

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

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

**Level 2  
Standard**

**Level 2  
Honors**

**Course Performance Target  
Intermediate Low**

**Course Performance Target  
Intermediate Mid**

**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)*.

**NCSSFL-ACTFL Global Benchmark Statement**

This course's ACTFL Performance Goal of Intermediate Mid means that by the end of the course students will understand main ideas and supporting facts in passages on familiar topics, though students may need to read/hear complex passages more than once. Students will be able to maintain conversations at length about themselves and their lives. Students will be able to ask and answer, as well as write a variety of questions well enough to accomplish what they need. Students will investigate the products and practices of a culture in order to understand a culture's unique perspectives so that students can interact with others in and from another culture. Students will participate in regular performance assessments and may take ACTFL's *Assessment of Performance towards Proficiency in Languages (AAPPL)*.

<b>*Pre-Unit Essential Question</b> Where am I on the path to proficiency? *from Shelby County Schools	<b>Overall Performance Objective</b> I can explain the path to proficiency and my language goals.	<b>Unit Resources</b> <b><u>WCS Level 2 Google Site</u></b>
<b>Learning Target 1</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can explain the difference between proficiency and performance and how each affects my language learning journey.	Students decide whether the characteristics described measure performance or proficiency.	<ul style="list-style-type: none"> <li>Proficiency vs Performance</li> </ul>
<b>Learning Target 2</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
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"> <li>Advanced</li> <li>Intermediate: Low, Mid, High</li> <li>Novice: Low, Mid, High</li> </ul>
<b>Learning Target 3</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can explain the difference between performance assessment and other sorts of assessments.	Students categorize various assessments as performance-based or not performance-based.	<ul style="list-style-type: none"> <li>Performance Assessment task</li> <li>Class Grading scale</li> </ul>
<b>Learning Target 4</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can demonstrate my current level of understanding of a reading and/or a video.	Students will read and/or listen to texts with varying degrees of rigor to determine at which point their understanding breaks down. Students and teacher brainstorm strategies to help improve their Interpretive skills.	<ul style="list-style-type: none"> <li>Interpretive Mode</li> <li>Interpretive Listening</li> <li>Interpretive Reading</li> </ul>
<b>Learning Target 5</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can demonstrate my current performance level when having an interpersonal conversation.	Students and teacher have a quick conversation to pre-assess student's interpersonal level. Students and teacher brainstorm strategies to help improve their Interpersonal skills.	<ul style="list-style-type: none"> <li>Interpersonal Mode</li> <li>Interpersonal Speaking</li> </ul>
<b>Learning Target 6</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can demonstrate my current performance level in a written passage.	Students write a passage to pre-assess the student's presentational writing level. Students and teacher brainstorm strategies to help improve their Presentational skills.	<ul style="list-style-type: none"> <li>Presentational Mode</li> <li>Presentational Writing</li> <li>Presentational Speaking</li> </ul>
<b>Learning Target 7</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>

<p>I can set new personal performance goals and make a plan to reach my goals.</p>	<p>Students reflect on their previous year of study and set new performance goals for the year. Students may use their past AAPPL score for reflection.</p>	<ul style="list-style-type: none"> <li>• AAPPL</li> <li>• N1-N4</li> <li>• I1-I5</li> <li>• A</li> </ul>						
<p><b>Unit 1 Essential Question and Theme</b> What is teenage life?</p>	<p><b>Overall Performance Objective</b> I can explain my preferences regarding practices in adolescent life as well as trending products in my culture and in the target language culture.</p>	<p><b>Unit Resources</b> <a href="#"><u>WCS Level 2 Google Site</u></a></p>						
<p><b>Performance Indicator 1</b> I can discuss pop culture products that interest adolescents in the target culture, my classmates, and me.</p> <table border="1" data-bbox="367 820 863 938"> <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><b>Unit Performance Assessment 1</b> Post an image on a discussion board (Google classroom --&gt; Ask A Question) that represents what is trending in your life or culture (music, fashion, makeup, books, online, videos, manga, shows, movies, etc.). Describe what it is, why it is important to you, and give evidence of its popularity in both cultures. Then, find at least two other posts, ask questions and comment on how you do or do not connect with each person's interest. Then, react to the comments you have received. <i>Presentational &amp; Interpersonal</i></p>	
Performance Goal								
Standard	Novice High							
Honors	Intermediate Low							
<p><b>Learning Target 1</b></p>	<p><b>Check for Learning</b></p>	<p><b>Language Chunks &amp; Vocabulary</b></p>						
<p>I can classify what type of current adolescent pop culture product from the target culture and my own is presented. <i>Interpretive</i></p>	<p>Students categorize examples of trends.</p>	<ul style="list-style-type: none"> <li>• <i>Student-generated pop categories, possible categories:</i> <ul style="list-style-type: none"> <li>○ fashion/styles/clothes</li> <li>○ books</li> <li>○ toys/gadgets</li> <li>○ activities</li> <li>○ Apps</li> <li>○ slang</li> </ul> </li> </ul>						

		<ul style="list-style-type: none"> <li>○ TV/Netflix series</li> <li>○ movies</li> <li>○ YouTubers</li> <li>○ videogames</li> <li>○ music/musicians</li> <li>○ memes</li> </ul>
<b>Learning Target 2</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can identify characteristics about interests and their popularity in my culture and the target language culture. <i>Interpretive</i>	Students read about 3 current interests and rank their popularity citing evidence from the articles.	<ul style="list-style-type: none"> <li>● <i>Resource-generated vocabulary describing the interest (Example: they use it, play it, watch it, etc.)</i></li> <li>● <i>Resource-generated vocabulary about popularity (Example: This is (not) popular, This is (not) cool, going/went viral, trending, commonplace, sensational, widespread, annoying, distracting, entertaining, everybody, nobody, some people, very important)</i></li> </ul>
<b>Learning Target 3</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can state my opinion of a trend. <i>Presentational</i>	Teacher provides a category and students will write about a trend they like in the category stating why.	<ul style="list-style-type: none"> <li>● I like...because...</li> <li>● It is fun.</li> <li>● It is popular.</li> <li>● It is interesting.</li> <li>● It is relaxing.</li> <li>● I can do it with my friends.</li> <li>● It doesn't cost much./It is free.</li> <li>● It helps me .</li> <li>● It helps me stay in shape.</li> <li>● When I... I can spend time with my friends.</li> <li>● It relaxes me.</li> </ul>
<b>Learning Target 4</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>

