I like ...because... I do not like ...because... I like... but I prefer.... 	Answer your partner's questions				
		Interview Questions 2.1A				
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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FORMATIVE ASSESSMENTS

INTERPERSONAL

You are meeting with your new language buddy and the two of you want to get to know each other better. Ask your new friend what he/she likes to do and doesn't like to do. Be sure to answer your partner's questions about what you like to do and don't like to do so that the two of you become better friends.

Rubric

PRESENTATIONAL SPEAKING

You are trying to find opportunities to practice your new language with other students, but you would prefer that you and your new language buddies have something in common. You call the exchange that runs the language buddy program, and the phone goes straight to voice mail. Leave a message telling what activities you like to do and what you don't like to do.

Rubric

PRESENTATIONAL WRITING

You have been assigned an e-pal from a TL country by the District. You have received your first email, and your e-pal wants to know what activities you like. Respond to your e-pal's email by telling what you like to do and what you don't like to do.

Rubric

UNIT TWO: HOW DO MY CHOICES DEFINE ME?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY CHOICES REPRESENT ME.

PERFORMANCE OBJECTIVE 2.1: I can tell someone how what I like and do not like is unique.

PERFORMANCE INDICATOR 2.1B: I can have a conversation about what I choose to do after school.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?	CHECK FOR UNDERSTANDING How will learners demonstrate what they can do with what they know?				
<p>Students understand what people choose to do afterschool in a listening passage. (IL)</p>	<ul style="list-style-type: none"> Before school I... After school I... At ... (time/hour) I... 	Listening Check 2.1B				
<p>Students understand what people choose to do afterschool in a reading passage. (IR)</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish	French	German	LCTL			
<p>Students write about what they choose to do after school. (PW)</p>	<div style="background-color: #e6f2ff; padding: 5px; text-align: center; font-weight: bold;">LEVEL UP LANGUAGE</div> <ul style="list-style-type: none"> Before school I...because... Before school I like to... because... After school I... because... After school I like to... because... I go to...with... because... 	Reading Check 2.1B				
<p>Students answer questions about what after-school activities they choose to participate in. (IS)</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish		French	German	LCTL		
<p>Students ask you what after-school activities you choose to participate in. (IS)</p>	Writing Prompt 2.1B					
	<ul style="list-style-type: none"> What do you do after school? Where are you going...? What are you doing...? At what time...? With whom do you go? Do you___? 	Answer your partner's questions				
		Interview Questions 2.1B				
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
<p>It's time to get to know more about one of your classmates. Ask your partner what he or she does after school, when he/she does these activities, with whom, and where he/she does these activities. Answer your partner's questions about what you do after school.</p>	<p>A local ___ language radio station wants to know what teenagers throughout the city do after school, and has asked students that are studying the language to call and leave a voicemail about what they do after school. Call and leave a message in ___ telling the radio station what you do after school, and where you go. Impress them by telling why you do these afterschool activities.</p>	<p>It's time to tweet! A twitter account has been started for ___ language students: #AfterSchool. Tweet in ___ about what you do after school. If you do more than one thing after school, you should "send" more than 1 tweet. Remember, only 144 characters per tweet!</p>
Rubric	Rubric	Rubric

UNIT TWO: HOW DO MY CHOICES DEFINE ME?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY CHOICES REPRESENT ME.

PERFORMANCE OBJECTIVE 2.1: I can tell someone how what I like and do not like is unique

PERFORMANCE INDICATOR 2.1C: I can have a conversation about what I choose to do on the weekend.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?	CHECK FOR UNDERSTANDING How will learners demonstrate what they can do with what they know?											
<p>Students understand what people choose to do on the weekend in a listening passage. (IL)</p>	<ul style="list-style-type: none"> On the weekend I... I go to...with... On the weekend I like to.... One the weekend I prefer to.... On the weekend I have to... 	Listening Check 1.1C											
<p>Students understand what people choose to do on the weekend in a reading passage. (IR)</p>		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL							
Spanish		French	German	LCTL									
<p>Students write about what they choose to do on the weekend. (PW).</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;">Reading Check 1.1C</td> </tr> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Reading Check 1.1C				Spanish	French	German	LCTL				
Reading Check 1.1C													
Spanish	French	German	LCTL										
<p>Students answer questions about what they choose to on the weekend. (IS)</p>	<ul style="list-style-type: none"> What do you do on the weekend? Where are you going...? What are you doing...? At what time...? With whom do you go? 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;">Writing Prompt 1.1C</td> </tr> </table>	Writing Prompt 1.1C										
Writing Prompt 1.1C													
<p>Students ask and answer each other about what they choose to on the weekend. (IS)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;">Answer your partner's questions</td> </tr> <tr> <td colspan="4" style="text-align: center;">Interview Questions 1.1C</td> </tr> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Answer your partner's questions				Interview Questions 1.1C				Spanish	French	German	LCTL
Answer your partner's questions													
Interview Questions 1.1C													
Spanish	French	German	LCTL										

