

**Williamson County Schools
Modern Languages Level 2 Pre-Unit
Chinese, French, German, Spanish**

**Quarter 1
Recommended Pacing: 1 week**

State Content Standards

Standard C4.1 Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.
Standard C5.1 Use language to interact both within and beyond the classroom.

Pre-Unit Essential Question

How will I learn a second language? (from Shelby County Schools)

Overall Performance Objective

I can explain the language learning process to a friend.

Components of State Standards

Standard and Honors

ML.C5.1.NR.a identify places in the community where the target language is spoken.
ML.C5.2.IR.b reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process.

Learning Targets

1. I can explain what proficiency and performance are and how they affect language learning.

Language Chunks & Vocabulary

- Proficiency
- Performance



<p>2. I can explain the course performance targets for each semester and describe what those kinds of performances look and sound like.</p>	<ul style="list-style-type: none"> ● Advanced ● Intermediate: Low, Mid, High ● Novice: Low, Mid, High
<p>3. I can explain the differences between performance assessments and other sorts of assessments.</p>	<ul style="list-style-type: none"> ● Modes of Communication (Interpretive, Interpersonal, Presentational) ● Performance Task ● Class grading scale
<p>4. I can demonstrate my current level of understanding of a reading and/or a video.</p>	<ul style="list-style-type: none"> ● Interpretive Mode ● Interpretive Listening ● Interpretive Reading
<p>5. I can demonstrate my current performance level when having an interpersonal conversation.</p>	<ul style="list-style-type: none"> ● Interpersonal Mode ● Interpersonal Speaking
<p>6. I can demonstrate my current performance level in a written passage.</p>	<ul style="list-style-type: none"> ● I can demonstrate my current performance level in a written passage.
<p>7. I can demonstrate my current performance level in a written passage.</p>	<ul style="list-style-type: none"> ● AAPPL ● N1-N4 ● I1-I5 ● A



**Williamson County Schools
Modern Languages Level 2
Unit 1 - Performance Indicator 1
Chinese, French, German, Spanish**

**Quarter 1 = Unit 1 Performance Indicator 1
Recommended Pacing: 3-4 weeks**

State Content Standards

Standard C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

Unit 1 Essential Question What is teenage life?	Overall Performance Objective I can explain my preferences regarding practices in adolescent life as well as trending products in my culture and in the target language culture.
Performance Indicator 1 I can discuss pop culture products that interest adolescents in the target culture, my classmates, and me. Performance Targets Standard: Novice High Honors: Intermediate Low	Performance Indicator 1 Assessment Post an image on a discussion board (Google classroom --> 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 & Interpersonal</i>
Components of State Standards	
Standard	Honors



<p>Novice High Learners begin to use simple sentences to: ML.C1.1.NH.a exchange some personal information. ML.C1.4.NH.a describe a familiar event, experience, or topic. ML.C2.1.NR.b identify authentic or simulated age-appropriate cultural activities (e.g., games or birthday celebrations). ML.C2.2.NR.a identify tangible and intangible products of the target culture and their purpose. ML.C2.2.NR.d provide simple reasons for the role and importance of products from the target culture. ML.C3.2.NR.d identify the main idea of current events reported in news from the target culture.</p>	<p>Intermediate Low Learners create basic sentences to: ML.C1.1.IL.a have a conversation on a number of everyday topics. ML.C1.4.IL.b express needs, wants, and preferences on topics of interest. ML.C2.1.IR.a examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture. ML.C2.2.IR.a identify and investigate the function of products of the target culture. 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.e contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one’s own. 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).</p>
Learning Targets	Language Chunks & Vocabulary
<p>1. 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 style="text-align: center;"><i>Student-generated pop categories, possible categories:</i></p> <ul style="list-style-type: none"> ● fashion/styles/clothes ● books ● toys/gadgets ● activities ● Apps ● slang ● TV/Netflix series ● movies ● YouTubers ● videogames ● music/musicians ● memes



2. I can identify characteristics about interests and their popularity in my culture and the target language culture. *Interpretive*

Resource-generated vocabulary describing the interest (Example: they use it, play it, watch it, etc.)
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)

3. I can state my opinion of a trend. *Presentational*

- I like...because...
- It is fun.
- It is popular.
- It is interesting.
- It is relaxing.
- I can do it with my friends.
- It doesn't cost much./It is free.
- It helps me .
- It helps me stay in shape.
- When I... I can spend time with my friends.
- It relaxes me.



