Williamson County Schools
Level 4
Unit 1 - Performance Indicator 1
Quarter 1 - Unit 1 Performance Indicators 1 & 2 Recommended Pacing: 3 weeks
Regarding SY 2019-2020 Q4 Content:
Curriculum teams will determine what content students need to accomplish the world language standards-based performances and add to the course content as needed.

State Content Standards

Standard C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
Standard C2.2 Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.

Unit 1 Essential Question

What is the value of travel?

Overall Performance Objective

I can explain why it is beneficial to travel to another country

Performance Indicator 1

I can exchange information in conversations about travel benefits to another country that I have researched.

Performance Target

Intermediate Mid

Performance Indicator 1 Assessment

You are returning home from a study abroad trip on an airplane. You are sitting next to another traveler who speaks the target language. You share information about where you traveled and how you have benefited from this experience.

Interpersonal

Components of State Standards

Honors

Intermediate Mid Learners create and begin to connect sentences to:

ML.C1.1.IM.d exchange information about subjects of special interest.
ML.C1.2.IM.b recognize the main idea and some details in advertisements, announcements, and other simple texts related to their everyday life.
ML.C2.2.IR.a identify and investigate the function of products of the target culture.
ML.C2.2.IR.b explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today.
ML.C2.2.IR.c identify and analyze cultural products found in literature, news stories, and films from the target culture.
ML.C2.1.IR.d investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
ML.C2.1.IR.e identify and analyze cultural practices using authentic materials.

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<u>Tejidos Hilo 4</u>
Learning Targets
Language Chunks & Vocabulary

		● It's widespread
		● It's popular because…
		● It embodies…
1. I can determine why a landmark is significant and reasons for traveling there. *Interpretive*		● It celebrates…
		● It symbolizes…
2. I can determine why a historical artifact or cultural product is significant to a region. *Interpretive*		● Same as LT 1
		● It is seen as…
		● It represents…
3. I can identify different types of experiences and benefits available in different regions. *Interpretive*		● The importance of…
		● It serves as…
		● It defines…
4. Students repeat LT 1-3 with their own selected region that speaks the target language.		● Cultural identity
		● A reminder
5. I can ask and answer questions to exchange information on where I and others are and what we are seeing and doing when visiting a region. *Interpersonal*		● Highlights their heritage
		● Connects generations
		● See Learning Targets 1-2.
		● Blog, vlog, types of geography (desert, rain forest, etc.), types of sites (gastronomical, educational, leisure, historical, archaeological etc.), local-specific names of cultural products/practices
6. I can argue the benefits of traveling to a location that provides experiences in a region representative of that region. *Interpersonal*		● "It benefited me in that...", "I learned that...", "I learned about myself in that..." Student Resource Generated See LTs 1-3

Williamson County Schools
Level 4
Unit 1 - Performance Indicator 2
Quarter 1 - Unit 1 Performance Indicators 1 & 2
Recommended Pacing: 3 weeks
Curriculum teams will determine what content students need to accomplish the world language standards-based performances and add to the course content as needed.

State Content Standards

Standard C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.

Unit 1 Essential Question

What is the value of travel?

Overall Performance Objective

I can explain why it is beneficial to travel to another country.

Performance Indicator 2

I can tell stories about an impactful travel experience, using a few short paragraphs, often across various time frames. (Resources: travel stories, blogs, etc.)

Performance Target

Intermediate Mid

Performance Indicator 2 Assessment

Students have participated in an international service project or cultural exchange in a target language country. On the last day of the trip everyone involved in the project, which includes native speakers, is asked to share with the group a story from the trip that impacted them in a positive way. Include how the experience will change your travel choices in the future.

Presentational

Components of State Standards

Honors

Intermediate Mid Learners create and begin to connect sentences to:
ML.C1.1.IM.e indicate various time frames with occasional success.
ML.C2.1.IR.c observe or identify a variety of authentic or simulated age-appropriate cultural activities (e.g., games, sports, or entertainment).

ML.C2.1.IR.d investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.

ML.C3.1.IR.c explain and sequence the significant events that shaped the identity of the target countries.

ML.C3.2.IR.d compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities).

