

UNIT TWO: WHO YOU ARE

LANGUAGE DEVELOPMENT		
NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE
BELOW EXPECTATIONS	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
Approaching 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.	Meeting 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.	Exceeding Expectations 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 HAVE A CONVERSATION ABOUT WHO AND WHAT IMPACTS MY LIFE.

SUMMATIVE ASSESSMENTS

Interpersonal Interview	Presentational Writing
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How do you show who you are? You are interested in getting to know more about a peer in your class than what you see in class.

Ask them some questions about themselves including:

- What do you prefer to wear and why?
- What do you take in school?
- What are your favorite classes?
- What do you participate in afterschool?
- What do you like to do in your free time?

After interviewing a classmate, write a comparison about how you both show who you are. What do you have in common and what is different based on your conversation.

ADVANCED PLACEMENT ALIGNED THEMES

Personal and Public Identities

WHO YOU ARE- BY JESSIE J

UNIT TWO: WHO YOU ARE

PERFORMANCE TARGETS

I CAN DISCUSS THE IMAGE I PROJECT.

PERFORMANCE OBJECTIVE 2.1: I can talk about how people see me.

PERFORMANCE INDICATOR 2.1A: I can describe 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 based on what they hear. (IL) Students identify what someone prefers to wear based on what they read. (IR)	<ul style="list-style-type: none"> I prefer to wear...because... I (don't) wear....because... I like to wear... I don't like to wear... I wear.... I don't wear.... 	REVIEW <ul style="list-style-type: none"> Places Listening Check 2.1A Spanish French German LCTL
		Reading Check 2.1A Spanish French German LCTL
Students describe what they prefer to wear. (PW)	<ul style="list-style-type: none"> What do you (not) like to wear to...? What do you prefer to wear? 	LEVEL UP LANGUAGE <ul style="list-style-type: none"> Work on stringing sentences together on a singular topic Add transition words to create more interesting & complex sentences. Writing Prompt 2.1A
Students answer questions about what they prefer to wear. (IS)		Answer your partner's questions
Students ask questions about what others prefer to wear. (IS)		Interview Questions 2.1A Spanish French German LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW

You are working as a TA in the office to avoid study hall. Your guidance counselor asks for your help when a new transfer student appears in the office and seems to only speak _____. The counselor asks you to talk with the student about the dress code at school.

Ask what they like to wear and help them decide what is appropriate to wear at school based on the dress code.

PRESENTATIONAL WRITING

Write to your pen pal about what you like to wear and why you choose to wear what you do. Consider sharing how what you wear to school differs from what you wear on the weekends. Be sure to ask them what they wear at similar times and why.

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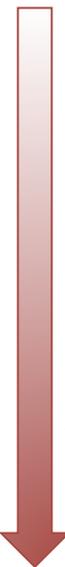
PERFORMANCE TARGETS

I CAN DISCUSS THE IMAGE I PROJECT.

PERFORMANCE OBJECTIVE 2.2: I can talk about how people see me.

PERFORMANCE INDICATOR 2.2A: I can explain how what I take in school describes me.

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?
 <p>Students can understand how what someone does influences their life when they hear it. (IL)</p> <p>Students can understand how what someone does influences their life when they read it. (IR)</p> <p>Students can write about how what they choose to do influences their life. (PW)</p> <p>Students can answer questions about how what they choose to do influences their life. (IS)</p> <p>Students can ask questions about how what someone chooses to do influences their life. (IS)</p>	<ul style="list-style-type: none"> I take....because I study.... Because.... I prefer....to.... I like... more than... because.... 	<p>REVIEW</p> <ul style="list-style-type: none"> likes/dislikes
		Listening Check 2.2A
		Spanish French German LCTL
		Reading Check 2.2A
		Spanish French German LCTL
Writing Prompt 2.2A		
	<ul style="list-style-type: none"> What do you take in school? What are your favorite classes? Why do you prefer...to... 	<p>LEVEL UP LANGUAGE</p> <ul style="list-style-type: none"> Work on stringing sentences together on a singular topic Add transition words to create more interesting & complex sentences.
Answer your partner's questions		
Interview Questions 2.2A		
Spanish French German LCTL		

FORMATIVE ASSESSMENTS

INTERPERSONAL

You are working as a TA in the office to avoid study hall. Your guidance counselor asks for your help when the new transfer student appears in the office with a schedule issue.

Ask what they are taking and what the issue is. Remember to try to make them more comfortable too so ask them what they like to learn about.

PRESENTATIONAL WRITING

Write a letter to your future self about what classes you are taking and why. Which classes interest you and why? Your teacher plans to send these to you next year at this time to see if your interests have changed! Write it in the target language so others cannot understand it.

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PERFORMANCE TARGETS

I CAN DISCUSS THE IMAGE I PROJECT.

PERFORMANCE OBJECTIVE 2.2: I can talk about how people see me.

PERFORMANCE INDICATOR 2.2B: I can explain how the activities I choose to participate in describe me.

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 how holidays and celebrations influence someone when they hear it. (IL)	<ul style="list-style-type: none"> I participate in.....afterschool. I like to play.....because...I I like to ... more thanbecause...I I prefer....because...I I recommend ...because... 	<p>REVIEW</p> <ul style="list-style-type: none"> Activities Likes and dislikes 				
Students can understand how holidays and celebrations influence someone when they read it. (IR)		Listening Check 2.2B				
Students can write about how holidays and celebrations influence them. (PW)		<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			
Students can answer questions about how holidays and celebrations influence them. (IS)	<ul style="list-style-type: none"> What do you participate in afterschool? Do you participate in sports? How do you spend your free time? What do you like to do? What do you recommend I participate in? 	Reading Check 2.2B				
Students can ask questions about how holidays and celebrations influence someone. (IS)		<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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		Writing Prompt 2.2B				
		Answer your partner's questions				
		Interview Questions 2.2B				
		<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
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FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW

You are working as a TA in the office to avoid study hall. After helping the new transfer student a couple of times you think it could be fun to help them get involved in school activities or activities in the community.

Ask what they like to do and recommend activities based on their interests. Remember to try to make them more comfortable too so ask them about what they like to do.

PRESENTATIONAL WRITING

The school has launched a multilingual paper this year to be more inclusive. Since you are studying _____ you are asked to write an article about the activities your school offers and recommend who might be interested in joining.