

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 style="text-align: center;">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 style="text-align: center;">Check For Understanding P2.2</p>

UNIT ONE: HOW AM I UNIQUE?

PERFORMANCE CONTINUUM

NOVICE MID	NOVICE HIGH	INTERMEDIATE
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

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.

Use the following questions to get started:

- Tell me about yourself.
 - Name, origin, etc.
- How can I contact you?
 - Phone number, email, etc.
- What are you like?
 - Personality, physical descriptions

Rubric

Presentational Speaking

SCS students are being paired 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.

Rubric

Presentational Writing

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 questions about him/her. Be sure to include your cell-phone number and email address so that he/she can get back to you.

Rubric

ADVANCED PLACEMENT ALIGNED THEMES

Personal and Public Identities; Beauty and Aesthetics

UNIT ONE: HONORS ENRICHMENT

PERFORMANCE TARGETS

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

HONORS ENRICHMENT: GENIUS HOUR

STANDARD

UNIT SPECIFIC APPLICATION

Extended reading assignments that connect with specified curriculum.

Students research and read about their selected country in regard to current curricula-appropriate topics and personal interest. Students use this time to personalize their research in addition to support the curricula content.

Research-based writing assignments that address and extend the course curriculum.

Students research and write about their selected country in regard to current curricula appropriate topics and personal interest. Students use this time to personalize their research in addition to support the curricula content.

Projects that apply course curriculum to relevant or real-world situations.

Students choose a country to research and present to class based on the unit topics, the target culture, and personal interest.

Writing Assignments that demonstrate a variety of modes, purposes, and styles.

Students summarize their research on their selected country including curriculum supporting information and personal interest topics.

Integration of appropriate technology into the course of study.

Students create a presentation using appropriate technology to share their research with the class.

Deeper exploration of the culture, values, and history of the discipline.

Students choose a country to research and present to class based on the unit topic, the target culture, and personal interest.

UNIT ONE: HOW AM I UNIQUE?

PERFORMANCE TARGETS

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

PERFORMANCE OBJECTIVE 1.1: 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"> • I am...years old. • My birthday is... • I am from... • I live in... • I am a student at... • 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)		<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 basic biographical information. (PW)		Reading Check 1.1A				
Students answer the questions about basic biographical information. (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
Spanish	French	German	LCTL			
Students ask questions about basic biographical information. (IS)	Writing Prompt 1.1A					
	LEVEL UP LANGUAGE					
	<ul style="list-style-type: none"> ▪ My name is ...and I live in.... ▪ I was born in but I live in... ▪ I am ... years old and my birthday is... 	Answer your partner's questions				
		Interview Questions 1.1A				
		<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			

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 1.1: I can have a conversation about my preferences in entertainment.

PERFORMANCE INDICATOR 1.1B: 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"> My favorite... is.... I like to watch... I like to read.... I like to listen to... 	Listening Check 1.1B				
Students understand people's preferences in entertainment in a reading passage. (IR)		<table border="1"> <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 about their preferences in entertainment. (PW)	<div style="background-color: #d9ead3; padding: 5px; text-align: center;"> LEVEL UP LANGUAGE </div> <ul style="list-style-type: none"> My favorite... is... and my favorite... is.... My favorite... is...because... I like to ... to ... and I like to listen to... but not 	Reading Check 1.1B				
Students answer questions about their preferences in entertainment. (IS)		<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish		French	German	LCTL		
Students ask questions about what entertainment someone prefers. (IS)	Writing Prompt 1.1B					
	<ul style="list-style-type: none"> What is your favorite TV show? What is your favorite movie? What is your favorite type of music? What is your favorite book? 	Answer your partner's questions				
		Interview Questions 1.1B				
		<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish	French	German	LCTL			

FORMATIVE ASSESSMENTS

INTERPERSONAL

Find out what else you and your partner have in common. Ask what entertainment (movies, books, music) he/she prefers and answer your partner's questions about your entertainment preferences.

Rubric

PRESENTATIONAL SPEAKING

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.

Rubric

PRESENTATIONAL WRITING

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' about your favorite movies, TV shows, music and books. Tell why you like these types of entertainment.

