

For more information regarding this curriculum please contact:
Christi Gilliland | K-12 World Language Curriculum Specialist
 Williamson County Schools | Department of Teaching, Learning, & Assessment
christina.gilliland@wcs.edu | [Twitter: @wcsCOcg](https://twitter.com/wcsCOcg)

Williamson County Schools World Language	
Scope & Sequence 1-Pager	
Level One Themes	Level Two Themes
<p style="text-align: center;">How am I unique?</p> <ul style="list-style-type: none"> I can exchange introductory information with others I can describe myself and others. I can ask and answer questions about what people do in their free time. 	<p style="text-align: center;">What is teenage life?</p> <ul style="list-style-type: none"> I can discuss pop culture products that interest adolescents in the target culture, my classmates, and me. I can state my viewpoint on adolescent practices in the target culture and compare them to my own culture.
<p style="text-align: center;">What does family mean to me?</p> <ul style="list-style-type: none"> I can express what a family is and who I consider to be part of mine. I can explain my family traditions and compare them to traditions of others. 	<p style="text-align: center;">How do I connect with others?</p> <ul style="list-style-type: none"> I can participate in conversations with others about the role of social media/technology in my daily life and how it allows me to connect with others. I can explain how food brings people together. I can state my viewpoints about how music and/or sports connects people.
<p style="text-align: center;">How do my choices shape who I am?</p> <ul style="list-style-type: none"> I can explain what I choose to do when I have free time. I can talk about how clothing reflects who people are and what they do. I can tell the responsibilities (chores/jobs) that I had, have, and will have? 	<p style="text-align: center;">Who is a hero and why?</p> <ul style="list-style-type: none"> I can give opinions about people that have a positive influence on society. I can describe who personally influences my life and why.
<p style="text-align: center;">How am I part of a community?</p> <ul style="list-style-type: none"> I can make recommendations for places to visit and things to do in my community. I can explain how being a good citizen can improve my community. 	<p style="text-align: center;">How and why do I connect in a new community?</p> <ul style="list-style-type: none"> I can compare practices and products of a community in a country where the target language is spoken and my own. I can discuss the benefits and challenges of relocating to a country where the target language is spoken.

Williamson County Schools Modern Languages
Chinese-French-German-Spanish
2018-2019 Level 1
Quarter 1

Level 1
Standard

Level 1
Honors

Course Performance Target
Novice High

Course Performance Target
Intermediate Low

NCSSFL-ACTFL Global Benchmark Statement

This course's ACTFL Performance Goal of Novice High means that by the end of the course students will understand and express themselves in simple conversations on very familiar topics using a variety of words, phrases, very simple sentences and questions that have been highly practiced and memorized. Students will be able to handle very brief social interactions in everyday situations by asking and answering simple questions. Students will recognize pieces of information from texts and sometimes understand the main topic of what is read or said. Students will write and present short messages on familiar topics related to everyday life using practiced phrases and simple sentences. Students will explore the similarities and differences between American culture and the target culture. Students will participate in regular performance assessments and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*.

NCSSFL-ACTFL Global Benchmark Statement

This course's ACTFL Performance Goal of Intermediate Low means that by the end of the course students will understand and express themselves and participate in simple conversations on a number of familiar topics using short sentences. Students will be able to handle brief social interactions in everyday situations by asking and answering simple questions. Students will begin to communicate about self, others, and everyday life in familiar situations. Students will recognize the main idea from texts and understand the main topic of what is read or said. Students will write and present information on most familiar topics using a series of simple sentences. Students will explore the similarities and differences between American culture and the target culture. Students will participate in regular performance assessments and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*.

*Pre-Unit Essential Question How will I learn a second language? *from Shelby County Schools	Overall Performance Objective I can explain the language learning process to a friend.	Unit Resources WCS Level 1 Google Site
Learning Target 1	Check for Learning	Language Chunks & Vocabulary
I can explain what proficiency and performance are and how they affect language learning.	Students decide whether the characteristics described measure performance or proficiency.	<ul style="list-style-type: none"> • Proficiency • Performance
Learning Target 2	Check for Learning	Language Chunks & Vocabulary
I can explain the course performance targets for each semester and describe what those kind of performances look and sound like.	Students listen to/watch sample language in English to determine if the performance is Novice, Intermediate, or Advanced.	<ul style="list-style-type: none"> • Advanced • Intermediate: Low, Mid, High • Novice: Low, Mid, High
Learning Target 3	Check for Learning	Language Chunks & Vocabulary
I can explain the differences between performance assessments and other sorts of assessments.	Students categorize various assessments as performance-based or not performance-based.	<ul style="list-style-type: none"> • Modes of Communication (Interpretive, Interpersonal, Presentational) • Performance Task • Class grading scale
Learning Target 4	Check for Learning	Language Chunks & Vocabulary
I can set my own language goals for this semester.	Students write their language goals down and share with a classmate.	<ul style="list-style-type: none"> • Path to Proficiency • Proficiency levels on the ACTFL Scale
Learning Target 5	Check for Learning	Language Chunks & Vocabulary
I can explain the community and global expectations for learning a language.	Students create a Venn diagram of language learning as it benefits themselves, their community, or both.	<ul style="list-style-type: none"> • Reasons to learn another language
Learning Target 6	Check for Learning	Language Chunks & Vocabulary
I can identify where in the world the target language is spoken.	Students list at least 5 countries and important cities where the target language is spoken.	<ul style="list-style-type: none"> • Names of target language countries and important cities in the target language
Learning Target 7	Check for Learning	Language Chunks & Vocabulary
I can identify where in the U.S. the target language is spoken.	Using a map, students circle cities and communities where the target language is spoken	<ul style="list-style-type: none"> • Names of U.S. cities and communities in the target language

