

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

### PERFORMANCE CONTINUUM

NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
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>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.</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>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>What do you read, listen to or watch?               <ul style="list-style-type: none"> <li>What is your favorite type of music, movie, tv show, book?</li> <li>Why?</li> </ul> </li> <li>How does technology affect your life? What are your favorite apps?               <ul style="list-style-type: none"> <li>Do you use social media? Which ones?</li> <li>Do you use your computer to complete your assignments? What programs do you use?</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> <li>Where do you like to shop for your clothes and shoes?</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, your choices in entertainment (music, TV, movies and books), social media and apps that you use, and about your clothing preferences. 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, your choices in entertainment (music, TV, movies and books), social media and apps that you use, and about your clothing preferences. Show how these choices define you.</p>
<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 2.1: I can tell someone how what I like and do not like is unique.

PERFORMANCE INDICATOR 2.1A: 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 someone based on their likes and dislikes when listening. (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>	Listening Check 2.1A			
	Students identify a description of someone's likes and dislikes in a written passage. (IR)			Spanish	French	German	LCTL
	Students write about their likes and dislikes. (PW)			Reading Check 2.1A			
	Students answer the questions about their likes and dislikes. (IS)	<ul style="list-style-type: none"><li>• What do you like to do?</li><li>• What do you prefer to do?</li></ul>	<div>LEVEL UP LANGUAGE</div> <ul style="list-style-type: none"><li>• I like ...because...</li><li>• I do not like ...because...</li><li>• I like... but I prefer....</li></ul>	Spanish	French	German	LCTL
	Students ask and answer each other regarding likes and dislikes. (IS)			Writing Prompt 2.1A			
				Answer your partner's questions			
				Interview Questions 2.1A			
				Spanish	French	German	LCTL

### FORMATIVE ASSESSMENTS

#### INTERPERSONAL

You are meeting with your new language buddy and the two of you 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 that you and your new language buddies have something in common. You call the exchange that runs the language buddy 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 by the District. 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 telling what you like to do and what you don't like to do.

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 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>After school I...</li> <li>At ...(time/hour) I...</li> </ul>	Listening Check 2.1B
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 2.1B
Students answer questions about what after-school activities they choose to participate in. (IS)	<ul style="list-style-type: none"> <li>places</li> <li>activities</li> <li>people</li> </ul>	Spanish French German LCTL
Students ask you what after-school activities you choose to participate in. (IS)		Writing Prompt 2.1B
		Answer your partner's questions
		Interview Questions 2.1B
		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 what you do after school.

Rubric

#### PRESENTATIONAL SPEAKING

A local \_\_\_\_ language radio station wants to know what teenagers throughout the city do after school, and has asked students that are studying the language to call and leave a voicemail about what they 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 2.1C: 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?			
	Students 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>• I go to...with...</li><li>• On the weekend I like to....</li><li>• One the weekend I prefer to....</li><li>• On the weekend I have to...</li></ul>	<ul style="list-style-type: none"><li>• places</li><li>• activities</li><li>• people</li></ul>	Listening Check 1.1C			
	Students understand what people choose to do on the weekend in a reading passage. (IR)			Spanish	French	German	LCTL
	Students write about what they choose to do on the weekend. (PW).			Reading Check 1.1C			
				Spanish	French	German	LCTL
				Writing Prompt 1.1C			
	Students answer questions about what they choose to on the weekend. (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></ul>	<div>LEVEL UP LANGUAGE</div> <ul style="list-style-type: none"><li>• On the weekend I like to... but not...</li><li>• On the weekend I like to... with...</li><li>• One the weekend I ... because...</li></ul>	Answer your partner's questions			
	Students ask and answer each other about what they choose to on the weekend. (IS)			Interview Questions 1.1C			
			Spanish	French	German	LCTL	

### FORMATIVE ASSESSMENTS

#### INTERPERSONAL

Everyone does different things on the weekend. Find out what your partner likes to do on the weekend, and what he has to do on the weekend. Also ask your partner where he goes on the weekend and with whom. 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

Your class has created a blog to share with other \_\_\_\_ language programs in schools in the district. It's your turn 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 my preferences in entertainment.

PERFORMANCE INDICATOR 2.2A: I can have a conversation about what I read, listen to or watch.

### 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 people's preferences in entertainment in a listening passage. (IL)	<ul style="list-style-type: none"><li>• I watch...</li><li>• I listen to...</li><li>• I read...</li><li>• My favorite... is...</li><li>• I prefer to... than...</li></ul>	<ul style="list-style-type: none"><li>• places</li><li>• activities</li><li>• people</li></ul>	Listening Check 2.2A			
	Students understand people's preferences in entertainment in a reading passage. (IR)			Spanish	French	German	LCTL
	Students write about their preferences in entertainment (PW).			Reading Check 2.2A			
	Students answer questions about their preferences in entertainment. (IS)	<ul style="list-style-type: none"><li>• What do you like to watch?</li><li>• What do you like to listen to?</li><li>• What do you like to read?</li><li>• What do you prefer...or...?</li></ul>	<div>LEVEL UP LANGUAGE</div> <ul style="list-style-type: none"><li>• I prefer to... than...because...</li><li>• My favorite... is... and my favorite... is...</li><li>• My favorite... is...because...</li></ul>	Spanish	French	German	LCTL
	Students ask you what entertainment you prefer. (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 find out what you have in common with another classmate. Ask your partner what entertainment (movies, books, music) he/she prefers and answer your partner's questions about your entertainment preferences.</p>	<p>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.</p>	<p>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' telling your favorite movies, TV shows, music and books. Tell why you like these types of entertainment.</p>
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## 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 entertainment.