Rubric

UNIT ONE: HOW AM I UNIQUE?

PERFORMANCE TARGETS

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

PERFORMANCE OBJECTIVE 1.1: I can tell someone how what I like and do not like is unique.

PERFORMANCE INDICATOR 1.1C: I can tell you what I like and do not like.

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 likes and dislikes when listening. (IL)	<ul style="list-style-type: none"> I like... I do not like... I prefer... 	<ul style="list-style-type: none"> activities 	Listening Check 1.1C			
Students identify likes and dislikes in a written passage. (IR)			Reading Check 1.1C			
Students write a short description of my likes and dislikes. (PW)			Writing Prompt 1.1C			
Students answer the questions about their likes and dislikes. (IS)	<ul style="list-style-type: none"> What do you like to do? What do you not like to do? What do you prefer to do? 	<div style="background-color: #d9ead3; padding: 5px;"> LEVEL UP LANGUAGE <ul style="list-style-type: none"> I like ...because... I do not like ...because... I like... but I prefer.... </div>	Answer your partner's questions			
Students ask each other questions regarding their likes and dislikes. (IS)			Interview Questions 1.1C			
			Spanish	French	German	LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL

You and your new language buddy 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 a language buddy with whom you have something in common. You call the office that runs the 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. 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 sharing what you like to do, what you don't like to do and why.

Rubric

UNIT ONE: HOW AM I UNIQUE?

PERFORMANCE TARGETS

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

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

PERFORMANCE INDICATOR 1.1D: 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. 	Listening Check 1.1D
		Spanish French German LCTL
Students identify a description of someone in a written passage. (IR)	<ul style="list-style-type: none"> adjectives of personality adjectives of appearance 	Reading Check 1.1D
		Spanish French German LCTL
Students write a short description of themselves. (PW)	<div style="background-color: #d9ead3; padding: 5px; text-align: center;"> LEVEL UP LANGUAGE </div>	Writing Prompt 1.1D
Students answer questions regarding personal descriptions. (IS)		Answer your partner's questions
Students ask each other questions regarding personal descriptions. (IS)		Interview Questions 1.1D
		Spanish French German LCTL

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 ONE: HOW AM I UNIQUE?

PERFORMANCE TARGETS

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

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

PERFORMANCE INDICATOR 1.1E: I can describe my friends and ask you about your 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 a description of someone when listening. (IL)	<ul style="list-style-type: none"> My best friend is... Their name is... He/She lives in... He/She comes from... He/She is ... years old. He/She has ... My boyfriend/ girlfriend is ... 	Listening Check 1.1E				
Students identify a description of someone in a written passage. (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 a friend. (PW)	<ul style="list-style-type: none"> adjectives of personality adjectives of appearance 	Reading Check 1.1E				
Students answer questions regarding descriptions of self and others. (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
Spanish		French	German	LCTL		
Students ask each other questions regarding descriptions of self and others. (IS)	Writing Prompt 1.1E					
		Answer your partner's questions				
		Interview Questions 1.1E				
		<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			

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, what they look like, and something about their personality. Then answer the questions that you are asked about your best friend.

Rubric

PRESENTATIONAL SPEAKING

Your new language buddy texted and asked you to call. She needs to know about your best friend to complete her homework. When you call, you get her voice mail. Leave her a message and 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.

Rubric

PRESENTATIONAL WRITING

You find an online blog for students who are studying ____, and everyone is blogging about their best friend. Write a blog about your best friend, giving as much detail as possible.

Rubric

UNIT TWO: HOW DO MY CHOICES DEFINE ME?