Unit 1 Essential Question and Theme		Overall Performance Objective	Unit Resources						
How am I unique?		I can compare myself to my peers.	WCS Level 1 Google Site						
<p>Performance Indicator 1 I can exchange introductory information with others.</p> <table border="1"> <thead> <tr> <th colspan="2">Performance Goal</th> </tr> </thead> <tbody> <tr> <td>Standard</td> <td>Novice Mid</td> </tr> <tr> <td>Honors</td> <td>Novice High</td> </tr> </tbody> </table>		Performance Goal		Standard	Novice Mid	Honors	Novice High	<p>Unit 1 Performance Assessment 1 A new family moves in next door that only speaks the target language. You go next door to meet the children and introduce yourself. In your conversation, be sure to exchange greetings, name, age, where your family is from, contact information (phone number, social media handles, etc.), goodbyes. <i>Interpersonal</i></p>	
Performance Goal									
Standard	Novice Mid								
Honors	Novice High								
Learning Target 1	Check for Learning	Language Chunks & Vocabulary							
I can classify greetings as formal and informal. <i>Interpretive</i>	Students match greetings to a variety of people.	<ul style="list-style-type: none"> Hello (various) Goodbye (various) <i>Cultural gestures</i> 							
Learning Target 2	Check for Learning	Language Chunks & Vocabulary							
I can recognize if someone says hello and/or goodbye. <i>Interpretive</i>	Students listen to/read quick excerpts of encounters with people and tell which are greetings and which are farewells.	<ul style="list-style-type: none"> <i>Common greetings</i> <i>Common goodbyes/farewells</i> 							
Learning Target 3	Check for Learning	Language Chunks & Vocabulary							
I can greet and say goodbye to someone appropriately. <i>Interpersonal</i>	Students are divided into formal and informal roles. Students greet and say farewell to each other based on the role of the person they are assigned.	<ul style="list-style-type: none"> <i>Same as above</i> 							
Learning Target 4	Check for Learning	Language Chunks & Vocabulary							
I can identify someone's name. <i>Interpretive</i>	Students listen to a variety of people introduce themselves and write the names next to the appropriate picture.	<ul style="list-style-type: none"> My name is... His/Her name is... 							

Learning Target 5	Check for Learning	Language Chunks & Vocabulary
I can ask someone their name and respond when asked. <i>Interpersonal</i>	Students are randomly given a culturally appropriate name and go around the room asking each other their names and recording responses.	<ul style="list-style-type: none"> • What is your name? • My name is... • I am...
Learning Target 6	Check for Learning	Language Chunks & Vocabulary
I can identify someone's age when they say it. <i>Interpretive</i>	Students listen/watch introductions of people and match age with person.	<ul style="list-style-type: none"> • I am ___ years old. • <i>Numbers for ages of students</i>
Learning Target 7	Check for Learning	Language Chunks & Vocabulary
I can ask someone their age and tell someone my age. <i>Interpersonal</i>	Students ask their classmates their age in order to fill out a classroom poll of the students' ages.	<ul style="list-style-type: none"> • How old are you? • I am ___ years old.
Learning Target 8	Check for Learning	Language Chunks & Vocabulary
I can locate the country of origin when someone says where they are from. <i>Interpretive</i>	Students will listen to various speakers and add names to a map according to the speaker's country of origin.	<ul style="list-style-type: none"> • I am (<i>nationality</i>). • I was born in...
Learning Target 9	Check for Learning	Language Chunks & Vocabulary
I can ask someone where they are from and answer where I am from. <i>Interpersonal</i>	Students poll the members of the class to find out where they are from and fill in a chart with responses.	<ul style="list-style-type: none"> • I am from... • I was born in... • Where are you from?
Learning Target 10	Check for Learning	Language Chunks & Vocabulary
I can recognize someone's contact information. <i>Interpretive</i>	Students hear people give their contact information (phone number, e-mail address, social media usernames, etc.) and determine what type of contact it is.	<ul style="list-style-type: none"> • My phone number is... • My social media (e.g. Twitter Instagram handle) is... • My email address is...
Learning Target 11	Check for Learning	Language Chunks & Vocabulary
I can exchange contact information with someone. <i>Interpersonal</i>	Students create a contact in their phones (or a template) after asking a partner his or her contact information.	<ul style="list-style-type: none"> • What is the best way to get in touch with you? • You can call/contact/follow me at ___, "@", "#"

Unit 1 Essential Question and Theme How am I unique?	Overall Performance Objective I can compare myself to my peers.	Unit Resources WCS Level 1 Google Site						
<p align="center">Performance Indicator 2 I can describe myself and others.</p> <table border="1" data-bbox="367 443 863 565"> <thead> <tr> <th colspan="2">Performance Goal</th> </tr> </thead> <tbody> <tr> <td>Standard</td> <td>Novice Mid</td> </tr> <tr> <td>Honors</td> <td>Novice High</td> </tr> </tbody> </table>		Performance Goal		Standard	Novice Mid	Honors	Novice High	<p align="center">Unit 1 Performance Assessment 2</p> <p>Your language teacher keeps confusing you with another student in the class. You are sick of it, and want to set him/her straight. You write your teacher a note/email in the target language to explain how you are different from the other student. Be sure to mention similarities and differences in personality and physical traits.</p> <p align="center"><i>Presentational Writing</i></p>
Performance Goal								
Standard	Novice Mid							
Honors	Novice High							
Learning Target 1	Check for Learning	Language Chunks & Vocabulary						
I can identify someone based on their physical description. <i>Interpretive</i>	Students read/listen to descriptions of famous people and identify who they are based on their description.	<ul style="list-style-type: none"> • I am... • I have... • He/she is... • He/she has... • My ____ is/are... • His/Her ____ is/are... • <i>Student-generated physical description adjectives</i> 						
Learning Target 2	Check for Learning	Language Chunks & Vocabulary						
I can describe what someone's personality is like. <i>Presentational</i>	Students write a list or short description of the characteristics they look for in a friend.	<ul style="list-style-type: none"> • <i>Student-generated personality traits</i> • He/She is very... • He/She is not very... 						
Learning Target 3	Check for Learning	Language Chunks & Vocabulary						
I can say describe what I am like. <i>Presentational</i>	Students fill out a fictitious, simple profile for a social media site.	<ul style="list-style-type: none"> • <i>Same as above</i> 						
Learning Target 4	Check for Learning	Language Chunks & Vocabulary						
I can identify someone when they are being compared to someone else. <i>Interpretive</i>	Students listen to a description and decide which two celebrities the description could fit.	<ul style="list-style-type: none"> • We are... • They are... •more/less...than... • as 						