FORMATIVE ASSESSMENTS

INTERPERSONAL

Everyone does different things on the weekend. Find out what your partner likes to do on the weekend, and what he has to do on the weekend. Also ask your partner where he goes on the weekend and with whom. Be sure to answer your partner's questions about your weekend activities.

Rubric

PRESENTATIONAL SPEAKING

You are trying to make time this weekend to meet with your language buddy and practice your language skills. When you call him, you are sent straight to voice mail. Leave a message, in ___ of course, for your study buddy telling him where you go on the weekend, what you do there and who you go with so that the two of you will be able to find time to get together.

Rubric

PRESENTATIONAL WRITING

Your class has created a blog to share with other ___ language programs in schools in the district. It's your turn to post on the class blog. Write about where you go and what you do on the weekend. Don't forget to also write about the things that you have to do on the weekend also!

Rubric

UNIT TWO: HOW DO MY CHOICES DEFINE ME?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY CHOICES REPRESENT ME.

PERFORMANCE OBJECTIVE 2.2: I can have a conversation about my preferences in entertainment.

PERFORMANCE INDICATOR 2.2A: I can have a conversation about what I read, listen to or watch.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?	CHECK FOR UNDERSTANDING How will learners demonstrate what they can do with what they know?				
Students understand people's preferences in entertainment in a listening passage. (IL)	<ul style="list-style-type: none"> I watch... I listen to... I read... My favorite... is... I prefer to... than... 	Listening Check 2.2A				
Students understand people's preferences in entertainment in a reading passage. (IR)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish		French	German	LCTL		
Students write about their preferences in entertainment (PW).		Reading Check 2.2A				
Students answer questions about their preferences in entertainment. (IS)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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Students ask you what entertainment you prefer. (IS)	Writing Prompt 2.2A					
	LEVEL UP LANGUAGE	Answer your partner's questions				
	<ul style="list-style-type: none"> I prefer to... than...because... My favorite... is... and my favorite... is.... My favorite... is...because... 	Interview Questions 2.2A				
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FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
<p>It's time to find out what you have in common with another classmate. Ask your partner what entertainment (movies, books, music) he/she prefers and answer your partner's questions about your entertainment preferences.</p>	<p>You have a new neighbor who just moved here from _____. You have asked him to only speak to you in ____ so that you will have the opportunity to practice your language with a native speaker. When you get home from school, your mother tells you that your neighbor had asked her about your entertainment preferences. You call him to talk with him, but his phone goes straight to voicemail. Leave him a message telling him about your favorite movies, TV shows and music.</p>	<p>The ____ language paper in Memphis is conducting a survey about entertainment choices of both native and heritage speakers of the language as well as of teenagers in Memphis who are studying the language. Write a 'letter to the editor' telling your favorite movies, TV shows, music and books. Tell why you like these types of entertainment.</p>
Rubric	Rubric	Rubric

UNIT TWO: HOW DO MY CHOICES DEFINE ME?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY CHOICES REPRESENT ME.

PERFORMANCE OBJECTIVE 2.2: I can have a conversation about my preferences in entertainment.

PERFORMANCE INDICATOR 2.2B: I can have a conversation about technology that influences my life.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?	CHECK FOR UNDERSTANDING How will learners demonstrate what they can do with what they know?				
Students identify how technology influences life when they hear someone talking about it. (IL)	<ul style="list-style-type: none"> I like / I don't like... I post on... I prefer... over... I use... because... My favorite app is.... 	Listening Check 2.2B				
Students identify how technology influences life when they read about it. (IR)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish		French	German	LCTL		
Students write about how technology influences their life. (PW)		Reading Check 2.2B				
Students answer questions about how technology influences their life. (IS)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish	French	German	LCTL			
Students ask you how technology influences your life. (IS)	Writing Prompt 2.2B					
	LEVEL UP LANGUAGE	Answer your partners questions				
	<ul style="list-style-type: none"> I prefer to... than...because... My favorite... is... and my favorite... is.... My favorite... is...because 	Interview Questions 2.2B				
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish	French	German	LCTL			

FORMATIVE ASSESSMENTS

INTERPERSONAL

You want to connect with your study buddy on social media. Ask your study buddy what social networks he/she uses, which he/she prefers, and about his/her favorite apps. Answer your study buddies questions about your social media preferences.

