

## UNIT FOUR: WALKING IN MEMPHIS

PERFORMANCE CONTINUUM		
NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE
BELOW EXPECTATIONS	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
<b>Approaching 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>Meeting 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.	<b>Exceeding Expectations</b> I can maintain conversations about me and my life. I can get what I need and express my self. I connect some sentences together but I use more than one sentence at a time. I use transitional words between thoughts. Finally I can ask and answer a variety of questions.

PERFORMANCE TARGET
I CAN TALK ABOUT LANDMARKS AND PLACES I'VE VISITED AND WOULD LIKE TO VISIT.

### SUMMATIVE ASSESSMENTS

Interpersonal Interview	Presentational Writing
<p>You and one of your classmates will take turns interviewing each other about your shopping preferences. How and where do each of you like to shop and why?</p> <p>Use the following questions to get started:</p> <p>What are your shopping preferences?</p> <ul style="list-style-type: none"> <li>• On line, stores, catalogs and why</li> <li>• Types of items purchased and why</li> </ul> <p>What types of advertisements attract you and why?</p> <ul style="list-style-type: none"> <li>• TV, magazine/newspaper, online</li> </ul>	<p>Scholastic Magazines is starting a blog to allow high school students to share their thoughts on various topics in the language that they are studying. Write a blog post about how you experience the marketplace. Make sure to include both online shopping as well as places you shop in your community, what types of advertising attracts you, and about your experiences making purchases.</p>

### ADVANCED PLACEMENT THEME

Family and Community; Contemporary Life

**WALKING IN MEMPHIS – Marc Cohen** <http://www.metrolyrics.com/walking-in-memphis-lyrics-marc-cohn.html>

## **UNIT FOUR: HONORS ENRICHMENT**

### **PERFORMANCE TARGETS**

I CAN TALK ABOUT LANDMARKS AND PLACES I'VE VISITED AND WOULD LIKE TO VISIT.

### **HONORS ENRICHMENT: GENIUS HOUR**

#### STANDARD

#### UNIT SPECIFIC APPLICATION

Extended reading assignments that connect with specified curriculum.

Students read articles from sources such as Scholastic magazines or TL newspaper articles that pertain to the curricula topic. (i.e. places in the community and the world to visit, vacation destinations, etc.)

Research-based writing assignments that address and extend the course curriculum.

Students research, using Scholastic magazines or TL newspaper articles, and write about curricula topics and personal interest. (i.e. places in the community and the world to visit, vacation destinations, etc.)

Projects that apply course curriculum to relevant or real-world situations.

Students choose a topic to research and present to the class that ties to the curricula topic and personal interest. (i.e. places in the community and the world to visit, vacation destinations, etc.)

Writing Assignments that demonstrate a variety of modes, purposes, and styles.

Students summarize their research, and knowledge gained throughout the unit on curricula topics and personal interest.

Integration of appropriate technology into the course of study.

Students use appropriate technology both to research and to present knowledge gained on the curricula topic.

Deeper exploration of the culture, values, and history of the discipline.

Students research the impact of the TL culture and values on the curricula topic and incorporate that knowledge into writing assignments and presentations.

# UNIT FOUR: WALKING IN MEMPHIS

## PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT LANDMARKS AND PLACES I'VE VISITED AND WOULD LIKE TO VISIT.

PERFORMANCE OBJECTIVE 4.1: I can describe my city.

PERFORMANCE INDICATOR 4.1A: I can describe my community.