<p>I can describe the characteristics of a trend. <i>Presentational</i></p>	<p>Students are shown a photo that represents a trend and they must categorize it and describe it. (Example: _____ is an app that one uses to communicate.)</p>	<ul style="list-style-type: none"> <li>• It is a...that...</li> <li>• He/She is a...who...</li> <li>• It is (an app, a gadget, etc.) that...</li> <li>• has/says/uses/is</li> <li>• one uses (Twitter, etc.) to/when...</li> <li>• to communicate</li> <li>• to relax</li> <li>• appropriate/inappropriate for</li> <li>• dangerous</li> </ul>
<p><b>Learning Target 5</b></p>	<p><b>Check for Learning</b></p>	<p><b>Language Chunks &amp; Vocabulary</b></p>
<p>I can discuss with others about why a trend is or is not important in my life. <i>Interpersonal</i></p>	<p>Students participate in a four corners type activity responding to the teacher led questions about specific trends and their importance to the students. Students will defend their choice in the target language with the others in their opinion group. Teacher will select at random a student from each group to share with the class.</p>	<ul style="list-style-type: none"> <li>• Why/When/With whom (<i>and other interrogatives</i>)</li> <li>• How long has it been a trend?</li> <li>• In my opinion</li> <li>• because (<i>student-generated reasons</i>)</li> <li>• ...not only...but also...because...</li> <li>• ...but others hate it because...</li> <li>• It makes me happy because...</li> <li>• It makes me want to...because...</li> <li>• It is annoying/unpopular, etc., because...</li> <li>• It is popular because.../It is unpopular because...</li> </ul>
<p><b>Learning Target 6</b></p>	<p><b>Check for Learning</b></p>	<p><b>Language Chunks &amp; Vocabulary</b></p>
<p>I can justify the popularity of a trend in the target culture and its importance to the student. <i>Presentational</i></p>	<p>Students pick a trend in the target culture and give their opinion about its popularity, relevance, and importance to them.</p>	<ul style="list-style-type: none"> <li>• According to the article...</li> <li>• It matters to me</li> <li>• It doesn't matter to me</li> <li>• It interests me</li> <li>• It doesn't interest me</li> <li>• However</li> <li>• ...since...</li> <li>• despite that</li> </ul>
<p><b>Learning Target 7</b></p>	<p><b>Check for Learning</b></p>	<p><b>Language Chunks &amp; Vocabulary</b></p>

<p>I can discuss and compare the popularity of trends among the target culture, my classmates and myself in my classroom.</p> <p><i>Interpersonal</i></p>	<p>Students will analyze and discuss class survey results indicating which trends are more or less popular among students in that class.</p>	<ul style="list-style-type: none"> <li>• What is its purpose?</li> <li>• Who is this a trend for?/Who likes it?</li> <li>• How long has this been a trend?</li> <li>• What is the most popular item on this list?</li> <li>• What is more popular than...?</li> <li>• Why do so many people like it?</li> <li>• Why do you want to...?</li> <li>• Why do you think...?</li> <li>• Is it dying/losing popularity?</li> <li>• most/least (e.g. interesting, fun, boring)</li> <li>• It is annoying because...</li> </ul>						
<p><b>Unit 1 Essential Question and Theme</b> What is teenage life?</p>	<p><b>Overall Performance Objective</b> I can explain my preferences regarding practices in adolescent life as well as trending products in my culture and in the target language culture.</p>	<p><b>Unit Resources</b> <a href="#"><u>WCS Level 2 Google Site</u></a></p>						
<p><b>Performance Indicator 2</b> I can state my viewpoint on adolescent practices in the target culture and compare them to my own culture.</p> <table border="1" data-bbox="367 1211 863 1333"> <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><b>Unit Performance Assessment 2</b></p> <p>You are working on a podcast for the target language club. This week's topic is adolescent practices (dating, working, getting a license, studying abroad, common teen leisure activities, etc.) in the target culture. You will record yourself describing a practice to post on the club's site. You will be assigned one of the practices from the target culture discussed in class. Include in your presentation a description of the practice, where it is popular, among whom it is popular, its purpose, your opinion of the practice, and compare this practice to one from your own culture. You will have a short time (approx. 5-7 minutes) to prepare on a blank sheet to jot down ideas before starting your response.</p>	
Performance Goal								
Standard	Novice High							
Honors	Intermediate Low							

		<i>Presentational</i>
Learning Target 1	Check for Learning	Language Chunks & Vocabulary
I can identify teen-centered practices in the target culture. <i>Interpretive</i>	Students match a picture of a target culture practice to its description.	<ul style="list-style-type: none"> <li>• <i>Resource-generated vocabulary about practices in the target culture (Note: truly dependent upon what the practices are current and the vocabulary necessary to discuss it)</i> <i>Examples: driving, celebrations, school related activities, family time, jobs, free time activities, slang</i></li> </ul>
Learning Target 2	Check for Learning	Language Chunks & Vocabulary
I can identify who does what and when in a teen-centered activity in the target culture. <i>Interpretive</i>	Students choose between "2 truths & a lie" identifying the lie about a practice that was presented.	<ul style="list-style-type: none"> <li>• This trend is popular/not popular among...</li> <li>• <i>Recycling as necessary:</i> seasons, months, days, time of the day, &amp; places</li> <li>• among</li> <li>• with</li> <li>• at</li> <li>• at...years of age</li> <li>• kids</li> <li>• adolescents/teenagers</li> <li>• students/pupils</li> <li>• millennials</li> <li>• older generation</li> <li>• generations</li> </ul>
Learning Target 3	Check for Learning	Language Chunks & Vocabulary
I can summarize a teen-centered practice in the target culture. <i>Presentational</i>	Students see a picture of a practice and write what, who, when, and where about the practice.	<ul style="list-style-type: none"> <li>• In (<i>country</i>)...is popular/not popular among ...because...</li> <li>• It is...that...</li> <li>• that is the...that/which/who...</li> <li>• for/in order to...</li> </ul>



		<i>Example:</i> In France, public transit is popular with teenagers because they cannot drive.
<b>Learning Target 4</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can differentiate between practices of my own culture and that of the target culture. <i>Interpretive</i>	The teacher states a characteristic about a practice. Students raise their right hand (or a flag) if it is from their own culture, their left hand if it is from the target culture or both if it is from a practice in both cultures.	<ul style="list-style-type: none"> <li>• This is the same as...because...</li> <li>• Compared to..., this is...</li> <li>• whereas</li> <li>• opposite</li> <li>• We/They</li> </ul>
<b>Learning Target 5</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can state my general opinion regarding a target culture practice. <i>Presentational</i>	Teacher displays a few pictures that represent practices and students give their opinion regarding the practice.	<ul style="list-style-type: none"> <li>• In my opinion, ... is...</li> <li>• I think that</li> <li>• I believe</li> <li>• We should/should not have/do that here in the US.</li> </ul>
<b>Learning Target 6</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can compare and contrast the practices between my own culture and the target culture. <i>Presentational</i>	<p>Students will complete a Venn Diagram identifying the similarities and differences focusing on the following information.</p> <ul style="list-style-type: none"> <li>• what the trend is,</li> <li>• where the trend is popular,</li> <li>• in this city, state, region, country, continent</li> <li>• with whom it is popular,</li> <li>• and in their opinion, why it is popular</li> </ul>	<ul style="list-style-type: none"> <li>• <i>See Learning Target 4</i></li> <li>• In my/his/her/their opinion, ... is useful, useless, strange, painful, attractive, widespread, expensive, relevant, irrelevant, etc.</li> <li>• According to..., the trend is...</li> <li>• I agree/do not agree with...because in my opinion it is...</li> <li>• He/she agrees/does not agree with ...because in his/her opinion it is...</li> </ul>

