

UNIT FOUR:

PERFORMANCE CONTINUUM		
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 I BENEFIT MY NEIGHBORHOOD.

SUMMATIVE ASSESSMENTS

Interpersonal Interview	Presentational Writing
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Work with a partner to find out how each of you benefit your neighborhoods. Compare not only what each of you does, but what is happening in each of your neighborhoods to conserve resources.

Use the following questions to get started:

1. What can someone do at the community center in your neighborhood?
 - Activities and when they occur
2. How can you make your neighborhood safe?
 - Watch groups, police, etc.
3. Describe different ways to recycle and how it benefits your neighborhood.
 - Paper, plastics, cans, etc.
4. What conservation efforts are there in your neighborhood?
 - Water, electricity, etc.

It's time for your final blog post of the year! After talking with your classmates about their neighborhoods, you decide to write about how you benefit your neighborhood. Write a blog describing your neighborhood, including what there is to do in your community center, ways you work to make your neighborhood safe, and ways to recycle and conserve energy in your neighborhood. Be sure to include what you learned from your partners to get all sides of the story.

ADVANCED PLACEMENT THEME

Family and Community; Contemporary Life

UNIT FOUR: HONORS ENRICHMENT

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW I BENEFIT MY NEIGHBORHOOD.

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. safety in their neighborhood, recycling and conservancy).

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

Students choose a topic to research and present to the class that ties to the curricula topic and personal interest. (i.e. safety in their neighborhood, recycling and conservancy).

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. safety in their neighborhood, recycling and conservancy).

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 FOUR:

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW I BENEFIT MY NEIGHBORHOOD.

PERFORMANCE OBJECTIVE 4.1: I can explain how community centers benefit my community.

PERFORMANCE INDICATOR 4.1A: I can tell you what I can do at my community center.

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 tell you what someone can do at a community center when they hear it. (IL)	<ul style="list-style-type: none"> Community centers in my neighborhood are.... and Atyou can... and Some of my favorite activities are 	Review Vocabulary <ul style="list-style-type: none"> Activities (R) People (R) Places (R) 		Listening Check 4.1A			
Students can tell you what someone can do at a community center when they read it. (IR)	<ul style="list-style-type: none"> In my neighborhood we have.... People should.... there 			Spanish	French	German	LCTL
Students can write about what someone can do at a community center. (PW)	<ul style="list-style-type: none"> What do you suggest that I do at? Can Ior there? 	LEVEL UP LANGUAGE <ul style="list-style-type: none"> At ... you can...but not.... One can also.... I would suggest that you---- first and then..... 		Reading Check 4.1A			
Students can answer questions about what someone can do at a community center. (IS)				Spanish	French	German	LCTL
Students can ask questions about what someone can do at a community center. (IS)				Writing Prompt 4.1A			
		Answer your partner's questions					
		Interview Questions 4.1A					
		Spanish	French	German	LCTL		

FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW

There are many types of community centers in our neighborhoods, from small ones to much larger ones. Tell your partner about the community center that you frequent. Answer your partner's questions about what someone can do at your community center. Ask your partner questions about the community center that he/she frequents and what someone can do there. Compare the two community centers. How are they alike and different?

PRESENTATIONAL WRITING

You still keep in contact, occasionally, with your e-pal from level 1. He really doesn't understand what a community center is. Send him an email describing what a community center is and all of the things that you can do there. Also tell him how and why you think that it is a benefit to your community.

UNIT FOUR:

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW I BENEFIT MY NEIGHBORHOOD.

PERFORMANCE OBJECTIVE 4.1: I can discuss issues of safety in my neighborhood.

PERFORMANCE INDICATOR 4.1B: I can explain ways to make my neighborhood safe.

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 explain ways to make a neighborhood safe when they hear it. (IL)	<ul style="list-style-type: none"> We should add/need more.... to make our neighborhood safer. Community involvement is important because.... 	Listening Check 4.1B				
Students can explain ways to make a neighborhood safe when they read it. (IR)	<ul style="list-style-type: none"> People can ---- or --- I think that ... is important because... 	<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 ways to make a neighborhood safe. (PW)	<ul style="list-style-type: none"> If we.... then 	<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 to make a neighborhood safe when they hear it. (IS)	<ul style="list-style-type: none"> What do you do to make your neighborhood safe? How can you help make your neighborhood safer? 	Writing Prompt 4.1B				
Students can ask questions about how to make a neighborhood safe when they hear it.		Answer your partner's questions				
		Interview Questions 4.1B				
		<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

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There are many types of community centers in our neighborhoods, from small ones to much larger ones. Tell your partner about the community center that you frequent. Answer your partner's questions about what someone can do at your community center. Ask your partner questions about the community center that he/she frequents and what someone can do there. Compare the two community centers. How are they alike and different?