PERFORMANCE INDICATOR 2.2B: I can have a conversation about technology that influences my life.

### 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 how technology influences life when they hear someone talking about it. (IL)	<ul style="list-style-type: none"><li>• I like / I don't like...</li><li>• I post on...</li><li>• I prefer... over...</li><li>• I use... because...</li><li>• My favorite app is....</li></ul>	<ul style="list-style-type: none"><li>• Names of Apps</li><li>• Names of programs</li></ul>	Listening Check 2.2B			
	Students identify how technology influences life when they read about it. (IR)			Spanish	French	German	LCTL
	Students write about how technology influences their life. (PW)			Reading Check 2.2B			
	Students answer questions about how technology influences their life. (IS)	<ul style="list-style-type: none"><li>• What social networks do you use?</li><li>• Which networks do you prefer?</li><li>• Do you use...?</li><li>• What is your favorite app?</li></ul>	<div>LEVEL UP LANGUAGE</div> <ul style="list-style-type: none"><li>• I prefer to... than...because...</li><li>• My favorite... is... and my favorite... is....</li><li>• My favorite... is...because</li></ul>	Spanish	French	German	LCTL
	Students ask you how technology influences your life. (IS)	Writing Prompt 2.2B					
					Answer your partners questions		
				Interview Questions 2.2B			

### FORMATIVE ASSESSMENTS

#### INTERPERSONAL

You want to connect with your study buddy on social media. Ask your study buddy what social networks he/she uses, which he/she prefers, and about his/her favorite apps. Answer your study buddies questions about your social media preferences.

Rubric

#### PRESENTATIONAL SPEAKING

Your class wants to know what social media and apps everyone in the class uses. Everyone has to stand up and tell the class what social media they post on, which social media they like and don't like and about their favorites apps. Your teacher will keep count on the board so that your class will see which social media sites are used the most by you and your classmates.

Rubric

#### PRESENTATIONAL WRITING

It is once again your turn to post on the class blog. Since your class is discussing technology and how it influences your lives, that is what you decide to post. Write about what social media you use and why, as well as your favorite apps.

Rubric

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


### PERFORMANCE TARGETS

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

PERFORMANCE OBJECTIVE 2.3: I can have a conversation about my preferences in clothing.

PERFORMANCE INDICATOR 2.3A: I can tell you what I prefer 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 prefers to wear when hearing someone talking about it. (IL)	<ul style="list-style-type: none"><li>• I like to wear...</li><li>• I prefer to wear...</li><li>• My style is...</li><li>• I do not like to wear...</li></ul>	<ul style="list-style-type: none"><li>• Clothes</li><li>• Adjectives for clothes</li></ul>	Listening Check 2.3A			
	Students identify what someone prefers to wear when reading about it. (IR)			Spanish	French	German	LCTL
	Students write what they prefer to wear. (PW)			Reading Check 2.3A			
	Students tell you how what they prefer to wear (IS)	<ul style="list-style-type: none"><li>• What is your style?</li><li>• What do you like to wear?</li><li>• What do you prefer to wear to....?</li></ul>	<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 what you prefer to wear. (IS)			Writing Prompt 2.3A			
					Answer your partner's questions		
				Interview Questions 2.3A			
				Spanish	French	German	LCTL

### FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
<p>You and your partner are alike in some ways and different in others. 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 ____ language radio station, and you have started listening to work on your language skills. Teenagers are calling in and talking about what they like and don't like to wear and talking about their personal style. Call the radio station and leave a message about your style and likes and dislikes in clothing. Impress them so that the DJ will play your message on the air.</p>	<p>Vogue Magazine is doing an online issue for ____ speaking teenagers, and they have asked through social media for teenagers who speak ____ to write about their personal style. Write about what you like to wear for different occasions, as well as about your clothing likes and dislikes and your personal style.</p>
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## UNIT TWO: HOW DO MY CHOICES DEFINE ME?


### PERFORMANCE TARGETS

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

PERFORMANCE OBJECTIVE 2.3: I can have a conversation about my preferences in clothing.

PERFORMANCE INDICATOR 2.3B: 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 in a listening passage. (IL)	<ul style="list-style-type: none"><li>• It is in fashion to wear....</li><li>• My friends like to wear....</li></ul>	<ul style="list-style-type: none"><li>• clothing items</li></ul>	Listening Check 2.3B			
	Students understand what is in fashion and popular to wear in a reading passage. (IR)			Spanish	French	German	LCTL
	Students write about what is in fashion and popular to wear. (PW)	<div>LEVEL UP LANGUAGE</div> <ul style="list-style-type: none"><li>• I like to wear... because...</li><li>• It's fashionable to wear... because...</li></ul>	Reading Check 2.3B				
	Students tell you what is in fashion and popular to wear. (IS)		Spanish	French	German	LCTL	
	Students ask you what is in fashion or popular to wear. (IS)		Writing Prompt 2.3B				
			Answer your partners questions				
		Interview Questions 2.3B					
				Spanish	French	German	LCTL

### FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
<p>You and your partner are discussing your fashion preferences and what is popular to wear in your circle of friends. Ask your partner what you and your 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.</p>	<p>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. Leave a message letting her know what is in fashion and popular to wear in Memphis.</p>	<p>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. Tell his also where the most popular places are for teenagers to shop.</p>
<b>Rubric</b>	<b>Rubric</b>	<b>Rubric</b>