

UNIT PERFORMANCE TASKS

How will students demonstrate what they can do with what they know?

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
Create a PSA on the importance of learning this target language specifically and how to become proficient speakers and writers.	Discuss with a classmate what your proficiency goal is and how you can use performance tools to help you reach that goal.	Create a visual to encourage your peers to use the performance scale in the language classroom.

VOCABULARY/FUNCTIONS

What will prepare students to demonstrate what they can do with what they know?

Review Vocabulary Chunks such as...		
My name is....	Please.	Class Specific Rules
Good morning.	Thank you.	Class Specific Procedures
Good afternoon...	You are welcome.	
How are you?		

ESSENTIAL VOCABULARY				
<u>Environment</u>	<u>Target Language</u>	<u>Proficiency</u>	<u>Performance</u>	<u>Modes of Communication</u>
Rules Procedures Expectations	Countries & cities Landmarks Iconic Products & practices	Novice Intermediate Advanced Sublevels	Novice 1 -4 Intermediate 1-5 Advanced Superior	Interpersonal Interpretative Presentational Performance assessment