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

**Level 2  
Standard**

**Level 2  
Honors**

**Course Performance Target  
Intermediate Low**

**Course Performance Target  
Intermediate Mid**

**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)*.

**NCSSFL-ACTFL Global Benchmark Statement**

This course's ACTFL Performance Goal of Intermediate Mid means that by the end of the course students will understand main ideas and supporting facts in passages on familiar topics, though students may need to read/hear complex passages more than once. Students will be able to maintain conversations at length about themselves and their lives. Students will be able to ask and answer, as well as write a variety of questions well enough to accomplish what they need. Students will investigate the products and practices of a culture in order to understand a culture's unique perspectives so that students can interact with others in and from another culture. Students will participate in regular performance assessments and may take ACTFL's *Assessment of Performance towards Proficiency in Languages (AAPPL)*.

<b>Unit 2 Essential Question and Theme</b> How do I connect with others?	<b>Overall Performance Objective</b> I can explain how people use technology, social media, food, music and/or sports to connect with others.	<b>Unit Resources</b> <a href="#">WCS Level 2 Google Site</a>						
<p style="text-align: center;"><b>Performance Indicator 1</b></p> <p>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.</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 High</td> </tr> <tr> <td style="text-align: center;">Honors</td> <td style="text-align: center;">Intermediate Low</td> </tr> </tbody> </table>		Performance Goal		Standard	Novice High	Honors	Intermediate Low	<p style="text-align: center;"><b>Unit 2 Performance Assessment 1</b></p> <p>You are corresponding with the foreign exchange student your family is hosting soon and you want to get to know him or her before the arrival, so you are sending a welcome package that includes a letter. You are explaining the different technology you use to connect with friends and family and why. Ask them what various platforms they use to stay connected since you want to get in touch soon and stay in touch when they leave.</p> <p style="text-align: center;"><i>Presentational</i></p> <p>You are going abroad with your school in a small group. The group leader wants the group to stay connected and communicate and each person in the group wants to use a different platform. Participate in a small group discussion suggesting which social media/technology you would prefer to use and why. Defend your suggestion when your idea is challenged. Your teacher will randomly assign you a specific platform to support on the day of the discussion.</p> <p style="text-align: center;"><i>Interpersonal</i></p> <p style="text-align: center;"><i>(Teacher: Use one as a final check for learning/review, the other for the performance assessment. OR Allow students to choose which they are more comfortable doing and assess one.)</i></p>
Performance Goal								
Standard	Novice High							
Honors	Intermediate Low							
<b>Learning Target 1</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>						
I can identify types of social media and their purpose. <i>Interpretive</i>	Students read/listen to native speakers talk about how they use social media and match	<ul style="list-style-type: none"> <li>computer, smart phone, laptop, tablet</li> </ul>						

	the purpose of that app with what they discussed (matching an icon or name of the speaker with the purpose of the app written in the target language).	<ul style="list-style-type: none"> <li>names of apps and other means of communication</li> <li>I like to use...</li> <li>I communicate with my ... using...</li> <li>I use... to help me...</li> <li>Student generated chunks on how they talk about technology</li> </ul> <p>Examples: social media platform, search, navigate, play, reserve (car, room, table), order, find a date, post, comment, follow, block, filter, mute, report, share, watch, etc.</p>
<b>Learning Target 2</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can sort the most common types of social media used in the target culture by their popularity and purpose. <i>Interpretive</i>	Students view an infographic or read an article about social media use in the target language country and sort them by popularity/type/purpose.	<ul style="list-style-type: none"> <li>same as Learning Target 1</li> </ul>
<b>Learning Target 3</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can classify the importance of social media in the daily life of someone in the target culture. <i>Interpretive</i>	Students watch a video or read an article about how social media fits in with the life of someone in the target culture and list the reasons (video) or underline the reasons (written) why people use social media.	<ul style="list-style-type: none"> <li>Student-generated reasons</li> </ul> <p>Examples: for fun, to stay informed, to stay in touch with, to connect with, to express myself, to student-generate reasons</p>
<b>Learning Target 4</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can identify how often people use their preferred social media or other apps. <i>Interpretive</i>	Students listen to native speakers and place the speakers name on a frequency scale to show often they use the app described.	<ul style="list-style-type: none"> <li>Review frequency words (often, always, daily, rarely, once in a while)</li> <li>I use... when I need to...</li> </ul>
<b>Learning Target 5</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can identify how people use their preferred social media or other apps. <i>Interpretive</i>	Students listen to native speakers talking about when and where they use social media and complete a graphic organizer that requires them to list at least two facts per	<ul style="list-style-type: none"> <li>computer, smart phone, laptop, tablet</li> <li>time of day</li> <li>locations (in my car, in my room, at work, at school, etc.)</li> </ul>

	speaker about when and where they are using the social media.	
<b>Learning Target 6</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can report on the social media/apps my friends and I use and why. <i>Presentational</i>	Students create and administer a survey about what their peers like to use for social media and why. Survey includes what social media their peers use and why they use it. Students then provide a summary of what they find.	<ul style="list-style-type: none"> <li>• <i>same as Learning Targets 1 &amp; 3</i></li> </ul>
<b>Learning Target 7</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can ask and answer questions about the types of social media / app I use and why. <i>Interpersonal</i>	Students do "speed-friending" to ask and answer questions about what kind of social media they like to use and why. Students take notes (can provide a graphic organizer for them) on what they hear. Afterwards, they write a few sentences to describe which students share common social media uses.	<ul style="list-style-type: none"> <li>• <i>same as Learning Targets 1 &amp; 3</i></li> </ul>
<b>Learning Target 8</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can justify why/why not a certain social media platform/app is good / not good for a certain purpose. <i>Presentational</i>	Students reply to posts asking for recommendations about apps to use with the reasons why they recommend that app. (Example: I am traveling to..., What should I download to get around?)	<ul style="list-style-type: none"> <li>• <i>same as Learning Targets 1, 3, 4</i></li> <li>• I think... is better than ... because it...</li> <li>• It is the best because...</li> <li>• ... is not as good as ... because...</li> <li>• I would rather/prefer to use... instead of...</li> </ul>