<p>4. I can describe the characteristics of a trend. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● It is a...that... ● He/She is a...who... ● It is (an app, a gadget, etc.) that... ● has/says/uses/is ● one uses (Twitter, etc.) to/when... ● to communicate ● to relax ● appropriate/inappropriate for ● dangerous
<p>5. I can discuss with others why a trend is or is not important in my life. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● Why/When/With whom (<i>and other interrogatives</i>) ● How long has it been a trend? ● In my opinion ● because (<i>student-generated reasons</i>) ● ...not only...but also...because... ● ...but others hate it because... ● It makes me happy because... ● It makes me want to...because... ● It is annoying/unpopular, etc., because... ● It is popular because.../It is unpopular because...



<p>6. I can justify the popularity of a trend in the target culture and its importance to the student. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● According to the article... ● It matters to me ● It doesn't matter to me ● It interests me ● It doesn't interest me ● However ● ...since... ● despite that
<p>7. I can discuss and compare the popularity of trends among the target culture, my classmates and myself in my classroom. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● What is its purpose? ● Who is this a trend for?/Who likes it? ● How long has this been a trend? ● What is the most popular item on this list? ● What is more popular than...? ● Why do so many people like it? ● Why do you want to...? ● Why do you think...? ● Is it dying/losing popularity? ● most/least (e.g. interesting, fun, boring) ● It is annoying because...



**Williamson County Schools
Modern Language Level 2
Unit 1 - Performance Indicator 2
Chinese, French, German, Spanish**

**Quarter 1 = Unit 1 Performance Indicator 2
Recommended Pacing: 3-4 weeks**

State Content Standards

Standard C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
Standard C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

<p>Unit 1 Essential Question</p> <p>What is teenage life?</p>	<p>Overall Performance Objective</p> <p>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>Performance Indicator 2</p> <p>I can state my viewpoint on adolescent practices in the target culture and compare them to my own culture.</p> <p>Performance Targets</p> <p>Standard: Novice High Honors: Intermediate Low</p>	<p>Performance Indicator 2 Assessment</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> <p style="text-align: center;"><i>Presentation</i></p>



Components of State Standards

Standard	Honors
<p>Novice High Learners begin to use simple sentences to: ML.C2.1.NR.b identify authentic or simulated age-appropriate cultural activities (e.g., games or birthday celebrations). ML.C2.1.NR.d list practices and ask simple questions after viewing media about everyday life. ML.C2.1.NR.f simulate age-appropriate practices from the target culture. ML.C3.2.NR.c use media from the target culture to increase knowledge of topics from other content areas.</p>	<p>Intermediate Low Learners create basic sentences to ML.C2.1.IR.a examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture. 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.C2.1.IR.e identify and analyze cultural practices using authentic materials. 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).</p>

Note: This Performance Indicator is cyclical- choose a certain number of topics and do each learning target for each topic, then repeat for as many topics as you have time in the quarter.. For standard classes, 3-4 topics are recommended (more for honors). There are many topics in the additional resources folder, but here are two sample topics just to give you an idea of how to teach this indicator. Other topics for which we have additional resources will be provided after Topic 2.