		<ul style="list-style-type: none"> • both • like • I/he/she looks like (resembles/ is similar to)... 						
Learning Target 5	Check for Learning	Language Chunks & Vocabulary						
I can compare people and explain how each is similar or different. <i>Presentational</i>	Students create a Venn diagram comparing themselves to someone else (classmate, famous person, etc.).	<ul style="list-style-type: none"> • ...is similar because... • ...is different because... 						
Unit 1 Essential Question and Theme How am I unique?	Overall Performance Objective I can compare myself to my peers.	Unit Resources WCS Level 1 Google Site						
<p style="text-align: center;">Performance Indicator 3</p> <p style="text-align: center;">I can ask and answer questions about what people do in their free time.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" style="text-align: center;">Performance Goal</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Standard</td> <td style="text-align: center;">Novice Mid</td> </tr> <tr> <td style="text-align: center;">Honors</td> <td style="text-align: center;">Novice High</td> </tr> </tbody> </table>		Performance Goal		Standard	Novice Mid	Honors	Novice High	<p style="text-align: center;">Unit 1 Performance Assessment 3</p> <p>Now that your _____-speaking neighbors have settled in, you decide to invite them to hang out this weekend. You do not know what they like to do, so you have a conversation about what they enjoy doing in their free time. In your conversation, you should 1) greet your neighbor, 2) ask what they like to do and how often, 3) tell what activities you like to do and how often, and 4) invite them to do an activity that you both like.</p> <p style="text-align: center;"><i>Interpersonal</i></p>
Performance Goal								
Standard	Novice Mid							
Honors	Novice High							
Learning Target 1	Check for Learning	Language Chunks & Vocabulary						
I can identify activities that people like to do. <i>Interpretive</i>	After listening to/watching an authentic resource, students categorize activities in a certain way (according to season, location, group/individual, etc.)	<ul style="list-style-type: none"> • I like to... • I really like to... • I don't like to... • I ___ (e.g. walk, play, watch) • <i>Student-generated activities</i> 						
Learning Target 2	Check for Learning	Language Chunks & Vocabulary						
I can tell what activities I like to do. <i>Presentational</i>	Students fill out a questionnaire/make a list of the activities they like to do in order to match them to a classmate with shared interests.	<ul style="list-style-type: none"> • <i>Same as above</i> 						

Learning Target 3	Check for Learning	Language Chunks & Vocabulary
I can ask what activities others like to do. <i>Interpersonal</i>	Students create and administer a survey about what their peers like to do.	<ul style="list-style-type: none"> • <i>Same as above</i>
Learning Target 4	Check for Learning	Language Chunks & Vocabulary
I can identify how often someone does an activity. <i>Interpretive</i>	Students listen to people describing their schedules to note the frequency of the activity beside pictures of activities.	<ul style="list-style-type: none"> • Always • Sometimes • Never • On (day/date) • ___ times a week • In my free time... • After school... • On weekends... • In the (season)... • I like... • I prefer... • I have to...
Learning Target 5	Check for Learning	Language Chunks & Vocabulary
I can tell how often I do an activity. <i>Presentational</i>	Students create a fake dating profile describing activities they like to do and how often they do them.	<ul style="list-style-type: none"> • <i>Same as above</i>
Learning Target 6	Check for Learning	Language Chunks & Vocabulary
I can ask what other people like to do in their free time. <i>Interpersonal</i>	Students do "speed-friending" to ask and answer questions about what they like to do in their free time. Afterwards, they write a few sentences to describe with whom they most want to be friends and why.	<ul style="list-style-type: none"> • <i>Same as above</i>
Learning Target 7	Check for Learning	Language Chunks & Vocabulary
I can identify the details in a written invitation. <i>Interpretive</i>	Students read an invitation, and identify what and when (date & time) the activity is taking place.	<ul style="list-style-type: none"> • Would you like to...? • Can you...? • Do you want to...?, • With me

	Students match a reply to the appropriate invitation.	<ul style="list-style-type: none"> • This weekend • Tomorrow
Learning Target 8	Check for Learning	Language Chunks & Vocabulary
I can invite someone to do something. <i>Interpersonal</i>	Students leave/send a message asking their neighbor to do something with them.	<ul style="list-style-type: none"> • <i>Same as above</i>
Learning Target 9	Check for Learning	Language Chunks & Vocabulary
I can reply to an invitation. <i>Interpersonal</i>	Students read several invitations respond by accepting or rejecting the invitations.	<ul style="list-style-type: none"> • I would like to... • I would love to... • I can... • I cannot... • I can go • I cannot go • I'm sorry • I'm busy • <i>Student-generated excuses</i>

Williamson County Schools Modern Languages
Chinese-French-German-Spanish
2018-2019 Level 1
Quarter 2

Level 1
Standard

Level 1
Honors

Course Performance Target
Novice High

Course Performance Target
Intermediate Low

NCSSFL-ACTFL Global Benchmark Statement

By the end of the course students will understand and express themselves in simple conversations on very familiar topics using a variety of words, phrases, very simple sentences and questions that have been highly practiced and memorized. Students will be able to handle very brief social interactions in everyday situations by asking and answering simple questions. Students will recognize pieces of information from texts and sometimes understand the main topic of what is read or said. Students will write and present short messages on familiar topics related to everyday life using practiced phrases and simple sentences. Students will explore the similarities and differences between American culture and the target culture. Students will participate in regular performance assessments and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*.