## 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 can understand when they hear someone describe their community when they hear it. (IL)	<ul style="list-style-type: none"> <li>• My community is...because....</li> <li>• My community is unique because....and...</li> <li>• When I was younger I thought Memphis was because....</li> </ul>	<b>REVIEW</b> Like, dislike, prefer Places Adjectives Activities	Listening Check 4.1A											
Students can understand when they hear someone describe their community when they read it. (IR)			<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL	Reading Check 4.1A						
Spanish		French	German	LCTL										
Students can write about their community. (PW)		<b>LEVEL UP LANGUAGE</b> <ul style="list-style-type: none"> <li>• My community was ... and ... but now is ... and ... because...</li> </ul>	<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>				Spanish	French	German	LCTL	Writing Prompt 4.1A			
Spanish			French	German	LCTL									
Students can answer questions about their community. (IS)	Answer your partner's questions													
Students can ask questions about someone's community. (IS)	Interview Questions 4.1A													
			<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>				Spanish	French	German	LCTL				
Spanish	French	German	LCTL											

## FORMATIVE ASSESSMENTS

### INTERPERSONAL SPEAKING

You live in a great neighborhood, with many different places to go and things to do. Within your neighborhood, each of you has developed your own 'community' of places that are important to you. Work with a partner to learn about their community, and answer their questions about your community. Describe your community with as much detail as possible.

### PRESENTATIONAL WRITING

The TL newspaper in Memphis is creating a special edition to help TL speakers new to the area know about the different neighborhood communities where they might want to live. The newspaper has asked SCS students to write about their communities so that newcomers can see the communities through the eyes of teenagers. Describe your community including places to go and things to do. Give as much detail as possible so that newcomers will want to move to your community.

## UNIT FOUR: WALKING IN MEMPHIS

### PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT LANDMARKS AND PLACES I'VE VISITED AND WOULD LIKE TO VISIT

PERFORMANCE OBJECTIVE 4.2: I can give recommendations of where to visit in Memphis and beyond.

PERFORMANCE INDICATOR 4.2A: I can express my opinion about places to visit in Memphis.

### SKILL DEVELOPMENT

#### LEARNING TARGETS

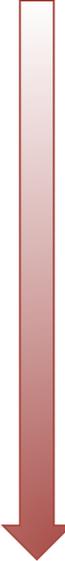
What will learners be able to do?

#### 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 can understand when someone expresses their opinion about places to visit in their city when they hear it. (IL)	<ul style="list-style-type: none"> <li>I like to visit.... Because....</li> <li>I prefer to go to ...more than... because....</li> <li>I used to go to ..because...but now I prefer... because..</li> </ul>	<b>Review</b>	Listening Check 4.2A			
	Students can understand when someone expresses their opinion about places to visit in their city when they read it. (IR)		Likes, dislikes, preferences Places Adjectives Activities	Spanish	French	German	LCTL
	Students can write about their opinion on places to visit Memphis. (PW)	Reading Check 4.2A					
	Students can answer questions about places to visit in Memphis. (IS)	<ul style="list-style-type: none"> <li>Where do you like to visit in Memphis?</li> <li>Where do you prefer to go in Memphis and why?</li> <li>Did you always go to ....?</li> </ul>	<b>LEVEL UP LANGUAGE</b>	Writing Prompt 4.2A			
	Students can ask questions about places to visit in Memphis. (IS)		<ul style="list-style-type: none"> <li>The first place I would go is....</li> <li>Because... then I would visit... because....</li> </ul>	Answer your partner's questions			
			Spanish	French	German	LCTL	
			Interview Questions 4.2A				

### FORMATIVE ASSESSMENTS

#### INTERPERSONAL SPEAKING

There is an awful lot to see and do in Memphis, and we all have our favorite places to take visitors to our city. Ask your partner what places he or she would suggest that a visitor to our city should go. Share with your partner the places that you would suggest and why. Are the places alike or different? Be prepared to share the list of places to visit in Memphis with the class. As people share, create a master list of all places to visit in Memphis.

#### PRESENTATIONAL WRITING

The Convention and Visitors Bureau of Memphis would like to have brochures in every language of places to visit in Memphis to give to visitors to our city. They are having a contest for world language high school students to see who can create the best brochure in each language. Your teacher has asked each of you to create a brochure of places to visit in Memphis that includes a description of each location and what there is to do there. Give as much detail as possible to really sell our city. The winning students will receive a cash prize!