LANGUAGE DEVELOPMENT

NOVICE MID	NOVICE HIGH	INTERMEDIATE
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>Get to know your partner better. Use the following questions to see how your partners choices may define them.</p> <ol style="list-style-type: none"> 1. What do you do after school and on the weekend? <ul style="list-style-type: none"> • What do you do after school? • At what time? • What do you do on the weekend? • With whom do you do these activities? • Where do you go/are you going? 2. 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 3. Where do you like to shop? <ul style="list-style-type: none"> • Where do you buy your _____ 4. What styles are popular with your friends? <ul style="list-style-type: none"> • Is _____ in style at your school? • Do your friends wear or like _____ 	<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, about your clothing preferences and personal style, where you and your friends shop and about popular fashions. 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 and about current fashions among you and your friends. Be sure to talk about your personal style.</p>
Rubric	Rubric	Rubric

ADVANCED PLACEMENT ALIGNED THEMES

Personal and Public Identities

UNIT TWO: HONORS ENRICHMENT

PERFORMANCE TARGETS

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

HONORS ENRICHMENT: GENIUS HOUR

STANDARD

UNIT SPECIFIC APPLICATION

Extended reading assignments that connect with specified curriculum.

Students research and read about their selected country in regard to current curricula appropriate topics and personal interest. Students use this time to personalize their research in addition to support the curricula content.

Research-based writing assignments that address and extend the course curriculum.

Students research and write about their selected country in regard to current curricula appropriate topics and personal interest. Students use this time to personalize their research in addition to support the curricula content.

Projects that apply course curriculum to relevant or real-world situations.

Students choose a country to research and present to class based on the unit topics, the target culture, and personal interest.

Writing Assignments that demonstrate a variety of modes, purposes, and styles.

Students summarize their research on their selected country including curriculum supporting information and personal interest topics.

Integration of appropriate technology into the course of study.

Students create a presentation using appropriate technology to share their research with the class.

Deeper exploration of the culture, values, and history of the discipline.

Students choose a country to research and present to class based on the unit topic, the target culture, and personal interest.

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 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?				
<div style="display: flex; align-items: center;"> <div style="font-size: 2em; margin-right: 10px;">↓</div> <div> <p>Students understand what people choose to do afterschool in a listening passage. (IL)</p> <p>Students understand what people choose to do afterschool in a reading passage. (IR)</p> <p>Students write about what they choose to do after school. (PW)</p> <p>Students answer questions about what after-school activities they choose. (IS)</p> <p>Students ask questions about what after-school activities others choose to participate in. (IS)</p> </div> </div>	<ul style="list-style-type: none"> Before school I... Before school I do not... After school I... Afterschool I do not... At ...(time/hour) I... 	<ul style="list-style-type: none"> places activities people 				
		Listening Check 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
Spanish	French	German	LCTL			
		Reading Check 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
Spanish	French	German	LCTL			
		Writing Prompt 2.1A				
		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
Spanish	French	German	LCTL			

FORMATIVE ASSESSMENTS

INTERPERSONAL

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 you do after school.

Rubric

PRESENTATIONAL SPEAKING

A local ____ language radio station wants to know what teenagers throughout the city 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.

Rubric

PRESENTATIONAL WRITING

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!

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 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?				
I can understand what people choose to do on the weekend in a listening passage. (IL)	<ul style="list-style-type: none"> • On the weekend I.... • On the weekend I do not... • At ...(time/hour) I... • At home I... 	Listening Check 2.1B				
I can understand what people choose to do on the weekend in a reading passage. (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		
I can write about what I choose to do on the weekend. (PW)		Reading Check 2.1B				
I can tell you what weekend activities I choose to participate in. (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
Spanish	French	German	LCTL			
I can ask you what weekend activities you choose to participate in. (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	
Spanish	French	German	LCTL			
	LEVEL UP LANGUAGE <ul style="list-style-type: none"> • On the weekend I...because... • I go to...with... because... • I prefer to.... on the weekend and ...afterschool. 	Writing Prompt 2.1B				
		Answer your partner's questions				
		Interview Questions 2.1B				

FORMATIVE ASSESSMENTS

INTERPERSONAL

Everyone does different things on the weekend. Find out what your partner usually does on the weekend. Also ask your partner about something special they might be doing this weekend. 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

It's your turn again 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 how my choices represent me.