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By the end of the course students will understand and express themselves and participate in simple conversations on a number of familiar topics using short sentences. Students will be able to handle brief social interactions in everyday situations by asking and answering simple questions. Students will begin to communicate about self, others, and everyday life in familiar situations. Students will recognize the main idea from texts and understand the main topic of what is read or said. Students will write and present information on most familiar topics using a series of simple sentences. Students will explore the similarities and differences between American culture and the target culture. Students will participate in regular performance assessments and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*.

<p>Unit 2 Essential Question and Theme What does family mean to me?</p>	<p>Overall Performance Objective I can describe why and how I spend time with the important people in my life.</p>	<p>Unit Resources WCS Level 1 Google Site</p>						
<p>Performance Indicator 1 I can express what a family is and who I consider to be a part of mine.</p> <table border="1" data-bbox="367 488 863 609"> <tr> <th colspan="2">Performance Goal</th> </tr> <tr> <td>Standard</td> <td>Novice Mid</td> </tr> <tr> <td>Honors</td> <td>Novice High</td> </tr> </table>		Performance Goal		Standard	Novice Mid	Honors	Novice High	<p>Unit 2 Performance Assessment 1 You have met your neighbor and decide to return to find out more about their family. Ask who else is a part of the new family. Your neighbor asks you questions about who is important in your life. They have seen a few other people visit and wonder who they are. Tell them who they are and their relationship to you. You have some pictures on your phone to help you during the conversation. Be sure to include as many details as you can to help your neighbor learn more about your life. <i>Interpersonal</i></p>
Performance Goal								
Standard	Novice Mid							
Honors	Novice High							
<p>Learning Target 1</p>	<p>Check for Learning</p>	<p>Language Chunks & Vocabulary</p>						
<p>I can identify the different members of a family. <i>Interpretive</i></p>	<p>Students match or sort family members according to the descriptions.</p>	<ul style="list-style-type: none"> • These are/This is • <i>Student-generated family members</i> • My family includes, My family consists of, In my family we have • There are... • His/Her name is ...He/She/ is my...They are my... 						
<p>Learning Target 2</p>	<p>Check for Learning</p>	<p>Language Chunks & Vocabulary</p>						
<p>I can identify the people most important to me and how I know them. <i>Interpretive</i></p>	<p>Students categorize important people in their lives into the 'family' group to which they belong.</p>	<ul style="list-style-type: none"> • The people most important to me are... • <i>Student-generated groups</i> (e.g. my church, my squad, my team) • Who lives with you? • Who do you spend time with? • Who is in your family? • my, our... 						

Learning Target 3	Check for Learning	Language Chunks & Vocabulary						
I can explain how someone is important to me. <i>Presentational</i>	Students name 2 important people in their lives and write a description of how each person is important.	<ul style="list-style-type: none"> • ... is my... • <i>Age-related terms</i> (e.g. younger, older, oldest) • Best friend • favorite 						
Learning Target 4	Check for Learning	Language Chunks & Vocabulary						
I can tell something significant about the important people in my life and ask others about their important people. <i>Interpersonal</i>	Students ask and answer questions about the most important person in each other's lives. Students will give important details and may use a photo during the discussion.	<ul style="list-style-type: none"> • He/she works at • What does he/she do? Does not do? • He/she likes • What does he/she like to do? And not like to do? • He/she plays 						
Unit 2 Essential Question and Theme	Overall Performance Objective	Unit Resources						
What does family mean to me?	I can describe why and how I spend time with the important people in my life.	WCS Level 1 Google Site						
<p style="text-align: center;">Performance Indicator 2</p> <p>I can explain my family traditions and compare them to traditions of others.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Performance Goal</th> </tr> </thead> <tbody> <tr> <td>Standard</td> <td>Novice Mid</td> </tr> <tr> <td>Honors</td> <td>Novice High</td> </tr> </tbody> </table>		Performance Goal		Standard	Novice Mid	Honors	Novice High	<p style="text-align: center;">Unit 2 Performance Assessment 2</p> <p>Respond to a message from your future exchange student. The exchange student from (target-language country) is coming to live with you over the winter break. You have been learning about his or her country and you want to impress him or her with your cultural knowledge. Respond to the exchange student's questions about your family, your social groups, and what you do together during your family's traditions and celebrations, keeping his or her traditions and celebrations in mind for comparison. Be sure to share what you have in common and what is unique.</p> <p style="text-align: center;"><i>Presentational Writing</i></p>
Performance Goal								
Standard	Novice Mid							
Honors	Novice High							
Learning Target 1	Check for Learning	Language Chunks & Vocabulary						
I can identify celebrations and traditions from the target language culture. <i>Interpretive</i>	Students draw a picture (or pictures) that represents a celebration or tradition	<ul style="list-style-type: none"> • <i>Target-culture celebrations, holidays, and traditions</i> (e.g. birthdays, cultural 						