Learning Targets	Language Chunks & Vocabulary
<p>1. I can identify teen-centered practices in the target culture. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● <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) Examples: driving, celebrations, school related activities, family time, jobs, free time activities, slang</i>



<p>2. I can identify who does what and when in a teen-centered activity in the target culture. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● This trend is popular/not popular among... ● <i>Recycling as necessary</i>: seasons, months, days, time of the day, & places ● among ● with ● at ● at...years of age ● kids ● adolescents/teenagers ● students/pupils ● millennials ● older generation ● generations
<p>3. I can summarize a teen-centered practice in the target culture. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● In (<i>country</i>)...is popular/not popular among ...because... ● It is...that... ● that is the...that/which/who... ● for/in order to... ● <i>Example</i>: In France, public transit is popular with teenagers because they cannot drive.
<p>4. I can differentiate between practices of my own culture and that of the target culture. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● This is the same as...because... ● Compared to..., this is... ● whereas ● opposite ● We/They



<p>5. I can state my general opinion regarding a target culture practice. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● In my opinion, ... is... ● I think that ● I believe ● We should/should not have/do that here in the US.
<p>6. I can compare and contrast the practices between my own culture and the target culture. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● <i>See Learning Target 4</i> ● In my/his/her/their opinion, ... is useful, useless, strange, painful, attractive, widespread, expensive, relevant, irrelevant, etc. ● According to..., the trend is... ● I agree/do not agree with...because in my opinion it is... ● He/she agrees/does not agree with ...because in his/her opinion it is...



**Williamson County Schools
Modern Languages Level 2
Unit 2 - Performance Indicator 1
Chinese, French, German, Spanish**

**Quarter 2 = Unit 2 Performance Indicator 1
Recommended Pacing: 3 weeks**

State Content Standards

Standard C2.2 Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.
Standard C4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.

<p>Unit Essential Question <i>How do I connect with others?</i></p>	<p>Overall Performance Objective <i>I can explain how people use technology, social media, food, music and/or sports to connect with others.</i></p>
<p>Performance Indicator 1 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> <p>Performance Targets Standard: Novice High Honors: Intermediate Low</p>	<p>Performance Indicator 1 Assessment 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</p>



	<p>platform to support on the day of the discussion.</p> <p style="text-align: center;"><i>Interpersonal</i></p> <p>(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.)</p>
--	--

Components of State Standards

Standard	Honors
<p>Novice High Learners begin to use simple sentences to:</p> <p>ML.C1.1.NH.b exchange information based on texts, graphs, or pictures.</p> <p>ML.C1.4.NH.b present basic information about a familiar person, place, or thing.</p> <p>ML.C2.2.NR.a identify tangible and intangible products of the target culture and their purpose. ML.C2.2.NR.b determine and discuss the perspective of artwork, crafts, or graphic representations common within the peer group of the target culture. ML.C5.2.NR.a interpret materials and/or media from the target language and culture.</p>	<p>Intermediate Low Learners create basic sentences to:</p> <p>ML.C1.1.IL.b ask and answer questions about familiar factual information.</p> <p>ML.C1.3.IL.c infer basic information from a variety of media (e.g., weather reports, job postings).</p> <p>ML.C1.4.IL.b express needs, wants, and preferences on topics of interest.</p> <p>ML.C1.5.IL.e ask questions to obtain information.</p> <p>ML.C2.2.IR.a identify and investigate the function of products of the target culture.</p> <p>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.</p> <p>ML.C4.2.IR.a discuss products' origins and importance by comparing products in the one's own and the target culture.</p>

Learning Targets	Language Chunks & Vocabulary
------------------	------------------------------

<p>LT 1: I can identify types of social media and their purpose. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● computer, smart phone, laptop, tablet ● names of apps and other means of communication ● I like to use... ● I communicate with my ... using... ● I use... to help me... ● Student generated chunks on how they talk about technology ● 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.
LT 2: I can sort the most common types of social media used in the target culture by their popularity and purpose. <i>Interpretive</i>	<ul style="list-style-type: none"> • Same as learning target 1
LT 3: I can classify the importance of social media in the daily life of someone in the target culture. <i>Interpretive</i>	<ul style="list-style-type: none"> • Student-generated reasons • Examples: for fun, to stay informed, to stay in touch with, to connect with, to express myself, to student generate reasons