PERFORMANCE INDICATOR 2.2A: I can tell you what I like 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="display: flex; align-items: center;"> <div style="width: 20px; height: 100%; background: linear-gradient(to bottom, #0070c0, #003366); margin-right: 10px;"></div> <div> <p>Students identify what someone likes to wear in a listening passage. (IL)</p> </div> </div>	<ul style="list-style-type: none"> I like to wear... My style is... I do not like to wear... At school I wear... On the weekends I wear.... I prefer to wear... 	Listening Check 2.2A <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">Spanish</td> <td style="padding: 2px 5px;">French</td> <td style="padding: 2px 5px;">German</td> <td style="padding: 2px 5px;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish		French	German	LCTL		
<div style="display: flex; align-items: center;"> <div> <p>Students identify what someone likes to wear when they read about it. (IR)</p> </div> </div>	Reading Check 2.2A <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">Spanish</td> <td style="padding: 2px 5px;">French</td> <td style="padding: 2px 5px;">German</td> <td style="padding: 2px 5px;">LCTL</td> </tr> </table>	Spanish	French	German	LCTL	
Spanish	French	German	LCTL			
<div style="display: flex; align-items: center;"> <div> <p>Students write about what they like to wear. (PW)</p> </div> </div>	LEVEL UP LANGUAGE	Writing Prompt 2.2A				
<div style="display: flex; align-items: center;"> <div> <p>Students answer questions about what they like to wear. (IS)</p> </div> </div>		<ul style="list-style-type: none"> What is your style? What do you like to wear? What do you prefer to wear to...? What do you like wear to school? What do you like to wear on the weekends? 	Answer your partner's questions			
<div style="display: flex; align-items: center;"> <div> <p>Students ask others what they like to wear. (IS)</p> </div> </div>		<ul style="list-style-type: none"> I prefer to wear... but I have to wear... I wear... because... I wear... and... but not... 	Interview Questions 2.2A <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">Spanish</td> <td style="padding: 2px 5px;">French</td> <td style="padding: 2px 5px;">German</td> <td style="padding: 2px 5px;">LCTL</td> </tr> </table>	Spanish	French	German
Spanish	French	German	LCTL			

FORMATIVE ASSESSMENTS

INTERPERSONAL

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.

Rubric

PRESENTATIONAL SPEAKING

You have found a local target language radio station to listen to so you can work on your language skills. Teens are calling in and discussing what they like and do not like to wear and how they describe their personal style. Call the radio station and leave a message about your opinions. Be sure to impress them so your message gets played on the air!

Rubric

PRESENTATIONAL WRITING

You are writing a special article for your ___ newsletter at your school. Write about what teenagers in Memphis like to wear for different occasions, as well as about your likes, dislikes and your personal style.

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 clothing.

PERFORMANCE INDICATOR 2.2B: I can tell you where I shop for clothes, accessories, makeup, etc.

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 where people shop for clothes and accessories when they hear it. (IL)	<ul style="list-style-type: none"> • I buy...at ... • I like to shop at...for... • I prefer to buy... at 	Listening Check 2.2B				
Students understand where people shop for clothes and accessories 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 about where they shop for clothes and accessories. (PW)	<ul style="list-style-type: none"> • store names • clothes • accessories • makeup 	Reading Check 2.2B				
Students answer questions about where they shop for clothes and accessories. (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
Spanish		French	German	LCTL		
Students ask questions about where someone shops for clothes and accessories. (IS)	Writing Prompt 2.2B					
		<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
Spanish	French	German	LCTL			
		Answer your partner's questions				
		Interview Questions 2.2B				
		<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
Spanish	French	German	LCTL			

FORMATIVE ASSESSMENTS

INTERPERSONAL

Now that you and your partner have discussed your personal style and what each of you likes to wear for various occasions, you both would like to know where the other one shops. Ask your partner where he/she goes to buy clothing, shoes, jewelry, etc.. Answer you partner's questions about where you shop.

Rubric

PRESENTATIONAL SPEAKING

The ___ language station in Memphis is trying to expand its advertisers and has asked students studying ___ to let them know where they shop. Each participant will receive a prize. Call the radio station and leave a message telling them where you shop. Don't forget to leave your name and address so they can send you your prize!

Rubric

PRESENTATIONAL WRITING

Your language pal is getting ready for an upcoming big party. They emailed you to find out where you shop. Respond to her email and tell her where you go to buy your clothes, shoes, etc.

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 clothing.

PERFORMANCE INDICATOR 2.2C: I can tell you what is in fashion and what is popular to wear.