<p><b>Unit 2 Essential Question and Theme</b> How do I connect with others?</p>	<p><b>Overall Performance Objective</b> I can explain how people use technology, social media, food, music and/or sports to connect with others.</p>	<p><b>Unit Resources</b> <a href="#">WCS Level 2 Google Site</a></p>						
<p><b>Performance Indicator 2</b> I can explain how food brings people together.</p> <table border="1" data-bbox="367 667 863 787"> <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><b>Unit 2 Performance Assessment 2</b></p> <p>Your class is linked with a sister city class. They are asking questions about the importance of food in your culture and how it compares to that of the target culture. For example, how food brings people together and when, makes people feel welcome, creates conversation moments, creates memorable experiences, comforts, demonstrates pride, or creates problems. Answer the questions that the other student asks you by comparing and contrasting your personal experience with food within your culture and in the target culture. You must include a personal story to demonstrate how food plays a role in your life.</p> <p style="text-align: center;"><i>Interpersonal</i></p>
Performance Goal								
Standard	Novice High							
Honors	Intermediate Low							
<p><b>Learning Target 1</b></p>	<p><b>Check for Learning</b></p>	<p><b>Language Chunks &amp; Vocabulary</b></p>						
<p>I can identify which meals people are talking about. <i>Interpretive</i></p>	<p>Students watch videos / listen to native speakers talk about what they might eat for a certain meal and match different foods with different times of day.</p>	<ul style="list-style-type: none"> <li>breakfast, lunch, dinner, snack</li> <li>foods / drinks by when they are eaten—<i>Tip</i>: this should not just be a list of food items, rather it should be a list of typical things that go together for a certain occasion.</li> </ul>						
<p><b>Learning Target 2</b></p>	<p><b>Check for Learning</b></p>	<p><b>Language Chunks &amp; Vocabulary</b></p>						
<p>I can identify special dishes from the target culture that are typically prepared for special occasions and why (examples: celebrations, holidays, comfort moments, etc). <i>Interpretive</i></p>	<p>Students read, watch videos or listen about food being used for special moments in the target culture. Classify/Categorize the type of food with the special occasion.</p>	<ul style="list-style-type: none"> <li>To celebrate/For (<i>special moment</i>) we/they eat/drink/have/prepare...because... <i>Example</i>: In Mexico they make tamales during Christmas because it brings the family together. In</li> </ul>						

		<p>Germany they drink hot chocolate at the Christmas markets because it's cold. In France at Easter they eat lamb because it represents Abraham's sacrifice. In Spain they have the Tomatina festival every July.</p> <ul style="list-style-type: none"> <li>• Typically/generally/most often/always/sometimes</li> <li>• <i>Life altering events</i> <i>Example: When people get married...If there is a death in the family...when someone is born</i></li> <li>• <i>Typical dishes from the target culture</i></li> </ul>
<b>Learning Target 3</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
<p>I can express what types of food we use in my culture for special occasions and why. <i>Presentational</i></p>	<p>Students create a list of important life moments and list the types of foods/food events that are most typical in their culture for each moment and write a short description of why the event/food is important.</p>	<ul style="list-style-type: none"> <li>• <i>Learning Target 1 &amp; 2</i> <i>Example: In my culture we eat watermelon on July 4th because it's in season.</i></li> <li>• <i>Student-generated food items</i></li> <li>• <i>Student-generated food events</i></li> </ul>
<b>Learning Target 4</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
<p>I can compare occasions associated with food in the target culture and in my own culture. <i>Interpretive</i></p>	<p>Students read/listen to native speakers talking about an event that involves food. They use a T-chart to list the similarities and differences of what is described with their own practices.</p>	<ul style="list-style-type: none"> <li>• <i>Learning Targets 1-3</i></li> </ul>
<b>Learning Target 5</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
<p>I can discuss important life events and what foods/routines are typically associated with each occasion. <i>Interpersonal</i></p>	<p>Students use the lists that they generated for LT 3 and then ask a partner about his/her list. Students then work together to create a similarities/differences VENN diagram to compare each list.</p>	<ul style="list-style-type: none"> <li>• <i>Learning Targets 1-3</i></li> </ul>

Learning Target 6	Check for Learning	Language Chunks & Vocabulary						
<p>I can identify the importance of a special occasion involving food after listening to or reading a story. <i>Interpretive</i></p>	<p>Students listen to or read multiple stories about special occasions and how food/drink was involved from target culture resources.</p> <p>Students complete a graphic organizer identifying the moment, the food involved and the importance in the life of the speaker for each story.</p>	<ul style="list-style-type: none"> <li>• <i>Learning Targets 1-3</i></li> <li>• <i>Resource-based vocabulary</i></li> </ul>						
Learning Target 7	Check for Learning	Language Chunks & Vocabulary						
<p>I can describe a cultural occasion and how food is involved. <i>Presentational</i></p>	<p>Students write a 2-3 sentence caption for a photo provided by the teacher.</p>	<ul style="list-style-type: none"> <li>• <i>Vocab from previous Learning Targets</i></li> <li>• We always eat____, we always talk about _____, we always watch____, we always fight about _____</li> <li>• This is so much fun because _____</li> <li>• When we get together we _____ (<i>student-generated vocabulary</i>)</li> </ul>						
Unit 2 Essential Question and Theme	Overall Performance Objective	Unit Resources						
<p>How do I connect with others?</p>	<p>I can explain how people use technology, social media, food, music and/or sports to connect with others.</p>	<p><a href="#">WCS Level 2 Google Site</a></p>						
Performance Indicator 3		Unit 2 Performance Assessment 3						
<p>I can state my viewpoints about how music and/or sports connect people.</p> <table border="1" data-bbox="367 1307 863 1422"> <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 High</td> </tr> </tbody> </table>		Performance Goal		Standard	Novice High	Honors	Intermediate High	<p>There is a group of target language exchange students coming to your school in a few weeks. They are interested in knowing about music and sports in your society. Your teacher asks you to create a post for a class blog to discuss how a particular sport/athlete/musician/music style/sporting or musical event brings people together in your culture and what your favorite kind of event is and why. The post may be a video or written.</p>
Performance Goal								
Standard	Novice High							
Honors	Intermediate High							



