

## UNIT ONE: WE R WHO WE R

PERFORMANCE CONTINUUM		
INTERMEDIATE LOW	INTERMEDIATE MID	ADVANCED
BELOW EXPECTATIONS	Ⓢ LOWEST ACCEPTABLE PERFORMANCE	Ⓢ TEACH TO...
<p><b>Approaching Expectations</b></p> <p>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.</p>	<p><b>Meeting Expectations</b></p> <p>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. I can formulate my own questions based on my needs, and in order to negotiate meaning.</p>	<p><b>Exceeding Expectations</b></p> <p>I engage in conversations in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. I most commonly narrate and describe in the major time frames of past, present, and future. I can deal with a social situation with an unexpected complication. I use paragraphs when I speak or write.</p>

### PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT WHAT I VALUE.

### SUMMATIVE ASSESSMENTS

#### Interpersonal Interview

Find out how similar or different you are from your classmates. In order to create an infographic describing your class community interview a peer to gather data.

Use the following questions to get started:

- Describe yourself and compare yourself to your friends and others your age and explain how does this make you unique.
  - Physical traits, personality
- What do you like to do and why? How does this compare to others your age?
  - Friends, family, etc.
- Tell me about your preferences in music and TV/movies and how this is a part of the unique person that you are.

Rubric

#### Presentational Writing

You have been asked to be a contributing writer on a blog for US students studying (TL). After talking with your classmate about what make each of you unique, you decide that your first blog post should be about what makes you who you are. Write a blog describing yourself, your choices in activities and entertainment and how they make you unique. Compare your uniqueness with that of your class. Be sure to use or cite the class infographic.

Rubric

### ADVANCED PLACEMENT ALIGNED THEMES

Personal and Public Identities; Beauty and Aesthetics

## UNIT ONE: HONORS ENRICHMENT

### PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT WHAT I VALUE.

### 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. teenagers and what they like to do, listen to or watch)

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. teenagers and what they like to do, listen to or watch)

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. teenagers and what they like to do, listen to or watch)

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 ONE: WE ARE WHO WE ARE

### PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT MYSELF FOCUSING ON MAKES ME UNIQUE.

**PERFORMANCE OBJECTIVE 1.1:** I can describe what type of person I am focusing on what makes me unique.

**PERFORMANCE INDICATOR 1.1A:** I can explain what physical characteristics make me unique.

### SKILL DEVELOPMENT

LEARNING TARGETS	LANGUAGE CHUNKS & VOCABULARY	CHECK FOR LEARNING							
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 explain what physical characteristics make someone unique when they hear it. (IL)	<ul style="list-style-type: none"> <li>I am .... because I....</li> <li>I am not...because I....</li> <li>I am unique because....</li> <li>People my age... but I prefer...</li> </ul>	<b>REVIEW VOCABULARY</b>  Level Two Vocabulary				Listening Check 1.1A			
Students can explain what physical characteristics make someone unique when they read it. (IR)	<ul style="list-style-type: none"> <li>My friends are... but I am .....</li> <li><i>Student generated phrases to meet content and performance expectations</i></li> </ul>					Spanish	French	German	LCTL
Students can write about what physical characteristics make someone unique (PW).	<ul style="list-style-type: none"> <li><i>Student generated phrases to meet content and performance expectations</i></li> </ul>	Spanish	French	German	LCTL	Writing Prompt 1.1A			
Students can answer questions about what physical characteristics make someone unique (IS).	<ul style="list-style-type: none"> <li>What are you like compared to your friends?</li> <li>How are you similar or different to others your age?</li> <li>How are you unique?</li> </ul>	<b>LEVEL UP LANGUAGE</b>  <ul style="list-style-type: none"> <li>Focus on developing paragraph length discourse</li> <li>Expand Transition word usage beyond and, but, because...</li> </ul>				Answer your partner's questions			
Students can ask questions about what physical characteristics make someone unique (IS).						Interview Questions 1.1A			
		Spanish	French	German	LCTL				

### FORMATIVE ASSESSMENTS

#### INTERPERSONAL

Everyone has something about their physical appearance that makes them stand out from those around them. What physical characteristics make you unique? Talk with one of your classmates about what makes you unique or different from others your age. Ask your partner about what makes them unique.

Rubric

#### PRESENTATIONAL WRITING

Everyone has something about their physical appearance that makes them stand out from those around them. Celebrating our Uniqueness is a theme for your language department newsletter. Write an article about how you are unique as a submission. The best articles will be published in the language!