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 is in fashion and popular to wear when they hear it. (IL)	<ul style="list-style-type: none"> It is in fashion to wear.... My friends like to wear.... 	<ul style="list-style-type: none"> clothing items 	Listening Check 2.2C			
Students understand what is in fashion and popular to wear when they read it. (IR)			Reading Check 2.2C			
Students write about what is in fashion and popular to wear. (PW)			Writing Prompt 2.2C			
Students answer questions about what is in fashion and popular to wear. (IS)	<ul style="list-style-type: none"> What is fashionable to wear? What do your friends like to wear? 	<ul style="list-style-type: none"> I like to wear... because... It's fashionable to wear... because... 	Answer your partner's questions			
Students ask questions about what is in fashion and popular to wear. (IS)			Interview Questions 2.2C			
			Spanish	French	German	LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL

You and your partner are discussing your fashion preferences and what is popular to wear in your circle of friends. Ask your partner what he/she and his/her 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.

Rubric

PRESENTATIONAL SPEAKING

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 because of the time difference. Leave a message letting her know what is in fashion and popular to wear in Memphis.

Rubric

PRESENTATIONAL WRITING

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. Also tell him where the most popular places are for teenagers to shop.

Rubric

UNIT THREE: HOW IS MY FAMILY UNIQUE?

PERFORMANCE CONTINUUM

NOVICE MID	NOVICE HIGH	INTERMEDIATE
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
<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's family.</p> <ol style="list-style-type: none"> Tell me about your family. <ul style="list-style-type: none"> What is your family like? Who are the members of your family? What are they like? What do you and your family like to do? Where do you and your family go? 	<p>A radio station is celebrating families in Memphis. 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.</p>	<p>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!</p>
Rubric	Rubric	Rubric

ADVANCED PLACEMENT ALIGNED THEMES

Family and Community; Beauty and Aesthetics

UNIT THREE: HONORS ENRICHMENT

PERFORMANCE TARGETS

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

HONORS ENRICHMENT: GENIUS HOUR

STANDARD

UNIT SPECIFIC APPLICATION

Extended reading assignments that connect with specified curriculum.

Students research and read about their selected country in regard to current curricula appropriate topics and personal interest. Students use this time to personalize their research in addition to support the curricula content.

Research-based writing assignments that address and extend the course curriculum.

Students research and write about their selected country in regard to current curricula appropriate topics and personal interest. Students use this time to personalize their research in addition to support the curricula content.

Projects that apply course curriculum to relevant or real-world situations.

Students choose a country to research and present to class based on the unit topics, the target culture, and personal interest.

Writing Assignments that demonstrate a variety of modes, purposes, and styles.

Students summarize their research on their selected country including curriculum supporting information and personal interest topics.

Integration of appropriate technology into the course of study.

Students create a presentation using appropriate technology to share their research with the class.

Deeper exploration of the culture, values, and history of the discipline.

Students choose a country to research and present to class based on the unit topic, the target culture, and personal interest.

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... 	<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)	<ul style="list-style-type: none"> • My family is... • My family and I are... • We are from... • My family lives in... 	LEVEL UP LANGUAGE	Spanish	French	German	LCTL
Students write a short description identifying the members of their family. (PW)	<ul style="list-style-type: none"> • We live in ... • I live with ... 		Reading Check 3.1A	Spanish	French	German
Students answer the questions about who makes up their “family”. (IS)	<ul style="list-style-type: none"> • What is your family like? • How old is...? • How many family members do you have? 	<ul style="list-style-type: none"> • My ... is from and my ... is from. • My .. is from.. but my ... is from... 	Answer your partner’s questions			
Students ask and answer each other about who makes up their “family”. (IS)			Interview Questions 3.1A			
			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 understand descriptions of family members 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 understand descriptions of family members in a written passage. (IR)	<ul style="list-style-type: none"> • My family is... • How old is...? 	<ul style="list-style-type: none"> • personality descriptors (R) 	Spanish	French	German	LCTL
Students write a short description of family members. (PW)	<ul style="list-style-type: none"> • My ... is... 	<ul style="list-style-type: none"> • physical descriptors (R) 	Reading Check 3.1B			
Students answer the questions about what their family members are like. (IS)	<ul style="list-style-type: none"> • What is your... like? • Tell me about your... • What does your...look like? 	<p style="text-align: center;">LEVEL UP LANGUAGE</p> <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 their “family” members are like. (IS)	<ul style="list-style-type: none"> • Is your... older or younger? 		Writing Prompt 3.1B			
			Answer your partner's 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. 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 the airport. You are not able to pick him up, but two of your family members will be there to greet him. You call your friend on his cell phone, but it goes to voicemail. Leave him a message in_____ that describes your family members 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) 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 tell you what my "family" likes to do together.

