

UNIT TWO: HEY BROTHER

LANGUAGE DEVELOPMENT

INTERMEDIATE LOW	INTERMEDIATE MID	ADVANCED
BELOW EXPECTATIONS	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
<p>Approaching Expectations</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>Meeting Expectations</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. Finally I can ask and answer a variety of questions.</p>	<p>Exceeding Expectations</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 HOW MY FAMILY IS UNIQUE IN COMPARISON WITH OTHER FAMILIES.

SUMMATIVE ASSESSMENTS

Interpersonal Interview

Find out how similar and different your unique family is from your classmates. Interview your partner to be able to share information with the class. Use the following questions to help start the conversation:

- How does your family communicate and how does this compare with others.
 - Social media
 - Old school, such as the telephone, email
- What types of activities does your family enjoy doing together and how does this compare with others your age?
 - Weekend activities
 - Things you do together at home
- How does your family celebrate events and holidays? How does this compare with others your age?
 - Holiday celebrations and traditions
 - Family events such as birthdays, weddings, etc.

Presentational Writing

Write about your family and what makes them unique. Write a blog post about your family, describing how you communicate with each other, what you do together as a family, and about your holiday and special event celebrations. Compare your wonderful and unique family with that of your classmates.

ADVANCED PLACEMENT ALIGNED THEMES

Personal and Public Identities

HEY BROTHER – AVICII

UNIT TWO: HONORS ENRICHMENT

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY FAMILY IS UNIQUE IN COMPARISON WITH OTHER FAMILIES.

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. qualities of a good friend, family and others who impact someone’s life, activities, holiday celebrations, etc.)

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

Students read articles from sources such as Scholastic magazines or TL newspaper articles that pertain to the curricula topic. (i.e. qualities of a good friend, family and others who impact someone’s life, activities, holiday celebrations, 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. qualities of a good friend, family and others who impact someone’s life, activities, holiday celebrations, 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 who and what influences the lives of teens in the TL culture.

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

Students research the impact of the TL culture and values on who and what influences the lives of teens in the TL culture and incorporate that knowledge into writing assignments and presentations.

UNIT TWO:

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY FAMILY IS UNIQUE IN COMPARISON WITH OTHER FAMILIES.

PERFORMANCE OBJECTIVE 2.1: I can describe how my family communicates and discuss similarities/differences to other families.

PERFORMANCE INDICATOR 2.1.A: I can compare and contrast how my family communicates with other families.

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 compare and contrast how my family communicates with other families when they hear it. (IL)

Students can compare and contrast how my family communicates with other families when they read it. (IR)

Students write a comparison about how their family communicates as contrasted with other families. (PW)

Students answer questions about how their family communicates compared with other families. (IS)

Students ask questions about how someone's family communicates compared with other families. (IS)

- My family is....meanwhile other families are.....
- We like to... because... but others like.... Because...
- My family prefers....because...but others prefer.... because....
- What is your family like compared to other families?
- What does your family like to do compared to other families?
- What does your family prefer (to do, to eat, go...) as compared to other families?
- How are your families likes and dislikes similar to others?

REVIEW

Family

- members
- descriptions
- likes/dislikes

LEVEL UP LANGUAGE

- focus on developing several interconnected sentences in responses.
- Use transition words to ensure flow between and among ideas.

Listening Check 2.1A

Spanish	French	German	LCTL
---------	--------	--------	------

Reading Check 2.1A

Spanish	French	German	LCTL
---------	--------	--------	------

Writing Prompt 2.1A

Answer your partner's questions

Interview Questions 2.1A

Spanish	French	German	LCTL
---------	--------	--------	------

INTERPERSONAL INTERVIEW

The family dynamic is different in each family. How does your family communicate? Is it the same or different from that of your classmates? Interview your partner to find out his or her family communicates with each other. Answer your partner's questions about how your family communicates. Discuss with your partner the similarities and differences in how **both of your families communicate.**

PRESENTATIONAL WRITING

As a contributing blogger for US students studying (TL), you have been asked to write about your family and what makes them unique. Write a blog post about your family, describing how you communicate with each other, what you do together as a family, and about your holiday and special event celebrations. Compare your wonderful and unique family with that of your classmates.

UNIT TWO:

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY FAMILY IS UNIQUE IN COMPARISON WITH OTHER FAMILIES.

