Shelby County Schools
WorldLanguages
Go Global: Learn Another Language

HONORS UNIT TWO: WHO YOU ARE

LANGUAGE DEVELOPMENT

NOVICE MID	NOVICE HIGH	INTERMEDIATE
BELOW EXPECTATIONS	LOWEST ACCEPTABLE PERFORMANCE	TEACH TO...
Approaching Expectations	Meeting Expectations	Exceeding Expectations
I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	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.	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.

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT HOW MY CHOICES DEFINE ME.

SUMMATIVE ASSESSMENTS

Interpersonal Interview

Get to know your partner better. Use the following questions to see how your partners choices may define them.

1. *What do you do after school and on the weekend?*
   - *What do you do after school?*
   - *At what time?*
   - *What do you do on the weekend?*
   - *With whom do you do these activities?*
   - *Where do you go/are you going?*
2. *Describe your personal style.*
   - *Tell me what you wear to school, after school, and on the weekends.*
   - *What do you prefer to wear*
3. *Where do you like to shop?*
   - *Where do you buy your____*
4. *What styles are popular with your friends?*
   - *Is ____ in style at your school?*
   - *Do your friends wear or like ____*

Rubric

Presentational Writing

The ____ language version of People Magazine last month had an article about teenagers and the poor choices that they sometimes make. You disagree, because you make good choices. Write a letter to the editor to show him that, as a typical teenager, you make good choices. Write about the choices that make about what you do after school and on the weekends and about current fashions among you and your friends. Be sure to talk about your personal style.

Rubric

ADVANCED PLACEMENT ALIGNED THEMES

Personal and Public Identities

"WHO YOU ARE" JESSIE J

http://genius.com/Jessie-j-who-you-are-lyrics

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DRAFT

UNIT TWO: HONORS ENRICHMENT

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY CHOICES REPRESENT ME.

HONORS ENRICHMENT: GENIUS HOUR

STANDARD	UNIT SPECIFIC APPLICATION
Extended reading assignments that connect with specified curriculum.	Students research and read about their selected country in regard to current curricula appropriate topics and personal interest. Students use this time to personalize their research in addition to support the curricula content.
Research-based writing assignments that address and extend the course curriculum.	Students research and write about their selected country in regard to current curricula appropriate topics and personal interest. Students use this time to personalize their research in addition to support the curricula content.
Projects that apply course curriculum to relevant or real-world situations.	Students choose a country to research and present to class based on the unit topics, the target culture, and personal interest.
Writing Assignments that demonstrate a variety of modes, purposes, and styles.	Students summarize their research on their selected country including curriculum supporting information and personal interest topics.
Integration of appropriate technology into the course of study.	Students create a presentation using appropriate technology to share their research with the class.
Deeper exploration of the culture, values, and history of the discipline.	Students choose a country to research and present to class based on the unit topic, the target culture, and personal interest.

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HONORS UNIT TWO: WHO YOU ARE

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY CHOICES REPRESENT ME.

PERFORMANCE OBJECTIVE 2.1: I can have a conversation about how my choices represent me.

PERFORMANCE INDICATOR 2.1A: I can have a conversation about what I choose to do in my free time.

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 understand what people choose to do afterschool in a listening passage. (IL)	• Before school I… • Before school I do not… • After school I… • Afterschool I do not… • At …(time/hour) I… • In my free time I…. • On the weekend I…. • I like to…. • I (activity) because…	• places • activities • people	Listening Check 2.1A Spanish / French / German / LCTL
Students understand what people choose to do afterschool in a reading passage. (IR)			Reading Check 2.1A Spanish / French / German / LCTL
Students write about what they choose to do after school. (PW)		LEVEL UP LANGUAGE	Writing Prompt 2.1A
Students answer questions about what after-school activities they choose. (IS)	• What do you do after school/on weekends? • Where are you going…? • What are you doing…? • At what time…? • With whom do you go? • Do you___? • What do you do in your free time?	• Before school I…because… • After school I… because… • I go to…with… because… • In my free time I prefer… because…	Answer your partner's questions
Students ask questions about what after-school activities others choose to participate in. (IS)			Interview Questions 2.1A Spanish / French / German / LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW	PRESENTATIONAL WRITING
It's time to get to know more about one of your classmates. Ask your partner what he or she does after school, when he/she does these activities, with whom, and where he/she does these activities. Answer your partner's questions about you do after school.	It's time to tweet! A twitter account has been started for _____ language students: #FREETIME. Tweet in ____ about what you do in your free time. If you do more than one thing, you should "send" more than 1 tweet. Remember, only 144 characters per tweet!