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 when listening to someone. (IL)	<ul style="list-style-type: none"> I go to ... with... We like to.... I like to ... with... We do not like to... 	Listening Check 3.2A				
Students identify what families like to do together in a written passage. (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 what their "family" likes to do together. (PW)		Reading Check 3.2A				
		<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	French	German	LCTL
Spanish	French	German	LCTL			
	Writing Prompt 3.2A					
Students answer the questions about what their "family" likes to do together. (IS)	<div style="background-color: #d9ead3; padding: 5px; text-align: center;"> LEVEL UP LANGUAGE </div> <ul style="list-style-type: none"> We like to.... And... We like to...but not.... We like to... because... 	Answer your partner's questions				
Students ask questions about what their "family" likes to do together. (IS)		Interview Questions 3.2A				
		<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	French	German	LCTL
Spanish	French	German	LCTL			

FORMATIVE ASSESSMENTS

INTERPERSONAL

PRESENTATIONAL SPEAKING

PRESENTATIONAL WRITING

You and your partner are really enjoying the opportunity to learn about each other's families. It's time to learn more about this! Ask your partner where he/she goes with his/her family and what they like to do together as a family.

[Rubric](#)

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 weekends at for holidays. Include where you go with your family to do these activities.

[Rubric](#)

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 weekends at for holidays. Include where you go with your family to 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.

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 in their spare time when listening to a description. (IL)	<ul style="list-style-type: none"> • During the week we.... • We go to ... on the weekends. • On the weekends... • I go to ... with... • We enjoy.... • I... with... • On holidays we.... 	Listening Check 3.2B				
Students identify what families like to do in their spare time in a written passage. (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 what families like to do in their spare time. (PW)		Reading Check 3.2B				
Students answer the questions about what their family likes to do in their spare time. (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
Spanish	French	German	LCTL			
Students ask and answer questions about what their family likes to do in their spare time. (IS)	<div style="background-color: #d9ead3; padding: 5px; border: 1px solid #d9ead3;"> <p style="text-align: center; margin: 0;">LEVEL UP LANGUAGE</p> <ul style="list-style-type: none"> • On weekends we like to.... and... • We like to...but not....on weekends • We like to... because... • Afterschool we... but on weekends we... </div>	Writing Prompt 3.2B				
		Answer your partner's questions				
		Interview Questions 3.2B				
		<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
Spanish	French	German	LCTL			

FORMATIVE ASSESSMENTS

INTERPERSONAL

You and your partner are really enjoying the opportunity to learn about each other's families. It's time to learn more about this! Ask your partner where he/she goes with his/her family and what they like to do together as a family.

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 on weekends and for holidays. Include where you go with your family to do these activities.

Rubric

PRESENTATIONAL WRITING

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 weekends and for holidays. Include where you go with your family to do these activities.

Rubric

UNIT FOUR: HOW IS MY COMMUNITY UNIQUE?

PERFORMANCE CONTINUUM

NOVICE MID	NOVICE HIGH	INTERMEDIATE
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 COMMUNITY UNIQUE.