		<i>Presentational</i>
Learning Target 1	Check for Learning	Language Chunks & Vocabulary
I can identify types of sporting events/athletes/sports that are most popular in the target culture. <i>Interpretive</i>	Students view infographics or brief articles about popular figures or events in the target culture and sort them by popularity type. <i>Examples:</i> fill out graphic organizer, underline key information and label.	<ul style="list-style-type: none"> <li>• The most/least popular... is...</li> <li>• <i>Expanded sports vocabulary</i></li> <li>• <i>Game locations:</i> stadium, racetrack, arena, etc.</li> <li>• <i>Terms used in the target culture for particular athletes:</i> athlete, player, runner, rider</li> <li>• Game, playoffs, series, tournament, season</li> <li>• <i>Types of sports popular in the target culture</i> <i>Example:</i> France: Petanque (handball) (Remember - this focus is on what is popular in the target culture)</li> </ul>
Learning Target 2	Check for Learning	Language Chunks & Vocabulary
I can identify types of music events/styles/musicians that are most popular in the target culture. <i>Interpretive</i>	Students view infographics or brief articles about popular figures or events in the target culture and sort them by popularity/type. <i>Examples:</i> fill out graphic organizer, underline key information and label.	<ul style="list-style-type: none"> <li>• <i>Music styles</i> (rock, pop, folk, country, etc.)</li> <li>• Musician, singer, rapper, guitar/drum/keyboard player, etc.</li> <li>• Concert, festival, show, opera, symphony, musical, choir performance, etc. (Remember - this focus is on what is popular in the target culture)</li> </ul>
Learning Target 3	Check for Learning	Language Chunks & Vocabulary
I can summarize the main components of an event. <i>Presentational</i>	Students look at a picture of an event and tell what they see, what they think, and what they wonder about the event.	<ul style="list-style-type: none"> <li>• <i>Student-generated vocab based on the event</i></li> <li>• There is/There are...</li> <li>• There was/there were...</li> </ul>

Learning Target 4	Check for Learning	Language Chunks & Vocabulary
I can identify details about what people do at events that connect them. <i>Interpretive</i>	Students read/listen to people talk about events they attend and name the event and list the activities they do in order to infer how people feel people about the event.	<ul style="list-style-type: none"> <li>• I/we/they meet (up with), watch, cheer, celebrate, dance, sing, go crazy, shout, cry, eat, chant</li> <li>• I/we/they get/become... (<i>emotion words</i>: excited, disappointed, sad, happy, emotional, surprised, other idiomatic expressions similar to "lose their mind", etc.)</li> <li>• I (<i>action</i>)... because...(the event) makes me feel ...(emotion).</li> </ul>
Learning Target 5	Check for Learning	Language Chunks & Vocabulary
I can describe how people react about certain events. <i>Presentational</i>	Students look at pictures of audience members at a variety of musical, sport or political events in order to describe the audience members' moods or actions.	<ul style="list-style-type: none"> <li>• Learning Target 4</li> </ul>
Learning Target 6	Check for Learning	Language Chunks & Vocabulary
I can determine why sports or music are important to people in the target culture. <i>Interpretive</i>	Students draw answers to questions from the selection about the importance of an event in the target culture after reading/listening about them.	<ul style="list-style-type: none"> <li>• It is a chance for me/us to..., it is a time that I/we get to...</li> <li>• People travel to..., people attend...</li> <li>• ___ brings people together</li> <li>• <i>Possible negative things</i>: it is hot, there are too many people, I don't like crowds, I am afraid of ___, it makes me nervous, it is too expensive/long</li> </ul>
Learning Target 7	Check for Learning	Language Chunks & Vocabulary
I can explain which aspect(s) of sports and/or music is/are important to me. <i>Presentational</i>	Students write a note to a new student coming to their school explaining an important upcoming event that most students will be talking about. Discuss why	<ul style="list-style-type: none"> <li>• I always want to (go/listen to/see/participate in) because...</li> <li>• My favorite activity is... because...</li> <li>• You should go</li> <li>• I can... (<i>Learning Target 3</i>)</li> </ul>

	the event is so popular and why the new student may want to attend.	<ul style="list-style-type: none"> <li>• See Learning Target 4</li> </ul>
<b>Learning Target 8</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can ask and answer questions with my classmates about why sports or music are important. <i>Interpersonal</i>	Students do "speed-dating/speed-friending" asking each other questions about their interests in sports or music and answering each other's questions. Students take notes and share who they have the most in common with.	<ul style="list-style-type: none"> <li>• What is your favorite...?</li> <li>• Is there some event you always like to go to? Is there some event you really want to go to?</li> <li>• I have the most in common with/My interests are the most similar to/We are similar/different because...</li> </ul>
<b>Learning Target 9</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can discuss which type of event I would prefer to go to in the target culture and why. <i>Interpersonal</i>	(Use information collected from Check for Learning in Learning Target 7) Students decide which event they would like to attend and write a rationale containing the 4 most important factors from the event that motivate them to want to attend the event.	<ul style="list-style-type: none"> <li>• See previous learning targets</li> </ul>



**Williamson County Schools Modern Languages**  
**Chinese-French-German-Spanish**  
**2018-2019 Level 2**  
**Quarter 3**

**Level 2**  
Standard

**Level 2**  
Honors

**Course Performance Target**  
Intermediate Low

**Course Performance Target**  
Intermediate Mid

**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)*.

**NCSSFL-ACTFL Global Benchmark Statement**

This course's ACTFL Performance Goal of Intermediate Mid means that by the end of the course students will understand main ideas and supporting facts in passages on familiar topics, though students may need to read/hear complex passages more than once. Students will be able to maintain conversations at length about themselves and their lives. Students will be able to ask and answer, as well as write a variety of questions well enough to accomplish what they need. Students will investigate the products and practices of a culture in order to understand a culture's unique perspectives so that students can interact with others in and from another culture. Students will participate in regular performance assessments and may take ACTFL's *Assessment of Performance towards Proficiency in Languages (AAPPL)*.

Unit 3 Essential Question and Theme Who is a hero and why?	Overall Performance Objective I can explain how people influence others.	Unit Resources <a href="#">WCS Level 2 Google Site</a>						
<p align="center"><b>Performance Indicator 1</b></p> <p align="center">I can give opinions about people that have a positive influence on society.</p> <table border="1" data-bbox="367 537 863 656"> <thead> <tr> <th colspan="2">Performance Goal</th> </tr> </thead> <tbody> <tr> <td>Standard</td> <td>Intermediate Low</td> </tr> <tr> <td>Honors</td> <td>Intermediate Mid</td> </tr> </tbody> </table>		Performance Goal		Standard	Intermediate Low	Honors	Intermediate Mid	<p align="center"><b>Unit 3 Performance Assessment 1</b></p> <p>Nominate a well-known figure to be honored. How would you honor them and why? Submit a proposal to (company/foundation in the target culture) in order to obtain a grant to fund your idea (<i>Example: create an art installation/memorial/festival/day/street</i>). Strengthen your proposal by comparing your hero to known figures in the target culture. Be prepared to answer follow up questions about your proposal in front of an audience.</p> <p align="center"><i>Presentational</i></p>
Performance Goal								
Standard	Intermediate Low							
Honors	Intermediate Mid							
Learning Target 1	Check for Learning	Language Chunks & Vocabulary						
<p>I can categorize positive and negative attributes of figures (realistic or fictional) in the target culture. <i>Interpretive</i></p>	<p>Students fill out a table with spaces for each positive and negative figure and they check off all the provided, applicable characteristics for each figure.</p>	<ul style="list-style-type: none"> <li>• He/she/they is/are...</li> <li>• <i>various character descriptions</i> (valiant, honorable, devious, etc.)</li> <li>• to save, to use, to gain, to help, to sacrifice, to improve, to prevent, to fight (for), to lie, to destroy, etc.</li> </ul>						
Learning Target 2	Check for Learning	Language Chunks & Vocabulary						
<p>I can summarize positive and negative attributes of figures in target culture. <i>Presentational</i></p>	<p>Students present in small groups on the positive or negative attributes of a historical figure or superhero/super villain. During presentations, other group members record the attributes for each figure presented.</p>	<ul style="list-style-type: none"> <li>• See Learning Target 1</li> </ul>						
Learning Target 3	Check for Learning	Language Chunks & Vocabulary						
<p>I can determine why a figure in the target culture does what he or she does. <i>Interpretive</i></p>	<p>Students match provided logical motivations with provided actions and vice-versa (<i>Example: He robs a bank because his family is poor.</i>)</p>	<ul style="list-style-type: none"> <li>• He/She wants, desires, tries, fights, defends ___ because ___.</li> <li>• He/She is an orphan, doesn't have money, loves the environment, etc.</li> </ul>						
WILLIAMSON COUNTY SCHOOLS WORLD LANGUAGE		2018-2019 LEVEL 2 CURRICULUM						