Rubric

## UNIT ONE: WE R WHO WE R

### PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT MYSELF FOCUSING ON MAKES ME UNIQUE.

**PERFORMANCE OBJECTIVE 1.1:** I can describe what type of person I am by focusing on what makes me unique.

**PERFORMANCE INDICATOR 1.1B:** I can explain what personality characteristics make me unique.

### SKILL DEVELOPMENT

LEARNING TARGETS What will learners be able to do?	LANGUAGE CHUNKS & VOCABULARY What will learners need to know?	CHECK FOR LEARNING How will learners demonstrate what they can do with what they know?				
Students can explain what personality characteristics make someone unique when they hear it. (IL)	<ul style="list-style-type: none"> <li>I am .... because I....</li> <li>I am not...because I....</li> <li>I am unique because....</li> <li>People my age... but I prefer...</li> <li>My friends are... but I am .....</li> <li><i>Student generated phrases to meet content and performance expectations</i></li> </ul>	Listening Check 1.1B				
Students can explain what personality characteristics make someone unique 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
Spanish		French	German	LCTL		
Students can write about what personality characteristics make someone unique. (PW)		Reading Check 1.1B				
Students can answer questions about what personality characteristics make them unique. (IS)		<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 ask questions about what personality characteristics make someone unique. (IS)	Writing Prompt 1.1B					
	<ul style="list-style-type: none"> <li>Level Two Vocabulary</li> </ul>	Answer your partner's questions				
	<ul style="list-style-type: none"> <li>LEVEL UP LANGUAGE</li> <li>Focus on developing paragraph length discourse</li> <li>Expand Transition word usage beyond and, but, because...</li> </ul>	Interview Questions 1.1B				
		<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

We are all different, and at the same time, we are all alike. Talk with your partner about the personality traits that you have in common with others your age and the personality traits that define you as an individual. Ask your partner how he/she is similar and different to others and what makes them unique.

[Rubric](#)

#### PRESENTATIONAL WRITING

To help you become a better writer, your teacher has asked each of you to keep a journal to process what you learn about yourself and your partner. Write about your personality and the personalities of your class partner, as well as your friends. How are you the same and different from others? How are you unique?

[Rubric](#)

## UNIT ONE: HOW DO I IDENTIFY MYSELF?

### PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT MYSELF FOCUSING ON MAKES ME UNIQUE.

**PERFORMANCE OBJECTIVE 1.1:** I can describe what type of person I am by focusing on what makes me unique.

**PERFORMANCE INDICATOR 1.1C:** I can describe how what I choose to do makes me unique.

### SKILL DEVELOPMENT

LEARNING TARGETS	LANGUAGE CHUNKS & VOCABULARY	CHECK FOR LEARNING
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 describe how what someone chooses to do makes them unique when they hear it. (IL)	<ul style="list-style-type: none"> <li><i>I like to....because...</i></li> <li><i>I prefer to.... Because....</i></li> <li><i>My friends like to ... but I prefer to....</i></li> </ul>	Listening Check 1.1C
Students can describe how what someone chooses to do makes them unique when they read it. (IR)	<ul style="list-style-type: none"> <li><i>My family likes to....but I prefer to....</i></li> <li><i>We like to....but others prefer....</i></li> </ul>	Reading Check 1.1C
Students can write about how what someone chooses to do makes them unique. (PW)	<ul style="list-style-type: none"> <li><i>Student generated phrases to meet content and performance</i></li> </ul>	Spanish   French   German   LCTL
Students can answer questions about how what they choose to do makes them unique. (IS)	<ul style="list-style-type: none"> <li>How does what you like to do make you unique?</li> <li>How does what you like to do compare with your friends/family?</li> </ul>	Writing Prompt 1.1C
Students can ask questions about how what someone chooses to do makes them unique. (IS)	<ul style="list-style-type: none"> <li>How does what you like to do compare with other kids your age?</li> </ul>	Answer your partner's questions
	<div style="background-color: #f8d7da; padding: 5px; margin-bottom: 5px;"> <b>REVIEW VOCABULARY</b> <ul style="list-style-type: none"> <li>Level Two Vocabulary</li> </ul> </div> <div style="background-color: #d4edda; padding: 5px;"> <b>LEVEL UP LANGUAGE</b> <ul style="list-style-type: none"> <li>Focus on developing paragraph length discourse.</li> <li>Expand Transition word usage beyond and, but, because...</li> </ul> </div>	Interview Questions 1.1C
		Spanish   French   German   LCTL

### FORMATIVE ASSESSMENTS

#### INTERPERSONAL

It's time to learn more about your partner. Ask your partner about the activities the he/she likes and that make him/her unique. Tell your partner what you like to do and why. Also tell your partner about the activities that you do with your family and with your friends, and how what you like to do/prefer to do makes you the person that you are. Keep the conversation going with more questions about the activities that your partner likes.

Rubric

#### PRESENTATIONAL WRITING

The ELA office is starting a program that pairs a student that is studying a language with a student from that country who is learning English. You have been asked to write an essay about what you like to do, both with your family and your friends. Write about what activities you like and prefer in detail, so that the ELA office can pair you with one of their students with similar preferences.