SUMMATIVE ASSESSMENTS

Interpersonal Interview	Presentational Speaking	Presentational Writing
<p>You and a classmate will take turns interviewing one another in the target language. The goal is to find out as much as possible about your partner's community.</p> <p>1. Tell me about your community...</p> <ul style="list-style-type: none"> Who are the people in your community? What are the places in your community? What do you do and where do you go in your community? 	<p>The Convention and Visitors Bureau would like to see more visitors from around the world come to Memphis throughout the year and appreciate the diversity in our city. They have asked SCS students to show their pride in their community to help the organization "sell" the world on Memphis, Tennessee. To embrace the diversity, they would like audio and video clips in many languages about why you love your community. Record your message and show them how great your community is. The winners will receive four passes to Music Fest next year.</p>	<p>You have gotten to know your e-pal well this school year, and he is thinking about visiting the US sometime in the near future. He has asked you about the community you live in. Encourage him to visit your city! Tell him about your community and with as much detail as possible so that he will want to visit. Be sure to include information about the people, the places, and the things to do in your community.</p>
Rubric	Rubric	Rubric

ADVANCED PLACEMENT THEME

Family and Community; Contemporary Life

UNIT FOUR: HONORS ENRICHMENT

PERFORMANCE TARGETS

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

HONORS ENRICHMENT: GENIUS HOUR

STANDARD

UNIT SPECIFIC APPLICATION

Extended reading assignments that connect with specified curriculum.

Students research and read about their selected country in regard to current curricula appropriate topics and personal interest. Students use this time to personalize their research in addition to support the curricula content.

Research-based writing assignments that address and extend the course curriculum.

Students research and write about their selected country in regard to current curricula appropriate topics and personal interest. Students use this time to personalize their research in addition to support the curricula content.

Projects that apply course curriculum to relevant or real-world situations.

Students choose a country to research and present to class based on the unit topics, the target culture, and personal interest.

Writing Assignments that demonstrate a variety of modes, purposes, and styles.

Students summarize their research on their selected country including curriculum supporting information and personal interest topics.

Integration of appropriate technology into the course of study.

Students create a presentation using appropriate technology to share their research with the class.

Deeper exploration of the culture, values, and history of the discipline.

Students choose a country to research and present to class based on the unit topic, the target culture, and personal interest.

UNIT FOUR: HOW IS MY COMMUNITY UNIQUE?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY COMMUNITY IS UNIQUE.

PERFORMANCE OBJECTIVE 4.1: I can discuss the different components that make my community.

PERFORMANCE INDICATOR 4.1A: I can talk about living in my community.

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 when someone talks about living in their community. (IL)	<ul style="list-style-type: none"> I live in a ... My address is... I am from but I live.... In my community there are.... 	Listening Check 4.1A				
Students understand when they read about living in a community. (IR)		<table border="1"> <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 about living in their community. (PW)	<div style="background-color: #d9ead3; padding: 5px; text-align: center;"> LEVEL UP LANGUAGE </div> <ul style="list-style-type: none"> In my community there is .. and ... In my community there is .. but not ... 	Reading Check 4.1A				
Students answer questions about living in their community. (IS)		<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish		French	German	LCTL		
Students ask someone about living in their community. (IS)	Writing Prompt 4.1A					
		Answer your partner's questions				
		Interview Questions 4.1A				
		<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish	French	German	LCTL			

FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
<p>You and your partner want to learn about what each of you does in your community. Ask your partner about the people and places in the community and things that he/she does in the community. Answer your partner's questions about the people and places that you know in your community and what you do there.</p>	<p>The neighborhood association is trying to find young people to partner with ____ speaking teenagers in the community. They want to show them all of the fun things that teenagers can do. You have been asked to submit an audio clip in _____ to see if you might be the right person to work with these incoming new young people in your community. Talk about the people that you associate with in your community, the places that you go, and the things that you do in your community.</p>	<p>It's the end of the school year and it is finally your turn to post on the class blog. Write about the people that you associate with in your community, the places that you go, and the things that you do in your community.</p>
<div style="background-color: #004a87; color: white; padding: 5px; display: inline-block;">Rubric</div>	<div style="background-color: #004a87; color: white; padding: 5px; display: inline-block;">Rubric</div>	<div style="background-color: #004a87; color: white; padding: 5px; display: inline-block;">Rubric</div>

UNIT FOUR: HOW IS MY COMMUNITY UNIQUE?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY COMMUNITY IS UNIQUE.

PERFORMANCE OBJECTIVE 4.1: I can discuss the different components that make my community.

PERFORMANCE INDICATOR 4.1B: I can talk about the people and places in my community.