ML.C4.2.IR.b explore the origins and importance of cultural practices (e.g., holidays, celebrations, work habits) by comparing practices in one's own and the target culture.

ML.C5.1.IR.c explore real-world opportunities to connect with the target language community.

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Tejidos Hilo 4
Learning Targets
Language Chunks & Vocabulary

1. I can sequence the events of a personal travel experience. *Interpretive*

2. I can distinguish supporting details about experiences from a service project or cultural exchange to determine what the experience was and what made the experience impactful. *Interpretive*

3. I can determine the impact travel experiences had on people. *Interpretive*

4. I can report about a personal travel experience and its impact. *Presentational*

5. I can ask and answer questions about my own personal travel experience and its impact. *Interpersonal*

6. I can explain how past travel experiences will influence my travel choices in the future. *Presentational*

health, healthy, mental, includes, produces, fulfills, not limited with, depression, anxiety, diagnosis, prescription, work life, balance, paid vacation, insurance, etc.
Same as LT 1
Resource generated
Student resource generated
Student resource generated
Student resource generated

State Content Standards

Standard C2.2 Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.
Standard C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

Unit 2 Essential Question

How do the arts contribute to our perspective of a society?

Overall Performance Objective

I can evaluate how various art forms reflect and enrich our understanding of the target culture.

Performance Indicator 1

I can explain my preferences, opinions, and emotions regarding target-culture art forms that I have researched.

Performance Indicator 1 Assessment

You meet up with a local art student and you both went to several museums and attractions recently. You describe your favorite works of art, giving your opinion and asking and answering questions about which ones are the best or most important to see and why. *Interpersonal*

Components of State Standards
Honors

Intermediate Mid Learners create and begin to connect sentences to:
ML.C1.1.IM.d exchange information about subjects of special interest.
ML.C1.4.IM.b present information about something learned or researched.
ML.C1.5.IM.b compose a simple paragraph about a learned or researched topic.
ML.C2.2.IR.a identify and investigate the function of products of the target culture.
ML.C2.2.IR.b explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today.
ML.C3.1.IR.e contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one's own.
ML.C3.2.IR.c explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture.
ML.C4.2.IR.a discuss products' origins and importance by comparing products in the one's own and the target culture.

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Learning Targets
Language Chunks & Vocabulary

1. I can compare short descriptions of major works of art from the target culture. *Interpretive*

2. I can describe details (look like/sound like / the content of/ the general significance of) about certain (student-chosen) major works of art from the target culture. *Presentational*

3. I can agree or disagree with an opinion about an art form. *Interpretive*

4. I can construct an opinion about which art forms I prefer or consider to be most interesting and why. *Presentational*

5. I can ask and answer questions with my classmates regarding our art preferences from the target culture. *Interpersonal*

aesthetics, form, shape, objects, scale, material, forefront, background, light, movements, genre, period
aesthetics, form, shape, objects, scale, material, forefront, background, light, movements, genre, period
- I'm in favor of
- I think so because
- I'm not in favor of
- I don't share your point of view
- You are mistaken because
- It speaks to me because
- It catches my attention because
- It fascinates me because
- It bores me because
- It confuses me because
- It bothers be because
- What type of art is this piece?
- How does this piece make you feel?
- What would you change to improve the piece? Why did you choose this piece of art?
- What event in the artist's life does this represent?

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Level 4
Unit 2 - Performance Indicator 2
Quarter 2 = Unit 2 Performance Indicator 2
Recommended Pacing: 2-3 weeks
Regarding SY 2019-2020 Q4 Content:
Curriculum teams will determine what content students need to accomplish the world language standards-based performances and add to the course content as needed.
State Content Standards

Standard C2.2 Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.
Standard C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.
Unit 2 Essential Question

How do the arts contribute to our perspective of a society?
Overall Performance Objective

I can evaluate how various art forms reflect and enrich our understanding of the target culture.
Performance Indicator 1

I can give a detailed presentation on the major historical events of the target culture and some of the art forms that are associated with those events.
Performance Indicator 1 Assessment

You are working as a docent for an art museum in the target country. As a resident expert, you are responsible for giving a detailed presentation about one artifact (painting, literature, music, etc.) that represents an important event in that culture's history. You will include a description of the time period to which the artifact belongs and explain how the artifact and culture reflect each other. *Presentational*
Components of State Standards
Honors