	according to the description they hear or read about.	equivalent of Labor Day, Mother's Day)
Learning Target 2	Check for Learning	Language Chunks & Vocabulary
I can sort celebrations and traditions from the target culture into seasons. <i>Interpretive</i>	Students sort target-culture celebrations and traditions into the appropriate season.	<ul style="list-style-type: none"> • seasons
Learning Target 3	Check for Learning	Language Chunks & Vocabulary
I can classify celebrations or traditions as religious, social, or family. <i>Interpretive</i>	Students categorize traditions or activities into a chart. <i>Some events may overlap.</i>	<ul style="list-style-type: none"> • Religious • Social • Family • National • Political
Learning Target 4	Check for Learning	Language Chunks & Vocabulary
I can identify family activities that someone talks or writes about. <i>Interpretive</i>	Students listen to or read about how families spend time together and match an image with the activity mentioned.	<ul style="list-style-type: none"> • I like..., I love... • you like..., you love... • we like..., we love..., • <i>Student-generated activities</i> (e.g. eat, play, walk, worship, spend time together, vacation) I ____, we ____, my family ____ • Every/each (e.g. week, day, year, weekend) • <i>Frequency words</i> (e.g. always, sometimes, never)
Learning Target 5	Check for Learning	Language Chunks & Vocabulary
I can tell what I do, with whom, and where during our family's celebrations and ask others about theirs. <i>Interpersonal</i>	Students write simple descriptions of one of their family's traditions or create a picture to represent the tradition. Students ask their partner about his or her family's traditions and celebrations.	<ul style="list-style-type: none"> • On the weekend • During the holidays • My family and I like (to) • ...because... • Together • I go..., We go..., My family goes... • <i>Student-generated places</i> (e.g. park, restaurant, church, mall, store) <i>Example:</i> I never ____ at ____.

Learning Target 6	Check for Learning	Language Chunks & Vocabulary
<p>I can compare my celebrations and traditions to those of people in the target culture. <i>Interpretive</i></p>	<p>Students listen to/read about the traditions of another and create a Venn diagram listing the similarities and differences between the traditions that they heard/read about and their own.</p>	<p>We always ____ in ____.</p> <ul style="list-style-type: none"> • It is similar to ____ because • It is different than ____ because • In my family... • we both/ both of our families... • but • <i>Student-generated vocabulary about traditions</i> (e.g. we celebrate, my family goes, his/her family goes, we both go)
Learning Target 7	Check for Learning	Language Chunks & Vocabulary
<p>I can ask others about their celebrations and traditions and answer questions about my own. <i>Interpersonal</i></p>	<p>Students interview a classmate about their family's traditions and record their responses. Students switch roles and repeat.</p>	<ul style="list-style-type: none"> • It is... • Who do you...? • What do you...? • When do you...? • Where do you...? • Why do you...? • With your family • Do you like...? • Do you go...? • with
Learning Target 8	Check for Learning	Language Chunks & Vocabulary
<p>I can express which celebrations and traditions are most important to me and why. <i>Interpersonal</i></p>	<p>Students create a list of their most important family traditions and then ask a partner questions about his/her list. Students then work together to create a final common ranking of both students' traditions from least to most important in their lives. Be sure to give reasons why a tradition is important to you.</p>	<ul style="list-style-type: none"> • I prefer... • Is it important? • What is important? • It is more/less important (than...) because... • It is important to me because...

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By the end of the course students will understand and express themselves and participate in simple conversations on a number of familiar topics using short sentences. Students will be able to handle brief social interactions in everyday situations by asking and answering simple questions. Students will begin to communicate about self, others, and everyday life in familiar situations. Students will recognize the main idea from texts and understand the main topic of what is read or said. Students will write and present information on most familiar topics using a series of simple sentences. Students will explore the similarities and differences between American culture and the target culture. Students will participate in regular performance assessments and may take ACTFL's *Assessment of Performance toward Proficiency in Languages (AAPPL)*.

Unit 3 Essential Question and Theme How do my choices shape who I am?	Overall Performance Objective I can explain what I do all day and why.	Unit Resources WCS Level 1 Google Site						
<p align="center">Performance Indicator 1 I can explain what I choose to do when I have free time.</p> <table border="1" data-bbox="367 451 863 573"> <thead> <tr> <th colspan="2">Performance Goal</th> </tr> </thead> <tbody> <tr> <td>Standard</td> <td>Novice High</td> </tr> <tr> <td>Honors</td> <td>Novice High</td> </tr> </tbody> </table>		Performance Goal		Standard	Novice High	Honors	Novice High	<p align="center">Unit 3 Performance Assessment 1</p> <p>To fulfill service requirements for a school society you are going to volunteer to help a prospective citizen prepare for their United States citizenship exam at the Nashville Adult Literacy Council. You find out that you are assigned to a (target language)-speaker. In your first meeting you realize that they are very nervous, so to begin your session you start with some small talk in the target language. Greet your partner and ask and answer questions about what you are like, what you do, where, why, when, and with whom.</p> <p align="right"><i>Interpersonal</i></p>
Performance Goal								
Standard	Novice High							
Honors	Novice High							
Learning Target 1	Check for Learning	Language Chunks & Vocabulary						
I can identify sports that are popular in my community and the target language culture. <i>Interpretive</i>	Students categorize sports that are popular in their own community and those that are popular in the (target language) culture.	<ul style="list-style-type: none"> • <i>Student-generated sports</i> 						
Learning Target 2	Check for Learning	Language Chunks & Vocabulary						
I can identify activities done during free time. <i>Interpretive</i>	Students categorize free time activities as school related or non-school related.	<ul style="list-style-type: none"> • <i>Student-generated activities</i> 						
Learning Target 3	Check for Learning	Language Chunks & Vocabulary						
I can compare my preferences regarding sports and activities to those of the class. <i>Interpersonal</i>	Students fill out a survey that ranks their preferred activities from most to least enjoyed. Students compile the data to talk about what they like compared to the rest of the class.	<ul style="list-style-type: none"> • I like __, but on average the class likes/prefers __ more/less • The class agrees/disagrees with me 						
Learning Target 4	Check for Learning	Language Chunks & Vocabulary						
I can identify places where activities and/or sports take place. <i>Interpretive</i>	After listening or reading, students match the place to the activities or sports being described.	<ul style="list-style-type: none"> • <i>Student-generated sports & extracurricular activities locations</i> • _____ is at/in/on _____ • One does ___ in/at/on the _____ 						