<p>LT 4: I can identify how often people use their preferred social media or other apps. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● Review frequency words (often, always, daily, rarely, once in a while) ● I use... when I need to...
<p>LT 5: I can identify how people use their preferred social media or other apps. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● computer, smart phone, laptop, tablet ● time of day ● locations (in my car, in my room, at work, at school, etc.)
<p>LT 6: I can report on the social media/apps my friends and I use and why. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● same as Learning Targets 1 & 3
<p>LT 7: I can ask and answer questions about the types of social media / app I use and why. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● same as Learning Targets 1 & 3



LT 8: I can justify why/why not a certain social media platform/app is good / not good for a certain purpose. *Presentational*

- same as Learning Targets 1, 3, 4
- I think... is better than ... because it...
- It is the best because...
... is not as good as ... because...
- I would rather/prefer to use... instead of...



**Williamson County Schools
Modern Languages Level 2
Unit 2 - Performance Indicator 2
Chinese, French, German, Spanish**

**Quarter 2 - Unit 2 Performance Indicators 2
Recommended Pacing: 3 weeks**

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.
Standard C4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.

<p>Unit 2 Essential Question</p> <p>How do I connect with others?</p>	<p>Overall Performance Objective</p> <p>I can explain how people use technology, social media, food, music and/or sports to connect with others.</p>
<p>Performance Indicator 2</p> <p>I can explain how food brings people together.</p> <p>Performance Targets</p> <p>Standard: Novice High Honors: Intermediate Low</p>	<p>Performance Indicator 2 Assessment</p> <p>Your class is linked with a sister city class in a target language country. 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><i>Interpersonal</i></p>



Components of State Standards

Learning Targets	Language Chunks & Vocabulary
<p style="text-align: center;">Standard</p> <p>Novice High Learners begin to use simple sentences to: ML.C1.2.NH.d follow the narrative of a simple story being read aloud. ML.C2.2.NR.d provide simple reasons for the role and importance of products from the target culture. ML.C3.1.NR.h compare typical food items from the target countries and one’s own. ML.C4.2.NR.b compare simple patterns of behavior or interaction in various cultural settings (e.g., transportation to school, eating habits).</p>	<p style="text-align: center;">Honors</p> <p>Intermediate Low Learners create basic sentences to: ML.C1.5.IL.a describe people, activities, events, and experiences. 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.C2.2.IR.c identify and analyze cultural products found in literature, news stories, and films from the target culture. ML.C3.2.IR.a use age-appropriate authentic sources to prepare presentations on familiar topics. 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.</p>
<p>1. I can identify which meals people are talking about. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● breakfast, lunch, dinner, snack ● 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.



<p>2. 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>	<ul style="list-style-type: none"> ● To celebrate/For (special moment) we/they eat/drink/have/prepare... because... <i>Example:</i> In Mexico they make tamales during Christmas because it brings the family together. In 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. ● Typically/generally/most often/always /sometimes ● <i>Life altering events</i> <i>Example:</i> When people get married...If there is a death in the family...when someone is born ● <i>Typical dishes from the target culture</i>
<p>3. I can express what types of food we use in my culture for special occasions and why. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● <i>Learning Target 1 & 2</i> <i>Example:</i> In my culture we eat watermelon on July 4th because it's in season. ● <i>Student-generated food items</i> ● <i>Student-generated food events</i>