		<ul style="list-style-type: none"> <li>• <i>Professions</i> (athletes, movie stars, leaders, politician, philanthropist, etc.)</li> </ul>
<b>Learning Target 4</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can explain why a figure in the target culture does what he or she does. <i>Interpersonal</i>	In pairs, students are given a card with the name of a target culture hero to be discussed. With their partners, they discuss the actions of the hero and what they believe to be the motivations. Then students trade cards and/or partners in order to discuss a different hero.	<ul style="list-style-type: none"> <li>• See Learning Target 3</li> </ul>
<b>Learning Target 5</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can evaluate the impacts of influential figures in the target culture. <i>Interpretive</i>	Students sort a list of impacts by figures in society as positive or negative.	<ul style="list-style-type: none"> <li>• He/She...improved, saved, completed, destroyed, gained, helped, ruined</li> <li>• To gain power, to help others, to save lives, to get money, to improve society, to better..., to destroy...</li> </ul>
<b>Learning Target 6</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can evaluate how and why a society recognizes/remembers influential figures. <i>Interpretive</i>	Students identify the purpose of an event and/or monument commemorating figures in society by writing a headline for an article.	<ul style="list-style-type: none"> <li>• The town/community/country...resurrected, built, made, constructed, dedicated, honored</li> <li>• Are remembered/honored/rejected by...a statue, a monument, a law, a holiday, name of a school/street/building, put their image on a stamp/currency</li> <li>• He/She are remembered because...</li> </ul>
<b>Learning Target 7</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can describe the positive and negative impacts of influential figures in the target culture and how they are recognized/remembered. <i>Presentational</i>	From a list of provided figures from the target culture and their own culture, students describe the impacts of a figure and make a simple argument for how he/she should be remembered.	<ul style="list-style-type: none"> <li>• See previous Learning Targets</li> </ul>

Learning Target 8	Check for Learning	Language Chunks & Vocabulary						
<p>I can identify how society shows appreciation for a hero including their impact on other people and why they are someone's hero. <i>Interpretive</i></p>	<p>Students read thank you notes and match the note with the person being thanked. <i>(Example: "Dear ____" thank you note.)</i> Students fill in the societal hero's name.</p>	<ul style="list-style-type: none"> <li>• Dear...</li> <li>• I want to thank you for...</li> <li>• I appreciate you because</li> <li>• I respect/admire...because...</li> <li>• You helped/taught/showed/gave me...</li> <li>• I wear your jersey</li> <li>• I follow you on ... (<i>social media</i>)</li> <li>• I give them something</li> <li>• I buy them something</li> <li>• We would like to have a party/ceremony/award/scholarship in your honor</li> <li>• We want to donate money/time in your honor</li> </ul>						
Learning Target 9	Check for Learning	Language Chunks & Vocabulary						
<p>I can compare and contrast an influential figure in my culture to one from the target culture. <i>Interpersonal</i></p>	<p>Students create a Venn diagram comparing and contrasting the two influential figures.</p>	<ul style="list-style-type: none"> <li>• Is similar to...because...</li> <li>• Is different from...because...</li> <li>• Is just as...as...</li> <li>• Is more/less...than...</li> </ul>						
Unit 3 Essential Question and Theme Who is a hero and why?	Overall Performance Objective I can explain how people influence others.	Unit Resources <a href="#">WCS Level 2 Google Site</a>						
<p style="text-align: center;"><b>Performance Indicator 2</b> I can describe who personally influences my life and why.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2" data-bbox="367 1268 863 1307">Performance Goal</th> </tr> </thead> <tbody> <tr> <td data-bbox="367 1307 617 1347">Standard</td> <td data-bbox="617 1307 863 1347">Intermediate Low</td> </tr> <tr> <td data-bbox="367 1347 617 1388">Honors</td> <td data-bbox="617 1347 863 1388">Intermediate Mid</td> </tr> </tbody> </table>		Performance Goal		Standard	Intermediate Low	Honors	Intermediate Mid	<p style="text-align: center;"><b>Unit 3 Performance Assessment 2</b></p> <p>You are applying as a counselor for a language immersion camp. In the application letter or personal statement, you are asked to talk about your personal influential acquaintances. Explain who you look up to and why. How has this person(s) influenced your life in a positive way? Describe which characteristics of your role model(s) you want to reflect as a camp counselor. Note: These are people with whom you have a personal connection or relationship.</p> <p style="text-align: center;"><i>Presentational</i></p>
Performance Goal								
Standard	Intermediate Low							
Honors	Intermediate Mid							



