

## UNIT TWO: HOW DO MY CHOICES DEFINE ME?

### LANGUAGE DEVELOPMENT

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 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"> <li>What do you do after school and on the weekend?               <ul style="list-style-type: none"> <li>What do you do after school?</li> <li>At what time?</li> <li>What do you do on the weekend?</li> <li>With whom do you do these activities?</li> <li>Where do you go/are you going?</li> </ul> </li> <li>Describe your personal style.               <ul style="list-style-type: none"> <li>Tell me what you wear to school, after school, and on the weekends.</li> <li>What do you prefer to wear</li> </ul> </li> <li>Where do you like to shop?               <ul style="list-style-type: none"> <li>Where do you buy your _____</li> </ul> </li> <li>What styles are popular with your friends?               <ul style="list-style-type: none"> <li>Is _____ in style at your school?</li> <li>Do your friends wear or like _____</li> </ul> </li> </ol>	<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>
<b>Rubric</b>	<b>Rubric</b>	<b>Rubric</b>

### 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?
Students understand what people choose to do afterschool in a listening passage. (IL)	<ul style="list-style-type: none"> <li>Before school I...</li> <li>Before school I do not...</li> <li>After school I...</li> <li>Afterschool I do not...</li> <li>At ...(time/hour) I...</li> </ul>	Listening Check 2.1A
Students understand what people choose to do afterschool in a reading passage. (IR)		Spanish   French   German   LCTL
Students write about what they choose to do after school. (PW)		Reading Check 2.1A
Students answer questions about what after-school activities they choose. (IS)		Spanish   French   German   LCTL
Students ask questions about what after-school activities others choose to participate in. (IS)		Writing Prompt 2.1A
	<b>LEVEL UP LANGUAGE</b> <ul style="list-style-type: none"> <li>Before school I...because...</li> <li>Before school I like to... because...</li> <li>After school I... because...</li> <li>After school I like to... because...</li> <li>I go to...with... because...</li> </ul>	Answer your partner's questions
		Interview Questions 2.1A
		Spanish   French   German   LCTL

### FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
<p>It's time to get to know more about one of your classmates. Ask your partner what he or she does after school, when he/she does these activities, with whom, and where he/she does these activities. Answer your partner's questions about you do after school.</p> <p style="text-align: center;"><b>Rubric</b></p>	<p>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.</p> <p style="text-align: center;"><b>Rubric</b></p>	<p>It's time to tweet! A twitter account has been started for ____ language students: #AfterSchool. Tweet in ____ about what you do after school. If you do more than one thing after school, you should "send" more than 1 tweet. Remember, only 144 characters per tweet!</p> <p style="text-align: center;"><b>Rubric</b></p>

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

### 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?
Students identify what someone likes to wear in a listening passage. (IL)	<ul style="list-style-type: none"> <li>I like to wear...</li> <li>My style is...</li> <li>I do not like to wear...</li> <li>At school I wear...</li> <li>On the weekends I wear...</li> <li>I prefer to wear...</li> </ul>	Listening Check 2.2A
Students identify what someone likes to wear when they read about it. (IR)		Spanish French German LCTL
Students write about what they like to wear. (PW)		Reading Check 2.2A
Students answer questions about what they like to wear. (IS)	<div>LEVEL UP LANGUAGE</div> <ul style="list-style-type: none"> <li>I prefer to wear... but I have to wear...</li> <li>I wear... because...</li> <li>I wear... and... but not...</li> </ul>	Spanish French German LCTL
Students ask others what they like to wear. (IS)		Writing Prompt 2.2A
		Answer your partner's questions
		Interview Questions 2.2A
		Spanish French German LCTL

### FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
<p>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.</p>	<p>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!</p>	<p>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.</p>
Rubric	Rubric	Rubric

## UNIT TWO: HOW DO MY CHOICES DEFINE ME?


### PERFORMANCE TARGETS

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

PERFORMANCE OBJECTIVE 2.2: I can have a conversation about my preferences in 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"><li>• I buy...at ...</li><li>• I like to shop at...for...</li><li>• I prefer to buy... at ....</li></ul>	<ul style="list-style-type: none"><li>• store names</li><li>• clothes</li><li>• accessories</li><li>• makeup</li></ul>	Listening Check 2.2B						
	Students understand where people shop for clothes and accessories when they read it. (IR)			Spanish	French	German	LCTL			
	Students write about where they shop for clothes and accessories. (PW)			Reading Check 2.2B						
	Students answer questions about where they shop for clothes and accessories. (IS)	<ul style="list-style-type: none"><li>• Where do you like to shop for...?</li><li>• Where do you buy your...?</li></ul>	<b>LEVEL UP LANGUAGE</b> <ul style="list-style-type: none"><li>• I like to shop at ... because...</li><li>• I do not like to shop at...because....</li><li>• I prefer to shop at ... because ....</li></ul>	Spanish				French	German	LCTL
	Students ask questions about where someone shops for clothes and accessories. (IS)			Writing Prompt 2.2B						
					Answer your partner's questions					
				Interview Questions 2.2B						
				Spanish	French	German	LCTL			

### FORMATIVE ASSESSMENTS

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

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