<p>4. I can compare occasions associated with food in the target culture and in my own culture. <i>Interpretive</i></p>	<ul style="list-style-type: none">● <i>Learning Targets 1-3</i>
<p>5. I can discuss important life events and what foods/routines are typically associated with each occasion. <i>Interpersonal</i></p>	<ul style="list-style-type: none">● <i>Learning Targets 1-3</i>
<p>6. I can identify the importance of a special occasion involving food after listening to or reading a story. <i>Interpretive</i></p>	<ul style="list-style-type: none">● <i>Learning Targets 1-3</i>● <i>Resource based vocabulary</i>



7. I can describe a cultural occasion and how food is involved.
Presentational

- *Vocab from previous Learning Targets*
- We always eat____, we always talk about _____, we always watch____, we always fight about _____
- This is so much fun because _____
- When we get together we _____ (*student-generated vocabulary*)



**Williamson County Schools
Modern Languages Level 2
Unit 2 - Performance Indicator 3
Chinese, French, German, Spanish**

**Quarter 2 = Unit 2 Performance Indicator 3
Recommended Pacing: 3 weeks**

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.

Standard C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

Unit Essential Question
How do I connect with others?

Overall Performance Objective
I can explain how people use technology, social media, food, music and/or sports to connect with others.

Performance Indicator 3
I can state my viewpoints about how music and/or sports connect people.

Performance Targets

Standard: Novice High Honors: Intermediate Low

Performance Indicator 3 Assessment

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. *Presentational*

Components of State Standards

Honors

Intermediate Low Learners create basic sentences to:
ML.C1.1.IL.b ask and answer questions about familiar factual information.



<p style="text-align: center;">Standard</p> <p>Novice High Learners begin to recognize simple sentences to: ML.C1.1.NH.e interact with others in everyday situations. ML.C1.3.NH.c comprehend simple descriptions with visual support. ML.C1.4.NH.b present basic information about a familiar person, place, or thing. ML.C1.5.NH.b describe a familiar experience or event using practiced material. ML.C2.1.NR.e identify characteristics of culturally specific events. ML.C2.2.NR.d provide simple reasons for the role and importance of products from the target culture. ML.C3.2.NR.a identify the content areas and expand on vocabulary for each. ML.C3.2.NR.d identify the main idea of current events reported in news from the target culture. ML.C4.2.NR.e contrast daily life, celebrations, and communities from the target culture and one’s own.</p>	<p>ML.C1.3.IL.c infer basic information from a variety of media (e.g., weather reports, job postings). ML.C1.4.IL.a describe people, activities, events-, and experiences. ML.C1.5.IL.a describe people, activities, events, and experiences. ML.C1.5.IL.d write about topics of student interest. 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.C2.2.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.C3.2.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.C3.2.IR.e compare the perspective of local advertisements with advertisements of the target culture. ML.C4.2.IR.f explore entertainment and leisure options in one’s own and the target culture.</p>
<p style="text-align: center;">Learning Targets</p>	<p style="text-align: center;">Language Chunks & Vocabulary</p>
<p style="text-align: center;">LT 1: I can identify types of sporting events/athletes/sports that are most popular in the target culture. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● The most/least popular... is... ● Expanded sports vocabulary ● Game locations: stadium, racetrack, arena, etc. ● Terms used in the target culture for particular athletes: athlete, player, runner, rider ● Game, playoffs, series, tournament, season ● Types of sports popular in the target culture Example: France: Petanque (handball) (Remember - this focus is on what is popular in the target culture)



<p>LT 2: I can identify types of music events/styles/musicians that are most popular in the target culture. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● Music styles (rock, pop, folk, country, etc.) ● Musician, singer, rapper, guitar/drum/keyboards player, etc. ● Concert, festival, show, opera, symphony, musical, choir performance, etc. ● (Remember - this focus is on what is popular in the target culture)
<p>LT 3: I can summarize the main components of an event. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● Student-generated vocab based on the event ● There is/There are... ● There was/there were...
<p>LT 4: I can identify details about what people do at events that connect them. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● I/we/they meet (up with), watch, cheer, celebrate, dance, sing, go crazy, shout, cry, eat, chant ● I/we/they get/become... (emotion words: excited, disappointed, sad, happy, emotional, surprised, other idiomatic expressions similar to "lose their mind", etc.) ● I (action)... because...(the event) makes me feel ...(emotion).
<p>LT 5: I can describe how people react about certain events. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● Learning Target 4