Rubric

PRESENTATIONAL SPEAKING

Your class wants to know what social media and apps everyone in the class uses. Everyone has to stand up and tell the class what social media they post on, which social media they like and don't like and about their favorites apps. Your teacher will keep count on the board so that your class will see which social media sites are used the most by you and your classmates.

Rubric

PRESENTATIONAL WRITING

It is once again your turn to post on the class blog. Since your class is discussing technology and how it influences your lives, that is what you decide to post. Write about what social media you use and why, as well as your favorite apps.

Rubric

UNIT TWO: HOW DO MY CHOICES DEFINE ME?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY CHOICES REPRESENT ME.

PERFORMANCE OBJECTIVE 2.3: I can have a conversation about my preferences in clothing.

PERFORMANCE INDICATOR 2.3A: I can tell you what I prefer to wear and why.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?	CHECK FOR UNDERSTANDING How will learners demonstrate what they can do with what they know?				
<div style="position: relative; height: 100px;"> </div> Students identify what someone prefers to wear when hearing someone talking about it. (IL)	<ul style="list-style-type: none"> I like to wear... I prefer to wear... My style is... I do not like to wear... 	Listening Check 2.3A				
Students identify what someone prefers to wear when reading about it. (IR)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish		French	German	LCTL		
Students write what they prefer to wear. (PW)		Reading Check 2.3A				
Students tell you how what they prefer to wear (IS)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish	French	German	LCTL			
Students ask what you prefer to wear. (IS)	Writing Prompt 2.3A					
	LEVEL UP LANGUAGE	Answer your partner's questions				
	<ul style="list-style-type: none"> What is your style? What do you like to wear? What do you prefer to wear to....? 	Interview Questions 2.3A				
	<ul style="list-style-type: none"> Clothes Adjectives for clothes 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish	French	German	LCTL			
	<ul style="list-style-type: none"> I prefer to wear... but I have to wear... I wear... because... I wear... and... but not... 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish	French	German	LCTL			

FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
You and your partner are alike in some ways and different in others. It's time to learn about your partner's personal style and clothing preferences. Ask your partner what they prefer to wear to different events and in different seasons. Ask about your partner's personal style. Be sure to answer your partner's questions about your personal style and clothing preferences.	You have found a local ____ language radio station, and you have started listening to work on your language skills. Teenagers are calling in and talking about what they like and don't like to wear and talking about their personal style. Call the radio station and leave a message about your style and likes and dislikes in clothing. Impress them so that the DJ will play your message on the air.	Vogue Magazine is doing an online issue for ____ speaking teenagers, and they have asked through social media for teenagers who speak ____ to write about their personal style. Write about what you like to wear for different occasions, as well as about your clothing likes and dislikes and your personal style.
Rubric	Rubric	Rubric

UNIT TWO: HOW DO MY CHOICES DEFINE ME?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY CHOICES REPRESENT ME.

PERFORMANCE OBJECTIVE 2.3: I can have a conversation about my preferences in clothing.

PERFORMANCE INDICATOR 2.3B: I can tell you what is in fashion and what is popular to wear.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?	CHECK FOR UNDERSTANDING How will learners demonstrate what they can do with what they know?				
<p>Students understand what is in fashion and popular to wear in a listening passage. (IL)</p>	<ul style="list-style-type: none"> It is in fashion to wear.... My friends like to wear.... 	Listening Check 2.3B				
<p>Students understand what is in fashion and popular to wear in a reading passage. (IR)</p>		Reading Check 2.3B				
<p>Students write about what is in fashion and popular to wear. (PW)</p>		Writing Prompt 2.3B				
<p>Students tell you what is in fashion and popular to wear. (IS)</p>		Answer your partners questions				
<p>Students ask you what is in fashion or popular to wear. (IS)</p>		Interview Questions 2.3B				
		<table border="1" style="width: 100%; border-collapse: collapse; background-color: #e6f2ff;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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Spanish	French	German	LCTL			

LEVEL UP LANGUAGE

- I like to wear... because...
- It's fashionable to wear... because...

FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
<p>You and your partner are discussing your fashion preferences and what is popular to wear in your circle of friends. Ask your partner what you and your friends wear and why this style of clothing is popular with his/her group. Ask where they prefer to go to buy their clothing. Answer you partner's questions about what fashion styles are popular with you and your friends.</p>	<p>A student from ____ is going to be spending a month attending classes at your school, and has contacted the guidance counselor to find out what clothes are in style and popular in Memphis. You have been asked to call the students to tell her about fashion styles in the south. When you call, you get her voicemail. Leave a message letting her know what is in fashion and popular to wear in Memphis.</p>	<p>Your e-pal has written to find out about fashion trends that are popular in the US. Send him an email telling his what is in fashion and popular to wear among teenagers in Memphis for different occasions and for each season of the year. Tell his also where the most popular places are for teenagers to shop.</p>
Rubric	Rubric	Rubric

UNIT THREE: HOW IS MY FAMILY UNIQUE?

PERFORMANCE CONTINUUM

NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
BELOW EXPECTATIONS	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
Approaching Expectations I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	Meeting Expectations I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	Exceeding Expectations I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT WHAT MAKES EACH OF OUR FAMILIES UNIQUE.

SUMMATIVE ASSESSMENTS

Interpersonal Interview	Presentational Speaking	Presentational Writing
What is your family like? <ul style="list-style-type: none"> • How many people in your family? • Where is your family from? • Where does your family live? • Who do you live with? Tell me about your family members. <ul style="list-style-type: none"> • What is your ___ like? • How old is your ___? • What does your ___ look like? What do you like to do with your family after school and on the weekends? <ul style="list-style-type: none"> • Where do you go? • Which of your family members go? • What do you do there? 	The local ____ language radio station in Memphis has reached out to SCS students who are studying ____ and asked them to help bridge the gap between Memphians and new arrivals from _____. They are asking students to record a message to be shared with ____ speakers about their family to show the new residents that all families, no matter where they are from, are unique. What makes your family unique? Who are the members of your family that you find the most interesting and that you talk about the most? How would you describe those family members? What do you and your family members do when you are together? Give as much detail as possible so that the radio station will share the story of your unique family on the air.	The ____ language newspaper in Memphis is trying to bridge the gap between Memphians and the many cultures that make up our city. They are holding a contest asking teenagers to write about what makes their family unique. There will be two winners, one who is a native speaker of the language and another who is studying the language in school. The two winners will each receive a \$250 Visa gift card. Write about your family in as much detail as possible to show the editors of the paper how unique your family is. Good luck!
Rubric	Rubric	Rubric

UNIT THREE: HOW IS MY FAMILY UNIQUE?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW FAMILIES ARE UNIQUE.

PERFORMANCE OBJECTIVE 3.1: I can have a conversation about how my family is unique.

PERFORMANCE INDICATOR 3.1A: I can tell you about my family.

SKILL DEVELOPMENT

LEARNING TARGETS	LANGUAGE CHUNKS & VOCABULARY		CHECK FOR UNDERSTANDING			
What will learners be able to do?	What will learners need to know?		How will learners demonstrate what they can do with what they know?			
Students identify family relationships when they hear it. (IL)	<ul style="list-style-type: none"> • My ...'s name is. • I have ... in my family. • People in my family are... • My family is... • My family and I are... • We are from... • My family lives in... • We live in ... • I live with ... 	<ul style="list-style-type: none"> • Family members • Familial relations 	Listening Check 3.1A			
Students identify how people are related to each other in a written passage. (IR)			Reading Check 3.1A			
Students write a short description identifying the members of their family. (PW)			Writing Prompt 3.1A			
Students answer the questions about who makes up their "family". (IS)			Answer your partners questions			
Students ask and answer each other about who makes up their "family". (IS)			Interview Questions 3.1A			
		LEVEL UP LANGUAGE	Spanish	French	German	LCTL
			Spanish	French	German	LCTL
			Spanish	French	German	LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL

It's time to get to know some of your classmates better! Ask your partner about his/her family: how many people in the family, where they live, who lives in the house with him/her, their ages, etc. Answer your partner's questions about your family.