<b>Learning Target 1</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can identify the main ideas in a passage or video about how someone is a positive influence. <i>Interpretive</i>	After reading or listening to a personal hero story, students write an appropriate headline for the story.	<ul style="list-style-type: none"> <li>• <i>Student-generated and resource-generated character descriptions (valiant, honorable, devious, etc.)</i></li> </ul>
<b>Learning Target 2</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can determine specific qualities that make a person a positive influence. <i>Interpretive</i>	Students read several articles or stories in which people talk about their hero. Then they match the person with a list of qualities.	<ul style="list-style-type: none"> <li>• idol, hero, pioneer</li> <li>• kind, caring, hard-working</li> <li>• fought for/defended, allowed, helped, demanded, influenced, supported, taught, sacrificed, risked, bought, donated, gave, made me, inspired</li> </ul>
<b>Learning Target 3</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can identify evidence of how people impact other people and why they are someone's role model. <i>Interpretive</i>	Students read thank you notes and match the note with the person being thanked. ("Dear... , " thank you note. Students fill in the blank)	<ul style="list-style-type: none"> <li>• You/She/He inspired me to...</li> <li>• I learned...from you/her/him</li> </ul>
<b>Learning Target 4</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can ask and answer questions about my personal role models, their impact, and their motivations. <i>Interpersonal</i>	Students complete a questionnaire about their own personal hero.	<ul style="list-style-type: none"> <li>• What is your relationship with this person?</li> <li>• He/She is ... my...</li> <li>• We know each other by/in...</li> <li>• How did you find out about this person?</li> <li>• I met/know him/her</li> <li>• I have known him/her since...</li> <li>• I saw/heard about/read about/watch/listened to</li> </ul>
<b>Learning Target 5</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can thank a person I consider to be one of my personal role models, including information about their impact and how they influenced me. <i>Presentational</i>	Students write a thank you card to their personal hero and inform them about what they are doing in their honor.	<ul style="list-style-type: none"> <li>• See previous Learning Targets</li> </ul>

**Williamson County Schools Modern Languages  
Chinese-French-German-Spanish  
2018-2019 Level 2  
Quarter 4**

**Level 2  
Standard**

**Level 2  
Honors**

**Course Performance Target  
Intermediate Low**

**Course Performance Target  
Intermediate Mid**

**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)*.

**NCSSFL-ACTFL Global Benchmark Statement**

This course’s ACTFL Performance Goal of Intermediate Mid means that by the end of the course students will understand main ideas and supporting facts in passages on familiar topics, though students may need to read/hear complex passages more than once. Students will be able to maintain conversations at length about themselves and their lives. Students will be able to ask and answer, as well as write a variety of questions well enough to accomplish what they need. Students will investigate the products and practices of a culture in order to understand a culture’s unique perspectives so that students can interact with others in and from another culture. Students will participate in regular performance assessments and may take ACTFL’s *Assessment of Performance towards Proficiency in Languages (AAPPL)*.

Unit 4 Essential Question and Theme How and why do I connect in a new community?	Overall Performance Objective I can explain how and why people join and adapt to a new community.	Unit Resources <a href="#">WCS Level 2 Google Site</a>						
<p align="center"><b>Performance Indicator 1</b></p> <p>I can compare practices and products of a community in a country where the target language is spoken to my own.</p> <table border="1" data-bbox="367 651 863 773"> <thead> <tr> <th colspan="2">Performance Goal</th> </tr> </thead> <tbody> <tr> <td>Standard</td> <td>Intermediate Low</td> </tr> <tr> <td>Honors</td> <td>Intermediate Mid</td> </tr> </tbody> </table>		Performance Goal		Standard	Intermediate Low	Honors	Intermediate Mid	<p align="center"><b>Unit 4 Performance Assessment 1</b></p> <p>You are in a study/work program in a country that speaks the target language. You come back to your temporary residence and your roommate from another country asks you what your new experiences were for the day. You and the roommate will each be given a random experience(s) learned from the unit to discuss. (Modification: the teacher is the host parent asking the questions)</p> <p align="right"><i>Interpersonal</i></p>
Performance Goal								
Standard	Intermediate Low							
Honors	Intermediate Mid							
Learning Target 1	Check for Learning	Language Chunks & Vocabulary						
I can identify typical places in a city of a target language community based on descriptions of what goes on there. <i>Interpretive</i>	Students match the description of a place with a picture.	<ul style="list-style-type: none"> <li>• <i>Typical places in a target language city</i> (expansion of level 1 unit 4)</li> <li>• This place/building is used for... (<i>Example: The park is used for exercising, dog walking, ball games</i>)</li> <li>• This is the place where... (<i>Example: The grocery is the place where you buy food.</i>)</li> </ul>						
Learning Target 2	Check for Learning	Language Chunks & Vocabulary						
I can categorize places in a target language community by their function. <i>Interpretive</i>	Students categorize places in a community based on their function.	<ul style="list-style-type: none"> <li>• <i>Categories depend on the target culture</i></li> <li>• You can buy.... at the ...</li> </ul>						

		<ul style="list-style-type: none"> <li>• <i>Functions/Activities come from the resources or brainstorming as a class</i></li> <li>• Transportation: metro/subway, sidewalk, train station, bus station, other specific types of public transportation in the target culture/city discussed</li> <li>• Dining: restaurant, café, bar, snack stands, fast food</li> <li>• Shopping: individual shop names, (open-air) market, supermarket, mall, department store</li> <li>• Community services: post office, bank, clinic, pharmacy, library</li> <li>• Education: school, high school, elementary school, university</li> <li>• Tourist attractions: (<i>review of Level 1, Unit 4</i>)</li> </ul>
<b>Learning Target 3</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can make recommendations about where and when someone should go in a target language community to accomplish a task. <i>Interpersonal</i>	Information Gap Activity: Student receives a card with the picture of place on it and has to explain to their partner (without showing the picture) their needs or wants that would lead them to that place. The partner listens and tells them the name of the place to go and when they should or should not go.	<ul style="list-style-type: none"> <li>• <i>See Learning Targets 1 &amp; 2</i></li> <li>• <i>Review tasks of what to do at the places (see Level 1, Unit 4)</i></li> </ul>
<b>Learning Target 4</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can identify similarities and differences of shopping practices in the target culture. <i>Interpretive</i>	Students decide whether about shopping in the target culture are logical or illogical. ( <i>Example: I can buy shampoo at a pharmacy in France. or I can go to the supermarket on Sunday in Peru.</i> )	<ul style="list-style-type: none"> <li>• <i>Resource-generated shopping practices</i></li> <li>• It is open/It is closed</li> <li>• Shopping bag</li> <li>• Bargain/Discount/On sale</li> <li>• Online shopping</li> </ul>
<b>Learning Target 5</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>