<p>LT 6: I can determine why sports or music are important to people in the target culture. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● It is a chance for me/us to..., it is a time that I/we get to... ● People travel to..., people attend... ● ___ brings people together ● <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
<p>LT 7: I can explain which aspect(s) of sports and/or music is/are important to me. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● I always want to (go/listen to/see/participate in) because... ● My favorite activity is... because... ● You should go ● I can... (Learning Target 3) ● See Learning Target 4
<p>LT 8: I can ask and answer questions with my classmates about why sports or music are important. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● What is your favorite...? ● Is there some event you always like to go to? ● Is there some event you really want to go to? ● I have the most in common with/My interests are the most similar to/We are similar/different because...



LT 9: I can discuss which type of event I would prefer to go to in the target culture and why.
Interpersonal

- See previous learning targets



**Williamson County Schools
Modern Languages Level 2
Unit 3 - Performance Indicator 1
Chinese, French, German, Spanish**

**Quarter 3 - Unit 3 Performance Indicator 1
Recommended Pacing: 3-4 weeks**

State Content Standards

Standard C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.
Standard C4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.

<p>Unit 3 Essential Question</p> <p>Who is a hero and why?</p>	<p>Overall Performance Objective</p> <p>I can explain how people influence others.</p>
<p>Performance Indicator 1</p> <p>I can give opinions about people that have a positive influence on society.</p> <p>Performance Goal</p> <p>Standard: Intermediate Low Honors: Intermediate Mid</p>	<p>Performance Indicator 1 Assessment</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 (Example: create an art installation/memorial/festival/day/street). 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 style="text-align: center;"><i>Presentation</i></p>

Components of State Standards

Standard and Honors



Intermediate Range Learners:

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

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.e compare and contrast career choices and preparation in one's own and the target culture.

Learning Targets	Language Chunks & Vocabulary
1. I can categorize positive and negative attributes of figures (realistic or fictional) in the target culture. <i>Interpretive</i>	<ul style="list-style-type: none">● He/she/they is/are...● <i>various character descriptions</i> (valiant, honorable, devious, etc.)● to save, to use, to gain, to help, to sacrifice, to improve, to prevent, to fight (for), to lie, to destroy, etc.
2. I can summarize positive and negative attributes of figures in target culture. <i>Presentational</i>	<ul style="list-style-type: none">● <i>See Learning Target 1</i>



<p>3. I can determine why a figure in the target culture does what he or she does. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● He/She wants, desires, tries, fights, defends ___ because ___. ● He/She is an orphan, doesn't have money, loves the environment, etc. ● <i>Professions</i> (athletes, movie stars, leaders, politician, philanthropist, etc.)
<p>4. I can explain why a figure in the target culture does what he or she does. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● <i>See Learning Target 3</i>
<p>5. I can evaluate the impacts of influential figures in the target culture. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● He/She...improved, saved, completed, destroyed, gained, helped, ruined ● To gain power, to help others, to save lives, to get money, to improve society, to better..., to destroy...



<p>6. I can evaluate how and why a society recognizes/remembers influential figures. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● The town/community/country... resurrected, built, made, constructed, dedicated, honored ● 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 ● He/She is remembered because...
<p>7. I can describe the positive and negative impacts of influential figures in the target culture and how they are recognized/remembered. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● <i>See previous Learning Targets</i>
<p>8. 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>	<ul style="list-style-type: none"> ● Dear... ● I want to thank you for... ● I appreciate you because ● I respect/admire...because... ● You helped/taught/showed/gave me... ● I wear your jersey ● I follow you on ... (social media) ● I give them something ● I buy them something ● We would like to have a party/ceremony/ award/scholarship in your honor ● We want to donate money/time in your honor



9. I can compare and contrast an influential figure in my culture to one from the target culture. *Interpersonal*

- Is similar to...because...
- Is different from...because...
- Is just as...as...
- Is more/less...than...



