

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><i>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.</i></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><i>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.</i></p>	<p><i>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!</i></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 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 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 ... 	Listening Check 3.1A Spanish French German LCTL
Students identify how people are related to each other in a written passage. (IR)		Reading Check 3.1A Spanish French German LCTL
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)	<ul style="list-style-type: none"> What is your family like? How old is...? How many family members do you have? 	Answer your partner's questions
Students ask and answer each other about who makes up their "family". (IS)	<div>LEVEL UP LANGUAGE</div> <ul style="list-style-type: none"> My ... is from and my ... is from. My .. is from.. but my ... is from... 	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 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 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...• My family is...• How old is...?• My ... is...	<ul style="list-style-type: none">• older• younger• family members• personality descriptors (R)• physical descriptors (R)	Listening Check 3.1B				
	Students understand descriptions of family members in a written passage. (IR)			Spanish	French	German	LCTL	
	Students write a short description of family members. (PW)			Spanish	French	German	LCTL	
	Writing Prompt 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? Is your... older or younger?	Answer your partner's questions					
	Students ask and answer each other about their "family" members are like. (IS)		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