Rubric

PRESENTATIONAL SPEAKING

Your class is having a contest to see who has the most unique family. The winner will get a bonus on the assessment at the end of this unit! Tell your class about the family members that live in your house (their names, ages, relationship to you) and where your family lives.

Rubric

PRESENTATIONAL WRITING

Your class has a blog that allows _____ students from other schools in the US, as well as students in the target country, the opportunity to learn about each other and to practice their language. Write a blog about the family that you live with. Be sure to include all the names, ages and relationship to you of the members of the family that live in your house.

Rubric



UNIT THREE: HOW IS MY FAMILY UNIQUE?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW FAMILIES ARE UNIQUE.

PERFORMANCE OBJECTIVE 3.1: I can have a conversation about how my family is unique.

PERFORMANCE INDICATOR 3.1B: I can describe my "family" members.

SKILL DEVELOPMENT

LEARNING TARGETS	LANGUAGE CHUNKS & VOCABULARY		CHECK FOR UNDERSTANDING			
What will learners be able to do?	What will learners need to know?		How will learners demonstrate what they can do with what they know?			
Students identify family relationships when they hear it. (IL)	<ul style="list-style-type: none"> • My brother/sister has... • My mother/father (aunt/uncle/grandparent) has... 	<ul style="list-style-type: none"> • older • younger • family members 	Listening Check 3.1B			
Students identify how people are related to each other in a written passage. (IR)	<ul style="list-style-type: none"> • My family is... • How old is...? • My ... is... 	<ul style="list-style-type: none"> • personality descriptors (R) • physical descriptors (R) 	Spanish	French	German	LCTL
Students write a short description identifying the members of their family. (PW)			Reading Check 3.1B			
Students answer the questions about who makes up their "family". (IS)	<ul style="list-style-type: none"> • What is your... like? • Tell me about your... • What does your...look like? 	<ul style="list-style-type: none"> • My ... is ... and... • My ... is ... but not... • My... is neither... nor... 	Spanish	French	German	LCTL
Students ask and answer each other about who makes up their "family". (IS)	<ul style="list-style-type: none"> • Is your... older or younger? 		Writing Prompt 3.1B			
			Answer your partners questions			
			Interview Questions 3.1B			
			Spanish	French	German	LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL

Your class is having a family night at the end of this unit, and you and your partner want to be able to recognize each other's family members when they arrive for the event. Ask your partner what his/her family members look like, about their personality, their age, etc. Answer your partner's questions about your family.

Rubric

PRESENTATIONAL SPEAKING

Your e-pal is coming to visit! You won't be able to pick him up at the airport when he arrives, so several of your family members have volunteered to be there to pick him up. You call your friend's cellphone to let him know who will be there, but it goes straight to voice mail. Leave him a message in ____ that describes your family members in detail so that he will recognize them.

Rubric

PRESENTATIONAL WRITING

You now have an e-pal from a target language country. You have received an email asking you about your family. Write an email describing your family members. Give as much detail as possible (age, physical description, personality, what your family does together) so that your new e-pal will appreciate how unique your family is.

Rubric

UNIT THREE: HOW IS MY FAMILY UNIQUE?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW FAMILIES ARE UNIQUE.

PERFORMANCE OBJECTIVE 3.2: I can have a conversation about why spending time with my family is important to me.

PERFORMANCE INDICATOR 3.2A: I can describe how my family spends their spare time afterschool.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?	CHECK FOR UNDERSTANDING How will learners demonstrate what they can do with what they know?				
<p>Students identify what families like to do together when listening to a description. (IL)</p> <p>Students identify what families like to do together after school in a written passage. (IR)</p> <p>Students write a short description of what their family likes to do together after school. (PW)</p> <p>Students answer questions about what their family likes to do together after school. (IS)</p> <p>Students ask and answer questions about what their family likes to do together after school. (IS)</p>	<ul style="list-style-type: none"> • Afterschool we... • We go to ... afterschool. • I go to ... with... • We enjoy.... • I... with... <ul style="list-style-type: none"> • What do you like to do with your family afterschool? Where do you like to go with your family afterschool? 	<ul style="list-style-type: none"> • activities • places 				
		Listening Check 3.2A				
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Spanish</td> <td style="width: 25%;">French</td> <td style="width: 25%;">German</td> <td style="width: 25%;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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		Reading Check 3.2A				
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Spanish	French	German	LCTL			
		Writing Prompt 3.2A				
		Answer your partners questions				
		Interview Questions 3.2A				
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LEVEL UP LANGUAGE

FORMATIVE ASSESSMENTS

INTERPERSONAL

You and your partner are really enjoying the opportunity to learn about each other's families. Ask your partner where he/she goes with his/her family and what they like to do together as a family afterschool. Answer your partner's questions about where you and your family go and what you like to do together.