**Williamson County Schools
Modern Languages Level 2
Unit 3 - Performance Indicator 2
Chinese, French, German, Spanish**

**Quarter 3 = Unit 3 Performance Indicator 2
Recommended Pacing: 3-4 weeks**

State Content Standards

Standard C1.3 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
Standard C1.5 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

<p>Unit 3 Essential Question</p> <p>Who is a hero and why?</p>	<p>Overall Performance Objective</p> <p>I can explain how people influence others.</p>
<p>Performance Indicator 2</p> <p>I can describe who personally influences my life and why.</p> <p>Performance Targets</p> <p>Standard: Intermediate Low Honors: Intermediate Mid</p>	<p>Performance Indicator 2 Assessment</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>Presentation</i></p>

Components of State Standards



Standard and Honors	Honors (in addition to the first column)
<p>Intermediate Learners: ML.C4.2.IR.c compare and contrast the role and importance of family in one’s own and the target culture.</p> <p style="text-align: center;">Standard (in addition to the first column)</p> <p>Intermediate Low Learners create basic sentences to: ML.C1.2.IL.b follow questions and simple statements on familiar topics when participating in a conversation. ML.C1.5.IL.a describe people, activities, events, and experiences. ML.C1.3.IL.a understand short texts of personal interest. ML.C1.3.IL.b identify some basic information needed to fill out forms.</p>	<p>Intermediate Mid Learners create and begin to connect sentences to : ML.C1.3.IM.a articulate the main idea of simple texts related to everyday life (e.g., postcards from friends, entertainment magazines, social media posts). ML.C1.5.IM.c create communications for an authentic audience.</p>



Learning Targets	Language Chunks & Vocabulary
<p>1. I can identify the main ideas in a passage or video about how someone is a positive influence. <i>Interpretive</i></p>	<ul style="list-style-type: none">• <i>Student-generated and resource-generated character descriptions (valiant, honorable, devious, etc.)</i>



2. I can determine specific qualities that make a person a positive influence. *Interpretive*

- idol, hero, pioneer
- kind, caring, hard-working
- fought for/defended, allowed, helped, demanded, influenced, supported, taught, sacrificed, risked, bought, donated, gave, made me, inspired



<p>3. I can identify evidence of how people impact other people and why they are someone's role model. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● You/She/He inspired me to... ● I learned...from you/her/him
<p>4. I can ask and answer questions about my personal role models, their impact, and their motivations. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● What is your relationship with this person? ● He/She is ... my... ● We know each other by/in... ● How did you find out about this person? ● I met/know him/her ● I have known him/her since... ● I saw/heard about/read about/ watched/listened to
<p>5. 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></p>	<ul style="list-style-type: none"> ● See previous Learning Targets



**Williamson County Schools
Modern Languages Level 2
Unit 4 - Performance Indicator 1
Chinese, French, German, Spanish**

**Quarter 4 = Unit 4 Performance Indicator 1
Recommended Pacing: 3-4 weeks**

State Content Standards

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

Unit 4 Essential Question

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.

Performance Indicator 1

I can compare practices and products of a community in a country where the target language is spoken to my own.