Rubric

## UNIT ONE: WE R WHO WE R

### PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT MYSELF FOCUSING ON MAKES ME UNIQUE.

**PERFORMANCE OBJECTIVE 1.1:** I can describe what type of person I am focusing on what makes me unique.

**PERFORMANCE INDICATOR 1.1D:** I can describe how what I choose to listen or watch makes me unique.

### SKILL DEVELOPMENT

#### LEARNING TARGETS

What will learners be able to do?

#### LANGUAGE CHUNKS & VOCABULARY

What will learners need to know?

#### CHECK FOR LEARNING

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

Students can describe how what someone chooses to listen or watch makes them unique when they hear it. (IL)

Students can describe how what someone chooses to listen or watch makes them unique when they read it. (IR)

Students can write about how what someone chooses to listen or watch makes them unique. (PW)

Students can answer questions about how what they choose to listen or watch makes them unique. (IS)

Students can ask questions about how what someone chooses to listen or watch makes them unique. (IS)

- *I like to listen to/watch/read...because...*
- *I prefer to listen to/watch/read.... because....*
- *My friends/family like to ... but I prefer to listen to/watch/read....*
- *We like to listen to/watch/read....but others prefers.....*
- *Student generated phrases to meet content and performance expectations*

- How does what you like to listen to/watch/read make you unique?
- How does what you like to listen to/watch/read compare with your friends/family?
- How does what you like to listen to/watch/read compare with other kids your age?

#### REVIEW VOCABULARY

- Level Two Vocabulary

#### LEVEL UP LANGUAGE

Listening Check 1.1D

Spanish	French	German	LCTL
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Reading Check 1.1D

Spanish	French	German	LCTL
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Writing Prompt 1.1D

Answer your partner's questions

Interview Questions 1.1D

Spanish	French	German	LCTL
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### FORMATIVE ASSESSMENTS

#### INTERPERSONAL

It is time to learn more about one of your classmates. Ask your partner about what they like to listen to, watch or read and how that makes them unique. Answer your partner's questions about what you prefer to listen to or watch. Keep the conversation going by comparing your preferences and your partner's preferences with other kids your age and with your families.

Rubric

#### PRESENTATIONAL WRITING

Now for another journal entry!! Write about what you learned about your partner chooses to listen to or watch and how that makes your partner unique. Compare your partner's choices with your own, and how your choices make you unique.

Rubric

## UNIT ONE: MUSIC

### PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT WHAT I VALUE.

### HONORS ENRICHMENT: SONGS ALIGNED TO THEME

LANGUAGE

LINKS

ENGLISH

**\*\*"WE R WHO WE R" – KESHA**

SONG: [HTTPS://WWW.YOUTUBE.COM/WATCH?V=MXVMSAE0JXA](https://www.youtube.com/watch?v=MXVMSAE0JXA)

LYRICS:

[HTTPS://PLAY.GOOGLE.COM/MUSIC/PREVIEW/TWJHZEIUYZQXMGNJXIHCM6TDWNQ?LYRICS=1&utm\\_source=google&utm\\_medium=search&utm\\_campaign=lyrics&pcampaignid=KP-LYRICS](https://play.google.com/music/preview/twjhzEIUYZQXMGNJXIHCM6TDWNQ?LYRICS=1&utm_source=google&utm_medium=search&utm_campaign=lyrics&pcampaignid=KP-LYRICS)

SPANISH

**CALLE 13- LATINOAMÉRICA**

SONG: ([HTTP://ZACHARY-JONES.COM/ZAMBOMBAZO/CLOZELINE-CALLE-13-LATINOAMERICA/](http://zachary-jones.com/zambombazo/clozeline-calle-13-latinoamerica/))

LYRICS:

[HTTPS://PLAY.GOOGLE.COM/MUSIC/PREVIEW/TK5OR5F7LOLU6CLDNIZCNMKA5IU?LYRICS=1&utm\\_source=google&utm\\_medium=search&utm\\_campaign=lyrics&pcampaignid=KP-LYRICS](https://play.google.com/music/preview/tk5or5f7lolu6clDNIZCNMKA5IU?LYRICS=1&utm_source=google&utm_medium=search&utm_campaign=lyrics&pcampaignid=KP-LYRICS)

FRENCH

**MA FILOSOFIE – AMAL BENT**

SONG: <https://francophonemusic1.wordpress.com/>

LYRICS: <http://lyricstranslate.com/en/ma-philosophie-my-philosophy.html-0>

**JE SUIS MOI - Shy'm**

SONG: <https://francophonemusic1.wordpress.com/>

LYRICS: <http://lyricstranslate.com/en/je-suis-moi-i-am-me.html-0>