PERFORMANCE OBJECTIVE 2.1: I can talk about how my family relates to each other and compare to other families.

PERFORMANCE INDICATOR 2.1B: I can describe what activities my family and I enjoy in comparison with other families.

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 describe what activities families enjoy in comparison with other families when they hear it. (IL)

Students can describe what activities families enjoy in comparison with other families when they read it. (IR)

Students write descriptions of what activities their family enjoys in comparison with other families. (PW)

Students answer questions about what activities their family enjoys in comparison with other families. (IS)

Students ask questions about what activities a family enjoys in comparison with other families. (IS)

- We like to....because...
- We do not like to.... Because...
- My family prefersmore than.... Because....
- We are similar to Because...
- We are different from ... because....

- What does your family like to do together?
- How does your families preferences compare with others?
- How are you similar?
- How are you different?

LEVEL

Family

- members
- descriptions
- likes/dislikes
- activities

LEVEL UP LANGUAGE

- focus on developing several interconnected sentences in responses.
- Use transition words to ensure flow between and among ideas.

Listening Check 2.1B

Spanish	French	German	LCTL
---------	--------	--------	------

Reading Check 2.1B

Spanish	French	German	LCTL
---------	--------	--------	------

Writing Prompt 2.1B

Answer your partner's questions

Interview Questions 2.1B

Spanish	French	German	LCTL
---------	--------	--------	------

FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW

Every family has interests and participates in activities together. What activities and interests do the members of your family share? Tell your partner about what you and your family enjoy doing together. Answer all of your partner's questions about what your family enjoys doing. Ask your partner about the activities and interests that their family shares. How do they compare? Discuss this with your partner.

PRESENTATIONAL WRITING

The ESL and world language departments are working together to plan a family night at your school. All students have been asked to write an essay about their family and what they like to do together as a family. World language students will write in the language that they are studying, and the ESL students will write in English. This will help the ESL families learn about American families, and the American families learn about families from different cultures. This is your chance to really show how well you write in the language that you are studying and to impress the ESL parents!

UNIT TWO:

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY FAMILY IS UNIQUE IN COMPARISON WITH OTHER FAMILIES.

PERFORMANCE OBJECTIVE 2.1: I can describe my family's traditions.

PERFORMANCE INDICATOR 2.1C: I can compare and contrast how my "family" celebrates events with other families.

SKILL DEVELOPMENT

LEARNING TARGETS

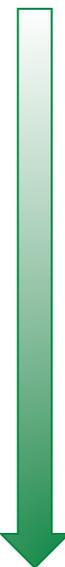
What will learners be able to do?

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 compare and contrast how "families" celebrate events when they hear it. (IL)	<ul style="list-style-type: none"> On... my family..... On (holiday) we ... but not We prefer to because..... We are similar because.... We are different because.... 	REVIEW <ul style="list-style-type: none"> Family Activities 2.1B vocab 	Listening Check 2.1B			
	Students can compare and contrast how "families" celebrate events when they read it. (IR)			Spanish	French	German	LCTL
	Students write comparisons of how "families" celebrate events. (PW)		Reading Check 2.1B				
	Students answer questions comparing how "families" celebrate events. (IS)		Spanish	French	German	LCTL	
	Students ask questions comparing how "families" celebrate events. (IS)		Writing Prompt 2.1B				
	<ul style="list-style-type: none"> How do you celebrate (holiday) What does your family do during the holidays? How are you similar to other families? How are different from other families? 	LEVEL UP LANGUAGE <ul style="list-style-type: none"> focus on developing several interconnected sentences in responses. Use transition words to ensure flow between and among ideas. 	Answer your partner's questions				
	Interview Questions 2.1B						
			Spanish	French	German	LCTL	

FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW

'Tis the season! From Thanksgiving until New Years, we spend a lot of time with family. IN many ways we all celebrate the holidays the same, but each family has their own traditions when we celebrate different holidays. Have a conversation with your partner about how each of your families celebrate various holidays. Compare and contrast your family holiday celebrations with those of your partner.

PRESENTATIONAL WRITING

The _____ language paper in Memphis has asked language students to write about how their families celebrate the holidays and other family events. If your entire article is used in the Celebration Edition of the paper, you will receive tickets to every Grizzlies game for the rest of the season! Write about how your family traditions for various holidays and events, and compare them to your classmates' family traditions. Give as much detail as possible. You really want those Grizzlies tickets!