

## UNIT ONE: HOW AM I UNIQUE?

### PERFORMANCE CONTINUUM

NOVICE MID	NOVICE HIGH	INTERMEDIATE
BELOW EXPECTATIONS	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
<b>Approaching Expectations</b> I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	<b>Meeting Expectations</b> 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.	<b>Exceeding Expectations</b> 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 1.1 A: I can give someone some basic information about myself.

## 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 basic biographical information based on what they hear. (IL)	<ul style="list-style-type: none"><li>• I am...years old.</li><li>• My birthday is...</li><li>• I am from...</li><li>• I live in...</li><li>• I am a student at...</li><li>• My e-mail address is...</li><li>• My phone number is...</li></ul>	<ul style="list-style-type: none"><li>• Birth month</li><li>• Numbers</li><li>• and</li><li>• but</li></ul>	Listening Check 1.1A						
	Students identify people's basic biographical information based on what they read. (IR)			Spanish	French	German	LCTL			
	Students write basic biographical information. (PW)			Reading Check 1.1A						
			LEVEL UP LANGUAGE	Spanish				French	German	LCTL
	Students answer the questions about basic biographical information. (IS)	<ul style="list-style-type: none"><li>• Tell me about yourself.</li><li>• How old are you?</li><li>• When is your birthday?</li><li>• Where are you from?</li><li>• Where do you live?</li><li>• What is your email address?</li><li>• What is your phone number?</li></ul>		Writing Prompt 1.1A						
	Students ask questions about basic biographical information. (IS)			Answer your partner's questions						
				Interview Questions 1.1A						
				Spanish	French	German	LCTL			

## FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
<p>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.</p>	<p>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.</p>	<p>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.</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 1.1:** 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 based on what they hear.. (IL)	<ul style="list-style-type: none"> <li>My favorite... is....</li> <li>I like to watch...</li> <li>I like to read....</li> <li>I like to listen to...</li> </ul>	Listening Check 1.1B Spanish   French   German   LCTL
Students understand people's preferences in entertainment in a reading passage. (IR)		Reading Check 1.1B
Students write about their preferences in entertainment. (PW)		Spanish   French   German   LCTL
Students answer questions about their preferences in entertainment. (IS)	<ul style="list-style-type: none"> <li>What is your favorite TV show?</li> <li>What is your favorite movie?</li> <li>What is your favorite type of music?</li> <li>What is your favorite book?</li> </ul>	Writing Prompt 1.1B Answer your partner's questions Interview Questions 1.1B Spanish   French   German   LCTL
Students ask questions about what entertainment someone prefers. (IS)		

### FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
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.	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.	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.
<b>Rubric</b>	<b>Rubric</b>	<b>Rubric</b>

# 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 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 likes and dislikes based on what they hear. (IL)	<ul style="list-style-type: none"> <li>I like...</li> <li>I do not like...</li> <li>I prefer...</li> </ul>	<ul style="list-style-type: none"> <li>activities</li> </ul>
Students identify likes and dislikes in a written passage. (IR)		Listening Check 1.1C
Students write a short description of my likes and dislikes. (PW)		Spanish French German LCTL
Students answer the questions about their likes and dislikes. (IS)		Reading Check 1.1C
Students ask each other questions regarding their likes and dislikes. (IS)		Spanish French German LCTL
		Writing Prompt 1.1C
		Answer your partner's questions
		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		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 a description of someone based on what they hear. (IL)	<ul style="list-style-type: none"><li>• I am...</li><li>• I have ____ hair.</li><li>• I have ____ eyes.</li></ul>	<ul style="list-style-type: none"><li>• adjectives of personality</li><li>• adjectives of appearance</li></ul>	Listening Check 1.1D			
	Students identify a description of someone in a written passage. (IR)			Spanish	French	German	LCTL
	Students write a short description of themselves. (PW)			Reading Check 1.1D			
				Spanish	French	German	LCTL
				Writing Prompt 1.1D			
	Students answer questions regarding personal descriptions. (IS)	<ul style="list-style-type: none"><li>• What are you like?</li><li>• How would you describe your personality?</li><li>• How would you describe your physical appearance?</li></ul>	<div>LEVEL UP LANGUAGE</div> <ul style="list-style-type: none"><li>• I am ... and I am...</li><li>• I am .... but I am not...</li><li>• I am ... because ...</li></ul>	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	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
<p>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.</p>	<p>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.</p>	<p>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.</p>
<div>Rubric</div>	<div>Rubric</div>	<div>Rubric</div>

## 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		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 a description of someone based on what they hear. (IL)	<ul style="list-style-type: none"><li>• My best friend is...</li><li>• Their name is...</li><li>• He/She lives in...</li><li>• He/She comes from...</li><li>• He/She is ... years old.</li><li>• He/She has ...</li><li>• My boyfriend/ girlfriend is ....</li></ul>	<ul style="list-style-type: none"><li>• adjectives of personality</li><li>• adjectives of appearance</li></ul>	Listening Check 1.1E			
	Students identify a description of someone in a written passage. (IR)			Spanish	French	German	LCTL
	Students write a short description of a friend. (PW)			Reading Check 1.1E			
				Spanish	French	German	LCTL
	Students answer questions regarding descriptions of self and others. (IS)	<ul style="list-style-type: none"><li>• What does your friend look like?</li><li>• How old is your friend?</li><li>• Where does your friend live?</li><li>• Where does your friend come from?</li></ul>	<div>LEVEL UP LANGUAGE</div> <ul style="list-style-type: none"><li>• My friend is ... and is ...</li><li>• He/she is .... but he/she is not...</li><li>• He/she is ... because ...</li></ul>	Writing Prompt 1.1E			
	Students ask each other questions regarding descriptions of self and others. (IS)			Answer your partner's questions			
			Interview Questions 1.1E				
			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