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 when someone talks about people and places in my community. (IL)	<ul style="list-style-type: none"> In my community there are.... ... is a place of interest in my community. In.... you should visit... You should... in I recommend you .. in ... I recommend you visit... 	Listening Check 4.1B						
Students understand when they read about people and places in their community. (IR)		<table border="1"> <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 about people and places in their community. (PW))		Reading Check 4.1B						
Students answer questions about people and places in my community. (IS)	<ul style="list-style-type: none"> What are some of the places of interest in your community? What do you recommend I visit ? Where do you recommend I go in...? 	<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL		
Spanish	French	German	LCTL					
I can ask you about people and places in your community. (IS)		Writing Prompt 4.1B						
	<table border="1"> <tr> <td colspan="2" style="text-align: center;">LEVEL UP LANGUAGE</td> </tr> <tr> <td>• I recommend you visit... and ...</td> <td>• I recommend you... because...</td> </tr> <tr> <td>• I recommend you but not....</td> <td>• When in ... you should visit ... because...</td> </tr> </table>	LEVEL UP LANGUAGE		• I recommend you visit... and ...	• I recommend you... because...	• I recommend you but not....	• When in ... you should visit ... because...	Answer your partner's questions
LEVEL UP LANGUAGE								
• I recommend you visit... and ...	• I recommend you... because...							
• I recommend you but not....	• When in ... you should visit ... because...							
		Interview Questions 4.1B						
		<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL		
Spanish	French	German	LCTL					

FORMATIVE ASSESSMENTS

INTERPERSONAL

You and your partner want to see which one of you knows more about the community around your school and about Memphis. Ask your partner about people and places in your community that he/she knows (businesses, doctors, teachers, families, etc.). Answer your partner's questions about the people and places in your community that you know.

Rubric

PRESENTATIONAL SPEAKING

The neighborhood association in your community is reaching out to families in the community who have come from other countries, to help them know about their new community. Since you are studying _____ in school, you have been asked to create a video in _____ to tell new residents about the community in their native language. Talk about the people and places in your community.

Rubric

PRESENTATIONAL WRITING

The neighborhood association in your community would also like to have something in writing to give to the new families telling them about their new community. Write a paragraph in _____ talking about the people and places in your community.

Rubric

UNIT FOUR: HOW IS MY COMMUNITY UNIQUE?

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY COMMUNITY IS UNIQUE.

PERFORMANCE OBJECTIVE 4.2: I can discuss places I go and things I do in my community.

PERFORMANCE INDICATOR 4.2A: I can talk about the where I go in my community.

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 when someone talks about places they go in the community. (IL)	<ul style="list-style-type: none"> In my community, I go to... In my community, I like to... 	<ul style="list-style-type: none"> Community places Community people 	Listening Check 4.2A			
Students understand when they read about places people go in the community. (IR)			Reading Check 4.2A			
Students can write about places they go in their community. (PW)			Writing Prompt 4.2A			
Students can answer questions about places they go in their community. (IS)	<ul style="list-style-type: none"> Where do you go in your community? What do you like to do in your community? 	<div style="background-color: #d9ead3; padding: 5px;"> <p style="text-align: center; margin: 0;">LEVEL UP LANGUAGE</p> <ul style="list-style-type: none"> I go to ... and .. but not... I prefer to go to ... but sometimes I go to ...because... </div>	Answer your partner's questions			
Students can ask about places someone goes in their community. (IS)			Interview Questions 4.2A			
			Spanish	French	German	LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL

You and your partner want to learn about what each of you does in your community. Ask your partner about the people and places in the community and things that he/she does in the community. Answer your partner's questions about the people and places that you know in your community and what you do there.

Rubric

PRESENTATIONAL SPEAKING

The neighborhood association is trying to find young people to partner with _____ speaking teenagers in the community. You have been asked to submit an audio clip in _____ to see if you might be the right person to work with these incoming new young people in your community. Talk about the people that you associate with in your community, the places that you go, and the things that you do in your community.

Rubric

PRESENTATIONAL WRITING

It's the end of the school year and it is finally your turn to post on the class blog. Write about the people that you associate with in your community, the places that you go, and the things that you do in your community.

Rubric