## UNIT FOUR: WALKING IN MEMPHIS

### PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT LANDMARKS AND PLACES I'VE VISITED AND WOULD LIKE TO VISIT

PERFORMANCE OBJECTIVE 4.2: I can give recommendations of where to visit in Memphis and beyond.

PERFORMANCE INDICATOR 4.2B: I can express my opinion about places to visit outside of Memphis.

### 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 can understand someone's opinions on places to visit when they hear it. (IL)	<ul style="list-style-type: none"> <li>I recommend you visit... because...</li> <li>I suggest you visit...because...</li> <li>You don't want to miss...because...</li> <li>While you are there you should....</li> </ul>	Review				
Students can understand someone's opinions on places to visit when they read it. (IR)		Places Activities	Listening Check 4.2A			
Students can write about places to visit outside of their community. (PW)			Spanish	French	German	LCTL
Students can answer questions about places to visit outside of Memphis. (IS)		Spanish	French	German	LCTL	
Students can ask questions about places to visit outside of Memphis. (IS)		LEVEL UP LANGUAGE	Writing Prompt 4.2A			
	<ul style="list-style-type: none"> <li>Where do recommend I visit?</li> <li>What do you suggest I visit?</li> <li>What should I not miss?</li> <li>What should I do while I'm there?</li> </ul>	<ul style="list-style-type: none"> <li>If I were you, I would go to...and...because ...</li> </ul>	Answer your partner's questions			
			Spanish	French	German	LCTL

### FORMATIVE ASSESSMENTS

#### INTERPERSONAL SPEAKING

Ask your partner what places he or she would suggest that you visit here in Tennessee this summer. Why does he or she think that these are good places to visit? Answer your partner's questions about places you would suggest that he or she visit and explain why you think that these are great places to visit.

#### PRESENTATIONAL WRITING

Your e-pal from level 1 emailed and said that his family will be visiting the US this summer. He wants to know about places to visit in the great state of Tennessee.

Send him an email telling him places to visit in our area of the country. Give as much detail as possible so that he and his family will choose to visit Tennessee.

# UNIT FOUR: WALKING IN MEMPHIS

## PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT LANDMARKS AND PLACES I'VE VISITED AND WOULD LIKE TO VISIT

PERFORMANCE OBJECTIVE 4.2: I can give recommendations of where to visit in Memphis and beyond.

PERFORMANCE INDICATOR 4.2C: I can tell you where I'd like to spend my vacation and why.

## 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 can understand where someone likes to spend their vacation and why when they hear it. (IL)	<ul style="list-style-type: none"> <li>I would like to travel to...because...</li> <li>On vacation, I prefer to go to ...because...</li> </ul>	Listening Check 4.2C
Students can understand where someone likes to spend their vacation and why when they read it. (IR)	<ul style="list-style-type: none"> <li>I would like to visit... because...</li> <li>On vacation, I would.....and ...but not...</li> </ul>	Reading Check 4.2C
Students can write about where they would like to spend vacation and why. (PW)	<ul style="list-style-type: none"> <li>Where would you like to go on vacation?</li> <li>Where do you prefer to go on vacation?</li> </ul>	Spanish   French   German   LCTL
Students can answer questions about where they would like to spend vacation and why. (IS)	<ul style="list-style-type: none"> <li>Where would you like to visit?</li> <li>What would you do there?</li> </ul>	Spanish   French   German   LCTL
Students can ask questions about where they would like to spend vacation and why. (IS)		Answer your partner's questions
		Interview Questions 4.2C
		Spanish   French   German   LCTL

## FORMATIVE ASSESSMENTS

### INTERPERSONAL SPEAKING

Summer vacation is almost here. Yay!! Ask your partner where he or she would like to go on vacation this summer and why they would like to visit there. Answer your partner's questions about where you would like to go on vacation and why.

### PRESENTATIONAL WRITING

It's time for your final blog post for the year. Write about your dream vacation. Write about where you would like to go on vacation, including what you would do and see. Why would you like to go to this place? Give as much detail as possible about your dream vacation.