		<i>Example:</i> (I play basketball in the gym.)
Learning Target 5	Check for Learning	Language Chunks & Vocabulary
I can identify when someone does a sport or activity. <i>Interpretive</i>	Students record on a weekly schedule when someone does their favorite activities.	<ul style="list-style-type: none"> • In the (seasons) • On (days of the week) • At (time) • In the morning, afternoon, at night • <i>Other frequency phrases</i>
Learning Target 6	Check for Learning	Language Chunks & Vocabulary
I can give information about where and with whom I do activities and sports. <i>Interpersonal</i>	Using their personal devices, students show pictures of their favorite sports and activities in order to tell where and with whom they do those activities.	<ul style="list-style-type: none"> • I ___ at (location) with (who)
Learning Target 7	Check for Learning	Language Chunks & Vocabulary
I can compare when I do my activities and sports to a classmate. <i>Interpersonal</i>	Using their previously recorded weekly schedule, students compare their weekly schedule to a partner's in order to determine when they have free time in common.	<ul style="list-style-type: none"> • I __ on __ at (time) • No, I am busy. • Yes, I have free time then. • What do you like to do in your free time? • When do you ___? • Where do you like to ___? • How often do you ___? • With whom do you ___? • Why do you enjoy ___?
Learning Target 8	Check for Learning	Language Chunks & Vocabulary
I can identify why someone enjoys a sport or activity. <i>Interpretive</i>	After listening or reading, students categorize sports and activities according to social reasons for doing the activity (e.g. exercise, relaxation, and academics, or other student-generated categories).	<ul style="list-style-type: none"> • I ___ because, He/she ___s because • I like/don't like __ because • I love/hate __ because • <i>Student-generated vocabulary</i> (e.g. it is fun, to relax, it is interesting, it is healthy, I do it well, my parents make me, I like to be outside, with friends)

Learning Target 9	Check for Learning	Language Chunks & Vocabulary						
I can explain why I like and dislike certain sports and activities. <i>Interpersonal</i>	Students write a note to a classmate explaining why they like or dislike an activity and why. The next student must respond as to whether or not they agree and why.	<ul style="list-style-type: none"> • I agree because ... • I disagree because... • <i>Student-generated reasons they like or don't like certain sports or activities (e.g. It's boring, It's too hard.)</i> 						
Unit 3 Essential Question and Theme How do my choices shape who I am?	Overall Performance Objective I can explain what I do all day and why.	Unit Resources WCS Level 1 Google Site						
<p align="center">Performance Indicator 2</p> <p>I can talk about how clothing reflects who people are and what they do.</p> <table border="1" data-bbox="367 743 863 867"> <thead> <tr> <th colspan="2">Performance Goal</th> </tr> </thead> <tbody> <tr> <td>Standard</td> <td>Novice High</td> </tr> <tr> <td>Honors</td> <td>Intermediate Low</td> </tr> </tbody> </table>		Performance Goal		Standard	Novice High	Honors	Intermediate Low	<p align="center">Unit 3 Performance Assessment 2</p> <p>You are shopping with a classmate at the Cool Springs Galleria. You sit in the food court and people-watch. Since you don't want anyone to know that you are talking about them you begin talking in (the target language). Look at the pictures of the "passers-by" and describe what you think and ask questions regarding the following: what they are wearing, where you think they are going, and what their jobs may be based on their appearance.</p> <p align="center"><i>Interpersonal</i></p>
Performance Goal								
Standard	Novice High							
Honors	Intermediate Low							
Learning Target 1	Check for Learning	Language Chunks & Vocabulary						
I can categorize articles of clothing for a specific event. <i>Interpretive</i>	Students match descriptions of outfits to the appropriate event.	<ul style="list-style-type: none"> • <i>Student-generated clothing vocab</i> • <i>Student-generated events (e.g. Prom, a job interview, school)</i> • <i>I/He/she wears...</i> 						
Learning Target 2	Check for Learning	Language Chunks & Vocabulary						
I can identify details about clothing items. <i>Interpretive</i>	Students draw clothing items based on a detailed description they hear or read.	<ul style="list-style-type: none"> • <i>Student-generated clothing details (e.g. colors, patterns, long sleeves, short sleeves, sleeveless, tight, loose, short, long, comfortable, athletic, fashionable, professional, casual)</i> 						

Learning Target 3	Check for Learning	Language Chunks & Vocabulary
I can categorize what I think a person's style is according to what he or she wears. <i>Interpretive</i>	After reading a description of an outfit, students can name or categorize the style of the person described.	<ul style="list-style-type: none"> • <i>styles</i> (e.g.: Preppy, Jock, Nerdy, Elegant, Fashionista, Hipster)
Learning Target 4	Check for Learning	Language Chunks & Vocabulary
I can describe somebody's clothing style and where they shop. <i>Presentational</i>	Your cousin thinks you have the best style and wants to imitate it. Write him/her a note suggesting an outfit and where he/she can buy the items.	<ul style="list-style-type: none"> • local store names or brands • You should, I think you should, You can buy
Learning Target 5	Check for Learning	Language Chunks & Vocabulary
I can match somebody's profession and where they work based on what they wear. <i>Interpretive</i>	You are up early one morning at a restaurant for breakfast and see people walking to work. To pass the time, guess what each person does and where they work based on what they are wearing.	<ul style="list-style-type: none"> • <i>Student-generated basic professions & jobs</i> • I think he/she is a (an)... • She/He must be (a) _____ because she/he is wearing _____ • <i>Student-generated job locations</i> (e.g. hospital, office)
Learning Target 6	Check for Learning	Language Chunks & Vocabulary
I can predict the likely purpose of an outfit. <i>Interpersonal</i>	You and a friend work at a department store after school. While there, you see lots of people trying on different kinds of outfits. Guess the purpose of outfits they are trying on.	<ul style="list-style-type: none"> • She/He must be going... • <i>Student-generated places/events</i> (e.g. home, to a party, on vacation)