Rubric

PRESENTATIONAL SPEAKING

It's time to share with the class about more things that make your family unique! Tell your classmates what you and your family do together after school. Include where you go with your family to do these activities.

Rubric

PRESENTATIONAL WRITING

Your e-pal from the target language country has written you and he is curious about what American families do together in their free time during the week.. Respond to his email and tell him what you and your family do together and where you go when you do these activities.

Rubric

UNIT THREE: HOW IS MY FAMILY UNIQUE?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW FAMILIES ARE UNIQUE.

PERFORMANCE OBJECTIVE 3.2: I can have a conversation about why spending time with my family is important to me.

PERFORMANCE INDICATOR 3.2B: I can describe how my family spends their spare time on weekends.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?	CHECK FOR UNDERSTANDING How will learners demonstrate what they can do with what they know?				
Students identify what families like to do together on weekends when listening to a description. (IL)	<ul style="list-style-type: none"> We go to ... on the weekends. On the weekends... I go to ... with... We enjoy.... I... with... 	Listening Check 3.2B				
Students identify what families like to do together on weekends in a written passage. (IR)		Reading Check 3.2B				
Students write a short description of what their family likes to do together on weekends. (PW)		Writing Prompt 3.2B				
Students answer questions about what their family likes to do together on weekends. (IS)		Answer your partners questions				
Students ask and answer questions about what their family likes to do together on weekends. (IS)		Interview Questions 3.2B				
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Spanish	French	German	LCTL			

LEVEL UP LANGUAGE

- On weekends we like to.... and...
- We like to...but not....on weekends
- We like to... because...
- Afterschool we... but on weekends we...

FORMATIVE ASSESSMENTS

INTERPERSONAL

You and your partner are really enjoying the opportunity to learn about each other's families. Ask your partner where he/she goes with his/her family and what they like to do together as a family on the weekends. Answer your partner's questions about about where you and your family go and what you like to do together.

PRESENTATIONAL SPEAKING

It's time to share with the class about more things that make your family unique! Tell your classmates what you and your family do together on the weekends. Include where you go with your family to do these activities.

PRESENTATIONAL WRITING

Your e-pal from the target language country has written you and he is curious about what American families do together on the weekends. Respond to his email and tell him what you and your family do together and where you go when you do these activities.



UNIT FOUR: HOW ARE MY FRIENDS UNIQUE?

PERFORMANCE CONTINUUM

NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
BELOW EXPECTATIONS	Ⓢ LOWEST ACCEPTABLE PERFORMANCE	Ⓢ TEACH TO...
Approaching Expectations I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	Meeting Expectations I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	Exceeding Expectations I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT WHAT MAKES MY FRIENDS UNIQUE.

SUMMATIVE ASSESSMENTS

Interpersonal Interview	Presentational Speaking	Presentational Writing
1. What is your schedule like? <ul style="list-style-type: none"> When do you take...? What do you do in...? What do you like to do in school? What clubs are you a part of? 2. What do you do with your friends? <ul style="list-style-type: none"> What do you and your friends do after school? On the weekends? Where do you go with your friends? 	Your family volunteered to host an exchange student from ____ for two weeks as part of an international program at your school. She will be following your class schedule and also attend any club or organization meetings you have during those two weeks. She will also be with you and your friends on the weekends. Due to the time difference, you won't be able to talk to her before she gets here, but you want to not only let her know what to expect, but to impress her with your language skills! Call and leave a voice mail in ____ telling her what to expect as she shadows you for the two weeks she is here.	The voicemail that you left for the exchange student you are hosting was extremely long, and the guidance counselor is afraid that the student may not receive the whole voicemail. Now she wants you to send an email with the same information that you left in your voicemail. Tell her the information that you left on the voice message about what to expect. Give a little more detail about your schedule and afterschool and weekend activities with your friends.

UNIT FOUR: HOW ARE MY FRIENDS UNIQUE?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT WHAT MAKES MY FRIENDS UNIQUE.

PERFORMANCE OBJECTIVE 4.1: I can have a conversation about my friends and what I like to do with them.

