

## 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

You and a classmate will take turns interviewing one another in the target language. The goal is to find out as much as possible about your partner's community.

- Tell me about your community...
  - Who are the people in your community?
  - What are the places in your community?
  - What do you do and where do you go in your community?

#### Presentational Writing

You have gotten to know your e-pal well this school year, and he is thinking about visiting the US sometime in the near future. He has asked you about the community you live in. Encourage him to visit your city! Tell him about your community and with as much detail as possible so that he will want to visit. Be sure to include information about the people, the places, and the things to do in your community.

### 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: WALKING IN MEMPHIS

### PERFORMANCE TARGETS

I CAN 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 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 they hear someone describe their community when they hear it. (IL)	<ul style="list-style-type: none"> <li>In my community there are....</li> <li>... is a place of interest in my community.</li> <li>In.... you should visit...</li> <li>You should... in ....</li> <li></li> </ul>	<b>REVIEW</b>							
Students can understand when they hear someone describe their community when they read it. (IR)		Places Adjectives	Listening Check 4.1A						
Students can write about their community. (PW)			<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 answer questions about their community. (IS)		Reading Check 4.1A							
Students can ask questions about someone's community. (IS)	Writing Prompt 4.1A								
	<ul style="list-style-type: none"> <li>What are some of the places of interest in your community?</li> </ul>	Answer your partner's questions							
		Interview Questions 4.1A							
		<b>LEVEL UP LANGUAGE</b> <ul style="list-style-type: none"> <li>In our community there are....and ....but not... because...</li> </ul>	<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
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### FORMATIVE ASSESSMENTS

#### INTERPERSONAL INTERVIEW

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.

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### 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	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 someone expresses their opinion about places to visit in their city 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>	<b>Review</b>				
Students can understand when someone expresses their opinion about places to visit in their city when they read it. (IR)		Places Adjectives Activities	Listening Check 4.2A			
Students can write about their opinion on places to visit Memphis. (PW)			Spanish	French	German	LCTL
Students can answer questions about places to visit in Memphis. (IS)		Reading Check 4.2A				
Students can ask questions about places to visit in Memphis. (IS)		Spanish	French	German	LCTL	
		Writing Prompt 4.2A				
	<b>LEVEL UP LANGUAGE</b> <ul style="list-style-type: none"> <li>I recommend you visit... and ... but not...because....</li> </ul>	Answer your partner's questions				
		Interview Questions 4.2A				
		Spanish	French	German	LCTL	

### FORMATIVE ASSESSMENTS

#### INTERPERSONAL INTERVIEW

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 of 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 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'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> </ul> While you are there you should...	<b>Review</b>			
Students can understand someone's opinions on places to visit when they read it. (IR)		Places Activities	Listening Check 4.2B		
Students can write about places to visit outside of their community. (PW)	<b>LEVEL UP LANGUAGE</b>		Spanish	French	German
Students can answer questions about places to visit outside of Memphis. (IS)	<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>	Reading Check 4.2B			
Students can ask questions about places to visit outside of Memphis. (IS)		<ul style="list-style-type: none"> <li>If I were you, I would go to...and...because ...</li> </ul>	Spanish	French	German
			Writing Prompt 4.2B		
		Answer your partner's questions			
		Interview Questions 4.2B			
		Spanish	French	German	LCTL

### FORMATIVE ASSESSMENTS

#### INTERPERSONAL INTERVIEW

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 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 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>	<table border="1"> <tr> <th colspan="4" data-bbox="850 709 1105 751">Review</th> </tr> <tr> <td colspan="4" data-bbox="850 751 1105 842">Places Adjectives Activities</td> </tr> <tr> <td colspan="4" data-bbox="1105 709 1567 785">Listening Check 4.2C</td> </tr> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>				Review				Places Adjectives Activities				Listening Check 4.2C				Spanish	French	German	LCTL
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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>	<table border="1"> <tr> <td colspan="4" data-bbox="850 842 1567 917">Reading Check 4.2C</td> </tr> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>				Reading Check 4.2C				Spanish	French	German	LCTL								
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Students can write about where they would like to spend vacation and why. (PW)		<table border="1"> <tr> <td colspan="4" data-bbox="850 974 1567 1079">Writing Prompt 4.2C</td> </tr> </table>				Writing Prompt 4.2C															
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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 go on vacation?</li> <li>Where do you prefer to go on vacation?</li> </ul>	<table border="1"> <tr> <td colspan="4" data-bbox="850 1079 1567 1199">Answer your partner's questions</td> </tr> </table>				Answer your partner's questions															
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Students can ask 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>	<table border="1"> <tr> <td colspan="4" data-bbox="850 1199 1567 1339">Interview Questions 4.2C</td> </tr> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>				Interview Questions 4.2C				Spanish	French	German	LCTL								
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### FORMATIVE ASSESSMENTS

#### INTERPERSONAL INTERVIEW

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.