Unit 3 Essential Question and Theme How do my choices shape who I am?	Overall Performance Objective I can explain what I do all day and why.	Unit Resources WCS Level 1 Google Site						
<p align="center">Performance Indicator 3 I can tell the responsibilities (chores/jobs) I had, have, and will have.</p> <table border="1" data-bbox="367 613 863 735"> <thead> <tr> <th colspan="2">Performance Goal</th> </tr> </thead> <tbody> <tr> <td>Standard</td> <td>Novice High</td> </tr> <tr> <td>Honors</td> <td>Intermediate Low</td> </tr> </tbody> </table>		Performance Goal		Standard	Novice High	Honors	Intermediate Low	<p align="center">Unit 3 Performance Assessment 3</p> <p>Williamson County is working together with the Education office of the Embassy of (a target language country) to award a free trip for well-deserving students in first year language programs. Apply by writing a letter in the target language that includes the following: 1) an introduction of yourself (name, age, school you attend) 2) your interest in the target country 3) the extra-curricular activities you have participated in and currently do 4) the most helpful classes that you are taking and your performance in them that help you qualify for this program 5) your responsibilities 6) what you would like to do (profession) in the future 7) how will this trip help you achieve your future goals/profession. Be sure to include any details and ask questions and remember your performance goal.</p> <p align="right"><i>Presentational</i></p>
Performance Goal								
Standard	Novice High							
Honors	Intermediate Low							
Learning Target 1	Check for Learning	Language Chunks & Vocabulary						
I can identify typical teenage responsibilities. <i>Interpretive</i>	Students sort pictures of the responsibilities in the order they hear described.	<ul style="list-style-type: none"> <i>Student-generated responsibilities</i> (e.g. to take care of..., do homework, go to work, feed, wash dishes/clothes, clean, am ... of, lead, am in charge of., help) 						
Learning Target 2	Check for Learning	Language Chunks & Vocabulary						
I can match a person's activities and responsibilities with a corresponding profession/job. <i>Interpretive</i>	Students read or listen to descriptions of a few people's responsibilities in order to determine what their profession or job is.	<ul style="list-style-type: none"> <i>Student-generated jobs and professions</i> He/She is probably a(n) ____ because he/she... 						
Learning Target 3	Check for Learning	Language Chunks & Vocabulary						
I can compare my responsibilities to a classmate's responsibilities. <i>Interpersonal</i>	Students describe their own responsibilities as well as some they do not have to do.	<ul style="list-style-type: none"> I have to ____ because... I must ____ so that I can... 						

	Students then survey their peers to determine which responsibilities they have in common and which are unique.	<ul style="list-style-type: none"> • <i>Student-generated reasons for having responsibilities</i> (e.g. to get my allowance, to pay for my phone, my parents work) • Also • <i>Student-generated classes</i>
Learning Target 4	Check for Learning	Language Chunks & Vocabulary
I can determine if a person describes an activity they are currently doing or did in the past. <i>Interpretive</i>	Students will create a timeline of events of a person's life.	<ul style="list-style-type: none"> • <i>Language to talk about past and current accomplishments.</i> <i>Examples may include and can be as few as:</i> <ul style="list-style-type: none"> ○ I am/was a member of... ○ I go/went... ○ I do/did... ○ I have/taken, studied, worked, helped, received...
Learning Target 5	Check for Learning	Language Chunks & Vocabulary
I can explain what activities I do or did that set me apart and make me more qualified than my peers. <i>Presentational</i>	Students have to put together a resume bio for a selective summer program. Students must include some of the activities they did or are doing. Be sure to included details why they are qualified for the program.	<ul style="list-style-type: none"> • <i>Student-generated language to talk about past and current accomplishments.</i> <ul style="list-style-type: none"> ○ I am/was a member of... ○ I deserve ○ I am the most qualified because... • <i>Student-generated reasons someone is more qualified or deserving</i> <ul style="list-style-type: none"> ○ I am more...(e.g. smarter, focused)
Learning Target 6	Check for Learning	Language Chunks & Vocabulary
I can identify what someone wants to be in the future. <i>Interpretive</i>	After listening to what people say they want to do when they are older match the person to the desired profession.	<ul style="list-style-type: none"> • I am going to be • I want to be • I would like to be • When I grow up/graduate/get older

Learning Target 7	Check for Learning	Language Chunks & Vocabulary
<p>I can explain what I want to be in the future and why. <i>Interpersonal</i></p>	<p>Students take a survey to choose their top 2 career fields. Teachers compile the results to determine which career fields are the most popular. Students then match the reasons why the careers may be popular or not.</p>	<ul style="list-style-type: none"> • <i>Student-generated reasons for doing or not doing a profession or job (e.g. to make money, to do what I love)</i> • I would like to be ____ because...

Williamson County Schools Modern Languages
Chinese-French-German-Spanish
2018-2019 Level 1
Quarter 4