Intermediate Mid Learners create and begin to connect sentences to:
ML.C1.1.IM.d exchange information about subjects of special interest.
ML.C1.4.IM.b present information about something learned or researched.
ML.C1.5.IM.b compose a simple paragraph about a learned or researched topic.
ML.C2.2.IR.a identify and investigate the function of products of the target culture.
ML.C2.2.IR.b explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today.
ML.C3.1.IR.e contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one's own.
ML.C3.2.IR.c explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture.
ML.C4.2.IR.a discuss products' origins and importance by comparing products in the one's own and the target culture.

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Wayside Connection:
Learning Targets
Language Chunks & Vocabulary

1. I can recognize major historical events and their time period of the target culture. *Interpretive*		• civil war warfare • revolution • protest • aftermath • origin • age/epoch/decade/period/century/b.c. • prehistoric/pre-Columbian • renaissance • natural disaster • conquer
2. I can categorize works of art by time period of the target culture. *Interpretive*		• ancient, dynasty, era, hundreds/thousands of years ago, in the year of ...,

3. I can discuss the relationship between art and historic events. *Interpersonal*		- reflect, represent, relationship, connection, essence, spirit, react, reality, imagination, decline, succumb, intervene, interact, civilization, monoculture, ideology, nationalism, feminism, colonialism, - This is the art piece that shows the reality/conflict of ....
4. I can provide detailed information about specific works of art of my choice from the target culture. *Presentational*		See LT 1 & 2
5. I can describe the connections between my chosen art form and its historical significance. *Presentational*		See Lt 3

Williamson County School
Level 4
Unit 3 - Performance Indicator 1
Quarter 3 = Unit 3 Performance Indicators 1 & 2
Recommended Pacing: 3 weeks
<mark>**Regarding SY 2019-2020 Q4 Content:**</mark>
Curriculum teams will determine what content students need to accomplish the world language standards-based performances and add to the course content as needed.
State Content Standards
Standard C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
Standard C2.2 Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.
Unit 3 Essential Question

How do cultures change through interactions with other cultures?
Overall Performance Objective

I can evaluate the causes and effects of globalism.
Performance Indicator 1

I can explain the overall value/significance of past cross-cultural interactions.

Performance Target

Intermediate High
Performance Indicator 1 Assessment

While you are studying abroad at the _____ University, you have been assigned a persuasive essay. The teacher has asked students to learn about the past cultural influences on the culture of _____. Research one instance of cross-cultural interaction. Show off the depth of your cultural knowledge by explaining how a combination of products and practices influences a culture's perspectives. (Choose one, examples: Chicano culture, Influence of African culture in Dominican Republic, Indigenous Influences, Asians to Central America, Colonialism, Spanish Inquisition, French in Vietnam, Acadian Culture, Alsace, The Spice Route, Namibia, Homestead Act, Syrian Refugee Acceptance in Germany, etc.). *Presentational*
Components of State Standards
Honors

Intermediate High Learners create and connect sentences to:
ML.C2.1.IR.d investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
ML.C2.1.IR.e identify and analyze cultural practices using authentic materials.
ML.C2.2.IR.a identify and investigate the function of products of the target culture.
ML.C2.2.IR.b explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today.

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ML.C2.2.IR.c identify and analyze cultural products found in literature, news stories, and films from the target culture.

ML.C3.1.IR.c explain and sequence the significant events that shaped the identity of the target countries.

ML.C3.2.IR.c explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture.

ML.C4.2.IR.b explore the origins and importance of cultural practices (e.g., holidays, celebrations, work habits) by comparing practices in one's own and the target culture.