PERFORMANCE INDICATOR 4.1A: I can tell you about my friends.

SKILL DEVELOPMENT

LEARNING TARGETS	LANGUAGE CHUNKS & VOCABULARY		CHECK FOR UNDERSTANDING			
What will learners be able to do?	What will learners need to know?		How will learners demonstrate what they can do with what they know?			
Students identify descriptions of friends while listening to someone describing them. (IL)	<ul style="list-style-type: none"> • My best friend is... • His/her name is... • He/She lives in... • He/She comes from... • He/She is ... years old. • He/She has ... • My boyfriend/ girlfriend is... 	<ul style="list-style-type: none"> • place of origin • city of residence • numbers 	Listening Check 4.1A			
Students identify descriptions of friends in a written passage. (IR)			Reading Check 4.1A			
Students write a short description of their friends. (PW)			Writing Prompt 4.1A			
Students answer the questions about what their friends are like. (IS)	<ul style="list-style-type: none"> • What does your friend look like? • How old is your friend? • Where does your friend live? • Where does your friend come from? 	<div style="background-color: #d9ead3; padding: 5px;"> LEVEL UP LANGUAGE <ul style="list-style-type: none"> • He/She lives in...but is from... • My ... is ... and ... • My ... is ... but not ... • My ... is neither... nor... </div>	Answer your partners questions			
Students ask and answer each other about what their friends are like. (IS)			Interview Questions 4.1A			
			Spanish	French	German	LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL

It's time to learn about your partner's best friend. Ask your partner questions about his/her best friend. Find out their name, birthdate, where they are from and where your partner's best friend lives. Then answer the questions that you are asked about your best friend.

Rubric

PRESENTATIONAL SPEAKING

There is a new student in your class who is from a target language country. Tell her about your best friend.

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PRESENTATIONAL WRITING

It's time to tweet! A twitter account has been started for ____ language students: #BestFriend. Tweet in ____ about what your best friend. Tell her your best friend's name, age, birthdate etc.

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UNIT FOUR: HOW ARE MY FRIENDS UNIQUE?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT WHAT MAKES MY FRIENDS UNIQUE.

PERFORMANCE OBJECTIVE 4.1: I can have a conversation about my friends and what I like to do with them.

PERFORMANCE INDICATOR 4.1B: I can describe my friends.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?	CHECK FOR UNDERSTANDING How will learners demonstrate what they can do with what they know?				
Students identify descriptions of people when they hear it. (IL)	<ul style="list-style-type: none"> My best friend is... His/Her name is... He/She lives in... He/She comes from... He/She is ... years old. He/She has ... My boyfriend/ girlfriend is... 	Listening Check 4.1B				
Students understand descriptions of people when they read it. (IR)		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish		French	German	LCTL		
Students write a short description of their friends. (PW)		Reading Check 4.1B				
Students answer the questions about their friends. (IS)		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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Students ask and answer each other about their friends. (IS)	<div style="background-color: #d9ead3; padding: 5px; text-align: center;"> LEVEL UP LANGUAGE </div> <ul style="list-style-type: none"> My friend is ... and is ... He/she is but he/she is not... He/she is ... because ... 					
		Writing Prompt 4.1B				
		Answer your partner's questions				
		Interview Questions 4.1B				
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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FORMATIVE ASSESSMENTS

INTERPERSONAL

It's time to learn about your partner's best friend. Ask your partner questions about his/her best friend and answer the questions that you are asked about your best friend. Make comments to your partner about similarities and differences between your best friends.

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PRESENTATIONAL SPEAKING

There is a new student in your class who is from a target language country. Tell her all about your best friend, using as much detail as possible. Be sure to include something about your best friend's appearance and personality.

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PRESENTATIONAL WRITING

It is your turn to post on the class blog again. This week's topic on the blog is friendship. Write about your best friend, including what they look like, their personality, age, where he or she is from, etc.

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UNIT FOUR: HOW ARE MY FRIENDS UNIQUE?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT WHAT MAKES MY FRIENDS UNIQUE.

PERFORMANCE OBJECTIVE 4.2: I can have a conversation about how I choose to spend time with my friends.

PERFORMANCE INDICATOR 4.2A: I can tell you what my friends and I do at school.

