

UNIT THREE: ROAR

PERFORMANCE CONTINUUM

NOVICE HIGH	INTERMEDIATE LOW	INTERMEDIATE MID+
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 HOW I HAVE EVOLVED.

SUMMATIVE ASSESSMENTS

Interpersonal Interview

You will be interviewing a classmate today to find out as much information about your partner when they were younger compared to who they are now.

Use the following questions to get you started:

- Tell me what you were like when you were younger
 - appearance, personality, what you liked to do, what was important to you
- Tell me what you are like now
 - appearance, personality, what you like to do, what is important to you
- How have you changed?
 - appearance, personality, what you like to do, what is important to you
- How are you still the same?
 - appearance, personality, what you like to do, what is important to you

Presentational Writing

The world language department at your school has decided to publish a literary magazine of student work in the target language. Level 2 students are to submit an autobiographical essay entitled "Who Have I Become". Write your essay comparing your younger self to who you are now. Be sure to include a description then and now, as well as what you liked to do then and like to do now as well as the influences in your life. Give as much detail as possible so that your essay will be included in the magazine.

ADVANCED PLACEMENT ALIGNED THEMES

Family and Community; Beauty and Aesthetics

"ROAR" KATY PERRY

<http://www.katyperry.com/songs/roarlyrics/>

UNIT THREE: ROAR

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW I HAVE EVOLVED.

PERFORMANCE OBJECTIVE 3.1: I can compare what I was like when I was young with who I am now.

PERFORMANCE INDICATOR 3.1A: I can compare what I was like when I was younger with myself now.

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 someone comparing their younger self to now when they hear it. (IL)	<ul style="list-style-type: none"> When I was younger I.... but now I... When I was younger I was... and I am still... 	<p style="text-align: center;">REVIEW</p> <ul style="list-style-type: none"> Descriptors <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>	Spanish	French	German	LCTL
Spanish		French	German	LCTL		
Students understand someone comparing their younger self to now when they hear it when they read it. (IR)	<p style="text-align: center;">Reading Check 3.1A</p> <table border="1" style="width: 100%; text-align: center;"> <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 write about what they were like when they were younger compared to now. (PW)	<p style="text-align: center;">LEVEL UP LANGUAGE</p> <ul style="list-style-type: none"> I used to be... because I.... but now I ambecause.... 	<p style="text-align: center;">Writing Prompt 3.1A</p>				
Students answer questions about what they were like when they were younger and what they are like now. (IS)		<p style="text-align: center;">Answer your partner's questions</p>				
Students can ask questions about what someone was like when they were younger compared to now. (IS)		<p style="text-align: center;">Interview Questions 3.1A</p> <table border="1" style="width: 100%; text-align: center;"> <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 INTERVIEW

Interview your partner to find out what he or she was like when they were younger. Ask questions to find out how that compares to what they are like now. As your partner answers your questions, fill out a VENN diagram so that you can compare what your partner was like as a child to what they are like now. Be sure to answer your partner's questions about you so that he or she can complete their VENN diagram.

PRESENTATIONAL WRITING

It's your turn to post on the class blog again. After talking with your partner about what you were like when you were younger and what you are like now, it seems like the perfect topic for your blog! Write about what you were like when you were younger and what you are like now. What are the things that are the same about you when you were younger and now? Give as much detail as possible.

UNIT THREE: ROAR

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW I HAVE EVOLVED.

PERFORMANCE OBJECTIVE 3.1: I can compare what I was like when I was young with who I am now.

PERFORMANCE INDICATOR 3.1B: I can compare what I liked to do when I was younger with what I like to do now.

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 someone comparing what they liked to do when they were younger to what they like to do now when they hear it (IL)	<ul style="list-style-type: none"> I used to like to.... But now I like to.... When I was younger I liked to... and I still like to... 	Review	Listening Check 3.1B			
Students can understand someone comparing what they liked to do when they were younger to what they like to do now when they read it (IR)		Activities Food Places	Spanish	French	German	LCTL
Students can write about what they liked when they were younger and compare to what they like to do now (PW)		LEVEL UP LANGUAGE	Reading Check 3.1B			
Students can answer questions about what they liked to do when they were younger to what they like to do now. (IS)	<ul style="list-style-type: none"> What were you like when you were younger compared today? How are you different from when you were younger? 	<ul style="list-style-type: none"> When I was younger I was....and I used to.... But now I am ... and I like to.... 	Spanish	French	German	LCTL
Students can ask questions about what they liked to do when they were younger to what they like to do now. (IS)				Writing Prompt 3.1B		
			Answer your partner's questions			
			Interview Questions 3.1B			
			Spanish	French	German	LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW

Interview your partner about to find out what he or she liked to do when they were younger. Answer your partner's questions about what you liked to do when you were younger, and then compare to see whether the two of you were alike or different. Then interview your partner about what they like to do now and answer your partner's questions about what you like to do now. Compare what each of you liked to do when you were younger with what you like to do now. Share this information with the class.

PRESENTATIONAL WRITING

Write a short paragraph comparing what you liked to do when you were younger and what you like to do now. Give as much detail as possible, but don't include your name. Let's see how well your classmates know you. All paragraphs will be posted in the classroom for the class to identify which paragraph is about which classmate.

UNIT THREE: ROAR

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW I HAVE EVOLVED.

PERFORMANCE OBJECTIVE 3.1: I can compare what I was like when I was young with who I am now.

PERFORMANCE INDICATOR 3.1C: I can compare what was important to me when I was younger with what is important to me now.

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 someone comparing what was important to them when they were younger vs. now when they hear it (IL).	<ul style="list-style-type: none"> When I was younger Was important to me but now..... is important to me. When I was younger Was important to me andis still important. 	Review Vocab	Listening Check 3.2A			
Students can understand someone comparing what was important to them when they were younger vs. now when they read it (IR).		<ul style="list-style-type: none"> Activities Holidays Celebrations School Family Entertainment 	Spanish	French	German	LCTL
Students can write about what was important to them when they were younger and compare to now (PW).	<ul style="list-style-type: none"> What was important to you when you were younger that is still important to you now? What was important to you when you were younger that is no longer important now? 	LEVEL UP LANGUAGE	Reading Check 3.2A			
Students can answer questions about what was important to them when they were younger vs. now. (IS)		<ul style="list-style-type: none"> Use transition words such as because to build out more complex and descriptive sentences. 	Spanish	French	German	LCTL
Students can ask questions about what was important to them when they were younger vs. now. (IS)			Writing Prompt 3.2A			
			Answer your partner's questions			
			Interview Questions 3.2A			
			Spanish	French	German	LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW

It's time to learn more about your partner and how they have changed since they were younger. Ask your partner about what was important to him or her when he was younger. Then ask him or her what is important now and why. Be sure to answer your partner's questions about what was important to you when you were younger and compare to what is important to you now and why.

PRESENTATIONAL WRITING

Scholastic Magazines has asked high school students to submit articles for a special edition. In each language they will have an edition called "Then and Now" that will allow students to show how they have grown and changed since childhood. Write a short article to for submission about what things, people, etc., that were important to you when you were younger and what things, people, etc. are important to you now. Are they the same or different? Why?