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Learning Targets
Language Chunks & Vocabulary

1. I can identify historical events that occurred when two cultures interacted. *Interpretive*

2. Through the lens of <u>one</u> of the events above, sort the products and practices of the cultural interaction into categories (<u>s</u>ocial, <u>p</u>olitical, <u>r</u>eligious, <u>i</u>ntellectual, <u>t</u>echnological, <u>e</u>conomical). *Interpretive*

3. Repeat LT 1-2 with students choosing a new cultural interaction.4.

    4. I can determine rationales for why it is important to learn about a past cross-cultural interaction. *Interpretive*

    5. I can explain why it is important to learn about past-cross cultural interactions. *Presentational*

    6. I can present information and explain the importance of past cross-cultural interactions. *Presentational*

    7. I can support my opinion about which past cross-cultural interactions had the biggest/smallest impact on recent events. *Interpersonal*

- At this point in history
- Resource generated vocabulary
- Resource generated vocabulary
  - Student resource generated
    - Resource generated
    - Student generated
    - Student generated
- Student generated

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Williamson County Schools
Level 4
Unit 3 - Performance Indicator 2
Quarter 3 = Unit 3 Performance Indicators 2
Recommended Pacing: 3 weeks
<mark>**Regarding SY 2019-2020 Q4 Content:**</mark>
Curriculum teams will determine what content students need to accomplish the world language standards-based performances and add to the course content as needed.
State Content Standards

Standard C3.1 Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.

Unit 3 Essential Question

How do cultures change through interactions with other cultures?
Overall Performance Objective

I can evaluate the causes and effects of globalism.
Performance Indicator 2

I can make predictions about the impact of policy on a culture.

Performance Target

Intermediate High
Performance Indicator 2 Assessment

A UN rep from a target language country is coming to visit your school. You see this as an opportunity to impact a decision-maker. In an informal conversation you make predictions about the future and brainstorm to suggest improvements to a policy (law, bill, regulation, etc.) including supporting details about how it could lead to positive change. *Interpersonal*
Components of State Standards
Honors

Intermediate High Learners create and connect sentences to:
ML.C1.2.IH.c) understand situations with complicating factors.
ML.C1.4.IH.a) research and describe more sophisticated academic topics within the content areas.
ML.C1.5.IH.a) research a problem or topic (e.g. academic, career, community, entertainment, or social).
ML.C1.4.IH.c) defend a point of view with supporting evidence.
ML.C1.4.IH.d) indicate various time frames with some success.

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ML.C3.1.IR.d compare attitudes and reactions regarding current events of global importance.

ML.C3.1.IR.e contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one's own.

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Wayside Connection: <u>Tejidos Hilo 10</u>

Learning Targets

Language Chunks & Vocabulary

1. I can identify a current key global issue in a given text. (Interpretive) (Pick one of the following topic ideas: Migration, Climate change, Social Justice, Human Geography, Health Care, Renewable Energy, Women's Rights, etc.) *Interpretive*
 	
2. I can identify y aspects of policies related to the topic. *Interpretive*
 	
   3. Repeat LT 1-2 with students choosing varying topics and policies. (Topic ideas: Migration, Climate change, Social Justice, Human Geography, Health Care, Renewable Energy, Women's Rights, etc.) *Interpretive*
 	
  4. I can present information about a global issue and a policy that impacts it. *Presentational*
 	
5. I can make a prediction about how a policy would/will impact a global issue. *Presentational*
 	
  6. I can make suggestions to change a policy and how that would impact a global issue. *Interpersonal*
 	
7. I can defend or attack a policy as to how it would or would not solve a global issue. *Interpersonal*
		Resource generated
		Language associated with the specific policy
		Student resource generated
		Student generated
		● The goal of this policy is to,
		● I predict that this policy will _____ because _____.
		● Considering ____,
		● I predict that _____.
		If ____ were to happen, ___ would ____.
		● In my opinion
		● The evidence suggests
		● I am convinced that
		● It is certain that, etc.

Williamson County Schools
Level 4
Unit 4 - Performance Indicator 1
Quarter 4 = Unit 4 Performance Indicators 1 & 2
Recommended Pacing: 3 weeks
Curriculum teams will determine what content students need to accomplish the world language standards-based performances and add to the course content as needed.
State Content Standards
Standard C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.
Unit 4 Essential Question

What makes people happy?
Overall Performance Objective

I can define what happiness is and its degree of importance in one's life.
Performance Indicator 1

I can justify my viewpoint on what happiness is and its importance.