SKILL DEVELOPMENT

LEARNING TARGETS	LANGUAGE CHUNKS & VOCABULARY		CHECK FOR UNDERSTANDING				
What will learners be able to do?	What will learners need to know?		How will learners demonstrate what they can do with what they know?				
Students understand what people choose to do in school in a listening passage. (IL)	<ul style="list-style-type: none"> I take... because I'm part of...because... My schedule is... I like... because... During lunch I/we ... I'm part of... I'm a member of... I'm a part of ... because... I like... because... 	<ul style="list-style-type: none"> activities places 	Listening Check 4.2A				
Students understand what people choose to do in school in a reading passage. (IR)			Reading Check 4.2A				
Students write about what I choose to do in school. (PW).	<ul style="list-style-type: none"> I'm a member of... I'm a part of ... because... I like... because... 	<div style="background-color: #d9ead3; padding: 5px;"> LEVEL UP LANGUAGE <ul style="list-style-type: none"> At school I (we)... but not... At school I (we) like to... with... At school I (we) ... because... In ...we... because... During...we ... because... I joined... because... </div>	Writing Prompt 4.2A				
Students can answer questions about what they choose to do in school. (IS)			Answer your partners questions				
Students ask and answer each other about what they choose to do in school. (IS)	<ul style="list-style-type: none"> When do you take...? What is your schedule (like)? What do you do during lunch? What do you like to do at school? What club are you a part of? Which club do you prefer? What do you do in...? 		Interview Questions 4.2A				
			<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>				Spanish
Spanish	French	German	LCTL				

FORMATIVE ASSESSMENTS

INTERPERSONAL

Your teacher has assigned everyone in the class a study buddy for the year, and the two of you are comparing your class schedules to figure out when you can get together during the school day to practice your Spanish. Ask your study buddy questions about his/her schedule and answer questions about yours so you can find a convenient time to get together.

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PRESENTATIONAL SPEAKING

It's Parent's Night at your school, and the principal wants to let all parents know about the classes, clubs and activities are available at your school. Your principal has asked several students talk about the clubs and organization that your are involved with in the target language so that parents who are not proficient in English will learn about what is available at the school. Be sure to talk about the classes that you take as well as the clubs and organizations in which you participate.

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PRESENTATIONAL WRITING

In order to be more inclusive, the superintendent has asked all schools to have information about the school in different languages so everyone knows what is available at the school. You and some classmates have been asked to write about your school classes and activities. Write a short post telling your name, age, what classes you take and what clubs and organizations you are involved with, why you chose them and what you do in class and at meetings or practices.

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UNIT FOUR: HOW ARE MY FRIENDS UNIQUE?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT WHAT MAKES MY FRIENDS UNIQUE.

PERFORMANCE OBJECTIVE 4.2: I can have a conversation about how I choose to spend time with my friends.

PERFORMANCE INDICATOR 4.2B: I can have a conversation about what I like to do with my friends.

SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?	CHECK FOR UNDERSTANDING How will learners demonstrate what they can do with what they know?				
<p>Students identify what friends like to do together when listening to a description. (IL)</p>	<ul style="list-style-type: none"> We go to ... on the weekends/ afterschool. On weekends we... I go to ... with... We like to.... We do not like to.... My friends and I 	Listening Check 4.2B				
<p>Students identify what friends like to do together in a written passage. (IR)</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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<p>Students write a short description of what they like to do with their friends. (PW)</p>		Reading Check 4.2B				
<p>Students answer the questions about what they like to do with their friends. (IS)</p>		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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<p>Students ask and answer questions about what they like to do with their friends. (IS)</p>	Writing Prompt 4.2B					
	<p>LEVEL UP LANGUAGE</p> <ul style="list-style-type: none"> We like to.... And... We like to...but not.... We like to... because... 	Answer your partner's questions				
		Interview Questions 4.2B				
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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FORMATIVE ASSESSMENTS

INTERPERSONAL

You and your partner are really enjoying the opportunity to learn about each other this school year. It's time to learn a little more! Ask your partner where he/she goes with his/her friends and what they like to do there. Answer your partner's questions about where you and your friends go and what you like to do together.. Answer your partner's questions about what activities you and your family like or don't like as well.

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PRESENTATIONAL SPEAKING

It's time to share with the class about more things that make your family unique! Tell your classmates what you and your family do together after school and on weekends at for holidays. Include where you go with your family to do these activities.

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PRESENTATIONAL WRITING

Your e-pal from the target language country has written you and he is curious about what you and your friends do together in your free time /weekends and where you go. Respond to his email and tell him what you and your friends do together and where you go when you do these activities.

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