

## UNIT FOUR: HOW IS MY COMMUNITY 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 MY COMMUNITY UNIQUE.

SUMMATIVE ASSESSMENTS		
Interpersonal Interview	Presentational Speaking	Presentational Writing
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. 1. Tell me about your community... <ul style="list-style-type: none"> <li>Who are the people in your community?</li> <li>What are the places in your community?</li> <li>What do you do and where do you go in your community?</li> </ul>	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.	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.

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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"> <li>I live in a ...</li> <li>My address is...</li> <li>I am from but I live....</li> <li>In my community there are....</li> </ul>	Listening Check 4.1A Spanish French German LCTL
Students understand when they read about living in a community. (IR)		Reading Check 4.1A Spanish French German LCTL
Students write about living in their community. (PW)		Writing Prompt 4.1A
Students answer questions about living in their community. (IS)	<ul style="list-style-type: none"> <li>Where do you live?</li> <li>What is your address?</li> <li>What is there to do in your community?</li> </ul>	Answer your partner's questions
Students ask someone about living in their community. (IS)	<div style="background-color: #d4edda; padding: 5px;"> <b>LEVEL UP LANGUAGE</b>  <ul style="list-style-type: none"> <li>In my community there is .. and ...</li> <li>In my community there is .. but not ...</li> </ul> </div>	Interview Questions 4.1A Spanish French German LCTL

### FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
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.	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.	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.
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## 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 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 people and places in my community. (IL)	<ul style="list-style-type: none"> <li>In my community there are....</li> <li>... is a place of interest in my community.</li> <li>In.... you should visit...</li> <li>You should... in ....</li> <li>I recommend you .. in ...</li> <li>I recommend you visit...</li> </ul>	Listening Check 4.1B
Students understand when they read about people and places in their community. (IR)		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)		Spanish French German LCTL
I can ask you about people and places in your community. (IS)		Writing Prompt 4.1B
	<p><b>LEVEL UP LANGUAGE</b></p> <ul style="list-style-type: none"> <li>I recommend you visit... and ...</li> <li>I recommend you... because...</li> <li>I recommend you .... but not....</li> <li>When in ... you should visit ... because...</li> </ul>	Answer your partner's questions
		Interview Questions 4.1B
		Spanish French German LCTL

### FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
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.	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.	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.
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## 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 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 places they go in the community. (IL)	<ul style="list-style-type: none"> <li>In my community, I go to...</li> <li>In my community, I like to...</li> </ul>	Listening Check 4.2A
Students understand when they read about places people go in the community. (IR)		Spanish French German LCTL
Students can write about places they go in their community. (PW)		Reading Check 4.2A
Students can answer questions about places they go in their community. (IS)	<ul style="list-style-type: none"> <li>Where do you go in your community?</li> <li>What do you like to do in your community?</li> </ul>	Spanish French German LCTL
Students can ask about places someone goes in their community. (IS)	<p><b>LEVEL UP LANGUAGE</b></p> <ul style="list-style-type: none"> <li>I go to ... and .. but not...</li> <li>I prefer to go to ... but sometimes I go to ...because...</li> </ul>	Writing Prompt 4.2A
		Answer your partner's questions
		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.

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