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HONORS UNIT TWO: WHO YOU ARE

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY CHOICES REPRESENT ME.

PERFORMANCE OBJECTIVE 2.1: I can have a conversation about how my choices represent me.

PERFORMANCE INDICATOR 2.1B: I can tell you what I like to wear and why.

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 identify what someone likes to wear in a listening passage. (IL)	• I like to wear… • My style is… • I do not like to wear… • At school I wear… • On the weekends I wear…. • I prefer to wear…	• articles of clothing • adjectives to describe clothing	Listening Check 2.1B Spanish / French / German / LCTL
Students identify what someone likes to wear when they read about it. (IR)			Reading Check 2.1B Spanish / French / German / LCTL
Students write about what they like to wear. (PW)		**LEVEL UP LANGUAGE** • I prefer to wear… but I have to wear… • I wear… because… • I wear… and… but not…	Writing Prompt 2.1B
Students answer questions about what they like to wear. (IS)	• What is your style? • What do you like to wear? • What do you prefer to wear to….? • What do you like wear to school? • What do you like to wear on the weekends?		Answer your partner's questions
Students ask others what they like to wear. (IS)			Interview Questions 2.1B Spanish / French / German / LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW	PRESENTATIONAL WRITING
It's time to learn about your partner's personal style and clothing preferences. Ask your partner what they prefer to wear to different events and in different seasons. Ask about your partner's personal style. Be sure to answer your partner's questions about your personal style and clothing preferences.	You are writing a special article for your ___ newsletter at your school. Write about what teenagers in Memphis like to wear for different occasions, as well as about your likes, dislikes and your personal style.

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HONORS UNIT TWO: WHO YOU ARE

PERFORMANCE TARGETS

I CAN HAVE A CONVERSATION ABOUT HOW MY CHOICES REPRESENT ME.

PERFORMANCE OBJECTIVE 2.1: I can have a conversation about how my choices represent me.

PERFORMANCE INDICATOR 2.1C: I can tell you what I choose to eat.

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 understand people's food choices and eating habits when the hear it. (IL)	• I eat... for breakfast/lunch/dinner • I prefer… over…. • My favorite meal is…	• Foods • Meals *generate vocab with students based on their interests	Listening Check 2.1C Spanish / French / German / LCTL
Students understand people's food choices and eating habits when the read it. (IR)			Reading Check 2.1C Spanish / French / German / LCTL
Students write about their food choices and eating habits. (PW)			Writing Prompt 2.1C
Students answer questions about their food choices and eating habits. (IS)	• What do you like to eat for…? • What do you prefer to eat? • What is your favorite meal? • What is your favorite food?	**LEVEL UP LANGUAGE** • I like … for breakfast because… • I do not like….because…. • I prefer… for…because ….	Answer your partner's questions
Students ask questions about someone's food choices and eating habits. (IS)			Interview Questions 2.1C Spanish / French / German / LCTL

FORMATIVE ASSESSMENTS

INTERPERSONAL INTERVIEW	PRESENTATIONAL WRITING
It has been said that you are what you eat! Ask your partner about what he or she eats for different meals and about their favorite foods and meals. Be sure to answer your partner's questions about what you eat and your food preferences.	You have been following a blog by a teenager in _____so that you can practice your _____. He has written about the wonderfully delicious foods that he eats for breakfast and lunch on school days. Respond to his blog post and tell him what the cafeteria in your school typically serves for breakfast and lunch.

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