PRESENTATIONAL WRITING

You still keep in contact, occasionally, with your e-pal from level 1. He really doesn't understand what a community center is. Send him an email describing what a community center is and all of the things that you can do there. Also tell him how and why you think that it is a benefit to your community.

UNIT FOUR:

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW I BENEFIT MY NEIGHBORHOOD.

PERFORMANCE OBJECTIVE 4.2: I can discuss the environmental concern in my city.

PERFORMANCE INDICATOR 4.2A: I can describe different ways to recycle and how it benefits my neighborhood.

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 describe different ways to recycle and how it benefits a neighborhood when they hear it. (IL)	<ul style="list-style-type: none"> Recycling is important because..... I recycle..... because..... My neighborhood does/does not recycle because..... We can or possibly... benefits my neighborhood by.... 		Review Vocabulary <ul style="list-style-type: none"> Recycle bins Glass, plastic, paper, etc. (R) 		Listening Check 4.2A							
Students can describe different ways to recycle and how it benefits a neighborhood 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	Reading Check 4.2A	
Spanish			French	German	LCTL							
Students can describe different ways to recycle and how it benefits a neighborhood. (PW)			<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>		Spanish	French	German	LCTL	Writing Prompt 4.2A			
Spanish			French	German	LCTL							
Students can answer questions on different ways to recycle and how it benefits a neighborhood. (IS)	<ul style="list-style-type: none"> How do you recycle? Why? Why do you recycle? What are the benefits to recycling? 		LEVEL UP LANGUAGE <ul style="list-style-type: none"> I recycle ... however My family..... and my neighborhood also..... because..... 		Answer your partner's questions							
Students can ask questions on different ways to recycle and how it benefits a neighborhood. (IS)					<table border="1"> <tr> <td>Spanish</td> <td>French</td> <td>German</td> <td>LCTL</td> </tr> </table>		Spanish	French	German	LCTL	Interview Questions 4.2A	
Spanish	French	German	LCTL									

FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW

Everyone is tired of seeing all of the trash in the streets. Most of what you see in the streets is recyclable!! Work with your partner and discuss different ways to recycle and how it will benefit your neighborhood. Ask your partner questions about his or her suggestions, and be sure to answer your partner's questions.

PRESENTATIONAL WRITING

You feel very strongly about the need to recycle. Write a letter to the editor of the ___ language newspaper sharing your ideas on different ways to recycle and how it would benefit both your neighborhood and the entire city.

UNIT FOUR:

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW I BENEFIT MY NEIGHBORHOOD.

PERFORMANCE OBJECTIVE 4.2: I can discuss the environmental concern in my city.

PERFORMANCE INDICATOR 4.2B: I can describe different conservancy efforts in my neighborhood.

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 describe different conservancy efforts in a neighborhood when they hear it. (IL)	<ul style="list-style-type: none"> In my family/neighborhood we use to In my community we conserve energy by..... We never because..... 	Review Vocabulary <ul style="list-style-type: none"> turn off timer limit pay attention to 		Listening Check 4.2A			
Students can describe different conservancy efforts in a neighborhood when they read it. (IR)				Reading Check 4.2A			
Students can write about different conservancy efforts in their neighborhood. (PW)	<ul style="list-style-type: none"> How do you conserve energy? Why is it important to conserve energy? 	LEVEL UP LANGUAGE <ul style="list-style-type: none"> We should.... instead of.... Even though we.... we should..... On the other hand, we should/should not..... 		Writing Prompt 4.2A			
Students can answer questions about different conservancy efforts in their neighborhood. (IS)				Answer your partner's questions			
Students can ask questions about different conservancy efforts in their neighborhood. (IS)				Interview Questions 4.2A			
				Spanish	French	German	LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW

Interview your partner about efforts in your neighborhood to conserve energy. Answer your partner's questions about how your neighbors work to ensure clean water for future generations, as well as how they work to conserve power in their homes and businesses in the community. Ask your partner how his or her neighborhood works to conserve resources in their neighborhood.

PRESENTATIONAL WRITING

The ____ language newspaper that published your letter to the editor has asked you to post on their website about what is being done your neighborhood to conserve energy. Write your post about your neighborhood's conservancy effort in detail.