<p>I can identify similarities and differences of public transit (including on foot) in the target language culture. <i>Interpretive</i></p>	<p>Students receive a list of characteristics of transit for both their culture and the target culture. Then students place each characteristic in the appropriate place on a Venn diagram.</p>	<ul style="list-style-type: none"> <li>• See Learning Targets 1 &amp; 2 for transits (trolley, train, subway, bus, bike lanes)</li> <li>• On foot</li> <li>• urban, suburban, rural</li> <li>• There is/are</li> <li>• to get on/to board, to ride, to get off/disembark, transfer</li> <li>• line, station, stop</li> <li>• towards, until</li> <li>• buy a ticket</li> <li>• passes (monthly, annual)</li> <li>• crosswalks, roundabout/traffic circle, pedestrian</li> </ul>
<p><b>Learning Target 6</b></p>	<p><b>Check for Learning</b></p>	<p><b>Language Chunks &amp; Vocabulary</b></p>
<p>I can identify similarities and differences in personal interactions (personal space, eye contact, gestures, manners, greeting behaviors) in the target language culture. <i>Interpretive</i></p>	<p>Students receive a grid listing behaviors and they mark if it is appropriate for their culture, the target culture or both.</p>	<ul style="list-style-type: none"> <li>• Resource-generated phrases regarding cultural interactions</li> <li>• one should, should not...</li> <li>• normally, usually, typically, never</li> </ul>
<p><b>Learning Target 7</b></p>	<p><b>Check for Learning</b></p>	<p><b>Language Chunks &amp; Vocabulary</b></p>
<p>I can complement or complain about the differences of daily practices in the target culture. <i>Interpersonal</i></p>	<p>In a conversation circle, students write down something they like or complain about the target culture practices and why. Then they pass their comment card to the next student and they agree/disagree and comment why. (This can be done in rounds guiding students to talk about shopping first, transit, then personal interactions)</p>	<ul style="list-style-type: none"> <li>• See previous Learning Targets</li> <li>• Recycled language comparing: I think this is ... because... etc.</li> </ul>
<p><b>Learning Target 8</b></p>	<p><b>Check for Learning</b></p>	<p><b>Language Chunks &amp; Vocabulary</b></p>
<p>I can follow directions from one place to another, both indoors and outdoors. <i>Interpretive</i></p>	<p>Students are given a map and they follow a list of directions and indicate to where the directions lead them. Example: scavenger</p>	<ul style="list-style-type: none"> <li>• go, stop, turn, continue, keep going, go around, cross,</li> <li>• right, left, straight</li> </ul>

	hunt in the school, using a map from a target city.	<ul style="list-style-type: none"> <li>• How do I...</li> <li>• is located, is situated, lies, resides, is found</li> </ul>
<b>Learning Target 9</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can give directions on how to get somewhere on foot. <i>Interpersonal</i>	Students start at a specified location near a landmark or public transit stop on a clearly labeled street on a map. Without telling the other student what their end destination is, students give directions to a partner to that location.	<ul style="list-style-type: none"> <li>• See Learning Target 8</li> </ul>
<b>Learning Target 10</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can sort the events of someone's day in chronological order. <i>Interpretive</i>	Students watch a portion of a movie that takes place in the target language (possibly without sound) and sort a list of sentences into chronological order based on what happened. OR Students could read a text and from the text sort pictures into chronological order.	<ul style="list-style-type: none"> <li>• <i>Sequence words:</i> first, next, finally, after, before, then, later, afterwards, earlier</li> </ul>
<b>Learning Target 11</b>	<b>Check for Learning</b>	<b>Language Chunks &amp; Vocabulary</b>
I can narrate what I did during a day. <i>Presentational</i>	A student announces two truths and a lie about what they did. A partner must decide which statement is the lie.	<ul style="list-style-type: none"> <li>• See Learning Target 10</li> <li>• I went, saw, ate, bought, looked for, rode, took, paid, said, spoke, haggled, visited, went up/down, walked, had, had to, was, couldn't,</li> <li>• There was/were</li> </ul>
<b>Unit 4 Essential Question and Theme</b> How and why do I connect in a new community?	<b>Overall Performance Objective</b> I can explain how and why people join and adapt to a new community.	<b>Unit Resources</b> <a href="#">WCS Level 2 Google Site</a>
<b>Performance Indicator 2</b>	<b>Unit 4 Performance Assessment 2</b>	

<p>I can discuss the benefits and challenges of relocating to a country where the target language is spoken.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="2">Performance Goal</th> </tr> <tr> <td>Standard</td> <td>Intermediate Low</td> </tr> <tr> <td>Honors</td> <td>Intermediate Mid</td> </tr> </table>		Performance Goal		Standard	Intermediate Low	Honors	Intermediate Mid	<p>You have been a part of a work/study program in a country where the target language is spoken. You have to complete an interview/questionnaire to get credit for the program and help recruit new participants. In the interview/questionnaire you are asked to explain the benefits and challenges regarding the services and institutions specific to the country where the target language is spoken and comparing it to your own community.</p> <p style="text-align: right;"><i>Interpersonal</i></p>
Performance Goal								
Standard	Intermediate Low							
Honors	Intermediate Mid							
<b>Learning Target 1</b>								
<b>Check for Learning</b>		<b>Language Chunks &amp; Vocabulary</b>						
<p>I can identify the main features of community services and systems in the target culture. <i>Interpretive</i></p>	<p>Students receive a variety of statements associated with the service or system, then decide whether it is a main feature or not.</p>	<ul style="list-style-type: none"> <li>• <i>System/Service Options</i> - education, healthcare, civics, political systems</li> <li>• <i>Resource-generated features of services and systems</i></li> </ul>						
<b>Learning Target 2</b>		<b>Check for Learning</b>						
<b>Language Chunks &amp; Vocabulary</b>								
<p>I can recognize how services and systems in the target culture differ from those in my own culture. <i>Interpretive</i></p>	<p>Students indicate which statement about a service or system is from the target culture or their own.</p>	<ul style="list-style-type: none"> <li>• <i>culture, resource, and topic-generated</i></li> </ul>						
<b>Learning Target 3</b>		<b>Check for Learning</b>						
<b>Language Chunks &amp; Vocabulary</b>								
<p>I can compare main features of services and systems in the target culture to my own culture. <i>Presentational</i></p>	<p>Students see a list of facts about a community system or service. Students identify which culture it represents then make the comparative fact of the opposite community. (Example: Tuition is \$20,000 a year at a 4 year university. Student gives the factoid for the target culture.)</p>	<ul style="list-style-type: none"> <li>• <i>See Learning Target 1 &amp; 2</i></li> <li>• <i>unlike, as opposed to, on the other hand, nevertheless, however</i></li> <li>• <i>just as, as well as, as much as</i></li> </ul>						
<b>Learning Target 4-6</b>		<b>Check for Learning</b>						
<b>Language Chunks &amp; Vocabulary</b>								
<p>Repeat Learning Targets 1-3 for each new system or service.</p>		<ul style="list-style-type: none"> <li>•</li> </ul>						
<b>Learning Target 7-9</b>		<b>Check for Learning</b>						
<b>Language Chunks &amp; Vocabulary</b>								
<p>Repeat Learning Targets 1-3 for each new system or service.</p>		<ul style="list-style-type: none"> <li>•</li> </ul>						
<b>Learning Target 10</b>		<b>Check for Learning</b>						
<b>Language Chunks &amp; Vocabulary</b>								

<p>I can express and support my opinion about services and systems in the target culture and how it compares to my own. <i>Interpersonal</i></p>	<p>Students in a small circle create “Would you rather...” questions based on the studied community service or system.</p>	<ul style="list-style-type: none"> <li>• cost prohibitive, biased, unfair,</li> <li>• beneficial, helpful, fair, a privilege</li> <li>• required, the law</li> <li>• impact on society</li> </ul>