Performance Target

Intermediate High
Performance Indicator 1 Assessment

You will write a persuasive essay to submit to a writing contest in the target culture. The topic of the contest is: "Can you buy happiness". Your essay will be based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Be sure to organize your essay into clear paragraphs.
Presentational
Components of State Standards
Honors

Intermediate High Learners create and connect sentences to:
ML.C1.1.IH.a) explore information related to areas of personal interest.
ML.C1.2.IH.c) understand situations with complicating factors.
ML.C1.3.IH.a) articulate the main idea of texts related to everyday life, personal interests, and school studies.
ML.C1.4.IH.a) research and describe more sophisticated academic topics within the content areas.

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ML.C1.4.IH.c) defend a point of view with supporting evidence.

ML.C1.5.IH.a) research a problem or topic (e.g. academic, career, community, entertainment, or social).

ML.C2.1.IR.e identify and analyze cultural practices using authentic materials.

ML.C3.2.IR.b describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States.

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Learning Targets
Preferred Resources
Language Chunks & Vocabulary

1. I can identify and categorize the contributing factors to overall happiness in different countries. *Interpretive*

2. I can rank countries' degrees of happiness based on evidence from a text. *Interpretive*

3. I can critique the happiness ranking of the United States. *Presentational*

4. I can identify and categorize what brings happiness to an individual. *Interpretive*

5. I can determine which person is happier based on evidence from a text. *Interpretive*

6. I can compose an original happiness survey for a class survey. *Presentational/Interpersonal*

7. I can argue the role of money in a person's happiness. *Presentational*

Resource generated
Resource Generated
Student generated
Resource Generated
Resource Generated
Student generated
Student generated

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Williamson County Schools
Level 4
Unit 4 - Performance Indicator 2
Quarter 4 = Unit 4 Performance Indicator 2
Recommended Pacing: 3 weeks
<mark>Regarding SY 2019-2020 Q4 Content:</mark>
Curriculum teams will determine what content students need to accomplish the world language standards-based performances and add to the course content as needed.

State Content Standards

Standard C5.2 Use the target language for enrichment and advancement.

Unit 4 Essential Question

What makes people happy?

Overall Performance Objective

I can define what happiness is and its degree of importance in one's life.

Performance Indicator 2

I can give advice to a friend after having a conversation in order to determine why they are so stressed.

Performance Target

Intermediate High

Performance Indicator 2 Assessment

Your epal has revealed to you that they are feeling stressed and won't be able to come and visit you this summer. You decide to have an open and honest conversation with them to find out what the real problem is (family, school, food, relationship, etc.) in their life that is causing them to feel so stressed. Be sure to find out how long they have been feeling this way, what happened in the past, and provide some advice that will leave them feeling better about themselves.

Interpersonal

Components of State Standards

Honors

Intermediate High Learners create and connect sentences to:

ML.C1.1.IH.a) explore information related to areas of personal interest.

ML.C1.2.IH.c) understand situations with complicating factors.

ML.C1.3.IH.a) articulate the main idea of texts related to everyday life, personal interests, and school studies.

ML.C1.4.IH.a) research and describe more sophisticated academic topics within the content areas.

ML.C1.5.IH.a) research a problem or topic (e.g. academic, career, community, entertainment, or social).

ML.C5.2.IR.a consult various sources in the target language to obtain information on topics of personal interest.

Assessment Tools

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Learning Targets
Language Chunks & Vocabulary

1. I can evaluate the most common stressors across countries and determine trends among the most stressed countries. *Interpretive*

2. I can provide supporting details that show if an individual suffers from common or uncommon stressors. *Interpretive*

3. I can summarize my understanding of a variety of readings on the value of relationships. *Interpretive/Presentational*

4. I can recount an experience that caused stress and the role that a valuable relationship played. *Presentational*

5. I can summarize and infer why certain coping strategies are the most appropriate for a given stressor. *Interpretive*

6. I can suggest ways to counter stress. *Interpersonal*

7. I can maintain a conversation about my own stress in my life, how I cope and who plays a role. *Interpersonal*

Resource generated
Resource generated
Resource and student generated
- They said
- I heard
- In their life
- They thought
- They believed
- At that time
- When they were young
- As a child
  - more difficult than
    - easier than,
    - just as __ as,
      - unlike
- Where, when, how, why
- Did you/your, Have you/your
- Tell me about your...
Student generated

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