

UNIT THREE: HOW IS MY FAMILY UNIQUE?

PERFORMANCE CONTINUUM		
NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
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>What is your family like?</p> <ul style="list-style-type: none"> How many people in your family? Where is your family from? Where does your family live? Who do you live with? <p>Tell me about your family members.</p> <ul style="list-style-type: none"> What is your ____ like? How old is your ____? What does your ____ look like? <p>What do you like to do with your family after school and on the weekends?</p> <ul style="list-style-type: none"> Where do you go? Which of your family members go? What do you do there? 	<p>The local ____ language radio station in Memphis has reached out to SCS students who are studying ____ and asked them to help bridge the gap between Memphians and new arrivals from _____. 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.</p>	<p>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!</p>
Rubric	Rubric	Rubric

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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		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 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 ...	<ul style="list-style-type: none">• Family members• Familial relations	Listening Check 3.1A			
	Students identify how people are related to each other in a written passage. (IR)			Spanish	French	German	LCTL
	Students write a short description identifying the members of their family. (PW)			Reading Check 3.1A			
	Students answer the questions 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...	Spanish	French	German	LCTL	
	Students ask and answer each other about who makes up their “family”. (IS)		Writing Prompt 3.1A				
			Answer your partners questions				
				Interview Questions 3.1A			
				Spanish	French	German	LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL

PRESENTATIONAL SPEAKING

PRESENTATIONAL WRITING

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.

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.

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

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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 identify family relationships 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 identify how people are related to each other in a written passage. (IR)			Spanish	French	German	LCTL
	Students write a short description identifying the members of their family. (PW)			Reading Check 3.1B			
				Spanish	French	German	LCTL
	Students answer the questions about who makes up their "family". (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?	<div>LEVEL UP LANGUAGE</div> <ul style="list-style-type: none">• My ... is ... and...• My ... is ... but not...• My... is neither... nor...	Writing Prompt 3.1B			
	Students ask and answer each other about who makes up their "family". (IS)			Answer your partners questions			
			Interview Questions 3.1B				
			Spanish	French	German	LCTL	

FORMATIVE ASSESSMENTS

INTERPERSONAL

Your class is having a family night at the end of this unit, and 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 visit! You won't be able to pick him up at the airport when he arrives, so several of your family members have volunteered to be there to pick him up. You call your friend's cellphone to let him know who will be there, but it goes straight to voice mail. Leave him a message in ____ that describes your family members in detail 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, what your family does together) so that your new e-pal will appreciate how unique your family is.

Rubric

UNIT THREE: HOW IS MY FAMILY UNIQUE?


PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW FAMILIES ARE UNIQUE.

PERFORMANCE OBJECTIVE 3.2: I can have a conversation about why spending time with my family is important to me.

PERFORMANCE INDICATOR 3.2A: I can describe how my family spends their spare time afterschool.

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 what families like to do together when listening to a description. (IL)	<ul style="list-style-type: none">• Afterschool we...• We go to ... afterschool.• I go to ... with...• We enjoy....• I... with...	<ul style="list-style-type: none">• activities• places	Listening Check 3.2A			
	Students identify what families like to do together after school in a written passage. (IR)			Spanish	French	German	LCTL
	Students write a short description of what their family likes to do together after school. (PW)			Reading Check 3.2A			
				Spanish	French	German	LCTL
	Students answer questions about what their family likes to do together after school. (IS)	<ul style="list-style-type: none">• What do you like to do with your family afterschool? Where do you like to go with your family afterschool?	LEVEL UP LANGUAGE		Writing Prompt 3.2A		
	Students ask and answer questions about what their family likes to do together after school. (IS)				Answer your partners questions		
					Interview Questions 3.2A		
			Spanish	French	German	LCTL	

FORMATIVE ASSESSMENTS

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
<p>You and your partner are really enjoying the opportunity to learn about each other's families. Ask your partner where he/she goes with his/her family and what they like to do together as a family afterschool. Answer your partner's questions about where you and your family go and what you like to do together.</p>	<p>It's time to share with the class about more things that make your family unique! Tell your classmates what you and your family do together after school. Include where you go with your family to do these activities.</p>	<p>Your e-pal from the target language country has written you and he is curious about what American families do together in their free time during the week.. Respond to his email and tell him what you and your family do together and where you go when you do these activities.</p>
Rubric	Rubric	Rubric

UNIT THREE: HOW IS MY FAMILY UNIQUE?


PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW FAMILIES ARE UNIQUE.

PERFORMANCE OBJECTIVE 3.2: I can have a conversation about why spending time with my family is important to me.

PERFORMANCE INDICATOR 3.2B: I can describe how my family spends their spare time on weekends.

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 families like to do together on weekends when listening to a description. (IL)	<ul style="list-style-type: none">• We go to ... on the weekends.• On the weekends...• I go to ... with...• We enjoy....• I... with...	<ul style="list-style-type: none">• activities• places	Listening Check 3.2B			
	Students identify what families like to do together on weekends in a written passage. (IR)			Spanish	French	German	LCTL
	Students write a short description of what their family likes to do together on weekends. (PW)	<div>LEVEL UP LANGUAGE</div> <ul style="list-style-type: none">• On weekends we like to.... and...• We like to...but not....on weekends• We like to... because...• Afterschool we... but on weekends we...	Reading Check 3.2B				
	Students answer questions about what their family likes to do together on weekends. (IS)		Spanish	French	German	LCTL	
	Students ask and answer questions about what their family likes to do together on weekends. (IS)		Writing Prompt 3.2B				
				Answer your partners questions			
				Interview Questions 3.2B			
				Spanish	French	German	LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL

You and your partner are really enjoying the opportunity to learn about each other's families. Ask your partner where he/she goes with his/her family and what they like to do together as a family on the weekends. Answer your partner's questions about about where you and your family go and what you like to do together.

PRESENTATIONAL SPEAKING

It's time to share with the class about more things that make your family unique! Tell your classmates what you and your family do together on the weekends. Include where you go with your family to do these activities.

PRESENTATIONAL WRITING

Your e-pal from the target language country has written you and he is curious about what American families do together on the weekends. Respond to his email and tell him what you and your family do together and where you go when you do these activities.