Level 1
Standard

Level 1
Honors

Course Performance Target
Novice High

Course Performance Target
Intermediate Low

NCSSFL-ACTFL Global Benchmark Statement

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Unit 4 Essential Question and Theme How am I a part of a community?	Overall Performance Objective I can explore how my actions impact my world.	Unit Resources WCS Level 1 Google Site						
<p align="center">Performance Indicator 1 I can make recommendations for places to visit and things to do in my community.</p> <table border="1" data-bbox="367 524 863 646"> <thead> <tr> <th colspan="2">Performance Goal</th> </tr> </thead> <tbody> <tr> <td>Standard</td> <td>Novice High</td> </tr> <tr> <td>Honors</td> <td>Intermediate Low</td> </tr> </tbody> </table>		Performance Goal		Standard	Novice High	Honors	Intermediate Low	<p align="center">Unit 4 Performance Assessment 1</p> <p>You are in your city and notice some visitors who are looking at a map/brochure of your area. You approach them and hear they are speaking in the target language. They ask you what is there to do in your city or surrounding area. You make recommendations for places to visit, things to do, and how to get there. The teacher will be the curious tourist.</p> <p align="center"><i>Interpersonal</i></p>
Performance Goal								
Standard	Novice High							
Honors	Intermediate Low							
Learning Target 1	Check for Learning	Language Chunks & Vocabulary						
I can identify popular places in a community. <i>Interpretive</i>	Students will match the descriptions of places to a picture on a map.	<ul style="list-style-type: none"> • <i>Student-generated buildings, places, monuments, etc.</i> 						
Learning Target 2	Check for Learning	Language Chunks & Vocabulary						
I can identify tourist activities in a community. <i>Interpretive</i>	Students will listen to a description of tourist's day and sort the places in the order in which they were visited.	<ul style="list-style-type: none"> • go to, visit, see, eat at... (e.g. concerts, theatre, monuments, stadiums, movies, parks, to shopping centers, historical sites, castles, markets, festivals, rivers, beaches, lakes, mountains) 						
Learning Target 3	Check for Learning	Language Chunks & Vocabulary						
I can identify where places are located in a community. <i>Interpretive</i>	Students will determine whether a statement about a place's location on a map is true or false.	<ul style="list-style-type: none"> • close to/far from • next to/across from/behind • on ___ street/avenue • to the left/right of • downtown • is located • in the: east, west, south, north • east, west, south, north: of 						

Learning Target 4	Check for Learning	Language Chunks & Vocabulary
<p>I can match a location with a desired activity. <i>Interpretive</i></p>	<p>Students will read or listen to a description of a person's activities and decide at what place those activities happened.</p>	<ul style="list-style-type: none"> • <i>Authentic resource-generated activities according to location</i> • Where should ____? • You should... • I recommend...
Learning Target 5	Check for Learning	Language Chunks & Vocabulary
<p>I can ask and answer questions about locations of places of interest relative to each other. <i>Interpersonal</i></p>	<p>Students will put an 'X' on a map on a street next to a landmark. Students will then stand back-to-back with a partner. Students ask and answer questions about their location and mark their partner's location on their own map.</p>	<ul style="list-style-type: none"> • Where is ____? • Where are you? • I am... • What do you do there?
Learning Target 6	Check for Learning	Language Chunks & Vocabulary
<p>I can offer places to go and things to do of interest in my community. <i>Interpersonal</i></p>	<p>Students will respond to statements about what people want to do by making a recommendation for a specific place to go. (For example: I want to learn about TN history. Student will say/write: You should visit the TN State Museum.)</p>	<ul style="list-style-type: none"> • Where can ____?
Learning Target 7	Check for Learning	Language Chunks & Vocabulary
<p>I can justify why someone would want to go to a place or do an activity of interest in my community. <i>Presentational</i></p>	<p>Students will be randomly assigned two places in the community. Students will write a few sentences about why someone should go there. (For example: You should go to the Grand Ole Opry in order to listen to music.)</p>	<ul style="list-style-type: none"> • you should ____ because ____ • you should ____ in order to ____ • I recommend you go (to) ____ • You can ____ • <i>Student-generated places and reasons</i>

Unit 4 Essential Question and Theme How am I a part of a community?	Overall Performance Objective I can explore how my actions impact my world.	Unit Resources WCS Level 1 Google Site						
<p align="center">Performance Indicator 2 I can explain how being a good citizen can improve my community.</p> <table border="1" data-bbox="367 526 863 646"> <thead> <tr> <th colspan="2">Performance Goal</th> </tr> </thead> <tbody> <tr> <td>Standard</td> <td>Novice High</td> </tr> <tr> <td>Honors</td> <td>Intermediate Low</td> </tr> </tbody> </table>		Performance Goal		Standard	Novice High	Honors	Intermediate Low	<p align="center">Unit 4 Performance Assessment 2</p> <p>There is a group of target language exchange students coming to your school in a few weeks. So that you can help the exchange students integrate well in to your community, you explain one common social or environmental issue in your community and how you personally work to improve the issue. Be sure to include what the problem is, why it is a problem, and your specific actions to combat this problem. <i>Presentational</i></p>
Performance Goal								
Standard	Novice High							
Honors	Intermediate Low							
Learning Target 1	Check for Learning	Language Chunks & Vocabulary						
I can identify common problems in a community. <i>Interpretive</i>	Students vote and rank problems by severity.	<ul style="list-style-type: none"> • <i>Authentic resource-generated problems</i> • too much/little • cheap/expensive • not enough • too slow/too fast • so slow/fast 						
Learning Target 2	Check for Learning	Language Chunks & Vocabulary						
I can categorize problems as social or environmental. <i>Interpretive</i>	Students categorize several headlines or newspaper articles as a social or environmental issue.	<ul style="list-style-type: none"> • <i>Student and resource-generated issues</i> 						
Learning Target 3	Check for Learning	Language Chunks & Vocabulary						
I can identify solutions to problems in a community. <i>Interpretive</i>	Students will match pictures of problems with phrases of suggested solutions.	<ul style="list-style-type: none"> • improve • they need • we/the community should • we/the community can • we/the community need 						

Learning Target 4	Check for Learning	Language Chunks & Vocabulary
I can explain a problem in a community. <i>Interpersonal</i>	Students present a problem in a community to the class and other students decide whether they agree or disagree.	<ul style="list-style-type: none"> • The problem is that ____ • It is a problem because ____ • I think that ____ • I agree/disagree
Learning Target 5	Check for Learning	Language Chunks & Vocabulary
I can summarize the ways I improve a problem in my community. <i>Presentational</i>	Students will be given a problem in the community and write 2 to 3 sentences about how to fix the problem.	<ul style="list-style-type: none"> • reduce, improve, build, raise (money)