Performance Targets

Standard Intermediate Low Honors Intermediate Mid

Performance Indicator 1 Assessment

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)

Interpersonal

Components of State Standards

Standard and Honors

Standard (in addition to the first column)

Honors (in addition to the first column)



<p>Intermediate Learners: ML.C2.1.IR.a examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture. 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.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.C3.1.IR.e contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one's own.</p>	<p>Intermediate Low Learners create basic sentences to : ML.C1.1.IL.a have a conversation on a number of everyday topics. ML.C1.2.IL.a determine the main idea of texts and interactions related to everyday life. ML.C1.4.IL.c interpret and discuss instructions, directions, and maps. ML.C1.4.IL.e use practiced or memorized expressions to begin to indicate various time frames.</p>	<p>Intermediate Mid Learners create and begin to connect sentences to: ML.C1.1.IM.c handle tasks related to personal needs. 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.C1.3.IM.a articulate the main idea of simple texts related to everyday life (e.g., postcards from friends, entertainment magazines, social media posts). ML.C1.4.IM.d indicate various time frames with occasional success.</p>
--	--	--

--	--

Learning Targets	Language Chunks & Vocabulary
-------------------------	---

<p>1. I can identify typical places in a city of a target language community based on descriptions of what goes on there. <i>Interpretive</i></p>	<ul style="list-style-type: none"> • <i>Typical places in a target language city (expansion of level 1 unit 4)</i> • <i>This place/building is used for...</i> (Example: The park is used for exercising, dog walking, ball games) • <i>This is the place where...</i> (Example: The grocery is the place where you buy food.) 	
--	---	--



<p>2. I can categorize places in a target language community by their function. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● <i>Categories depend on the target culture</i> ● You can buy.... at the ... ● <i>Functions/Activities come from the resources or brainstorming as a class</i> ● Transportation: metro/subway, sidewalk, train station, bus station, other specific types of public transportation in the target culture/city discussed ● Dining: restaurant, café, bar, snack stands, fast food ● Shopping: individual shop names, (open-air) market, supermarket, mall, department store ● Community services: post office, bank, clinic, pharmacy, library ● Education: school, high school, elementary school, university ● Tourist attractions: <i>(review of Level 1, Unit 4)</i>
<p>3. I can make recommendations about where and when someone should go in a target language community to accomplish a task. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● <i>See Learning Targets 1 & 2</i> ● <i>Review tasks of what to do at the places (see Level 1, Unit 4)</i>



<p>4. I can identify similarities and differences of shopping practices in the target culture. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● <i>Resource-generated shopping practices</i> ● It is open/It is closed ● Shopping bag ● Bargain/Discount/On sale ● Online shopping
<p>5. I can identify similarities and differences of public transit (including on foot) in the target language culture. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● <i>See Learning Targets 1 & 2 for transits (trolley, train, subway, bus, bike lanes)</i> ● On foot ● urban, suburban, rural ● There is/are ● to get on/to board, to ride, to get off/disembark, transfer ● line, station, stop ● towards, until ● buy a ticket ● passes (monthly, annual) ● crosswalks, roundabout/traffic circle, ● pedestrian



<p>6. 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>	<ul style="list-style-type: none"> ● <i>Resource-generated phrases regarding cultural interactions</i> ● one should, should not... ● normally, usually, typically, never
<p>7. I can complement or complain about the differences of daily practices in the target culture. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● <i>See previous Learning Targets</i> ● <i>Recycled language comparing: I think this is ... because... etc.</i>



<p>8. I can follow directions from one place to another, both indoors and outdoors. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● go, stop, turn, continue, keep going, go around, cross, ● right, left, straight ● How do I... ● is located, is situated, lies, resides, is found
<p>9. I can give directions on how to get somewhere on foot. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● <i>See Learning Target 8</i>



<p>10. I can sort the events of someone's day in chronological order. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● <i>Sequence words:</i> first, next, finally, after, before, then, later, afterwards, earlier
<p>11. I can narrate what I did during a day. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● <i>See Learning Target 10</i> ● I went, saw, ate, bought, looked for, rode, took, paid, said, spoke, haggled, visited, went up/down, walked, had, had to, was, couldn't ● There was/were



**Williamson County Schools
 Modern Languages 2 Level 2
 Unit 4 - Performance Indicator 2
 Chinese, French, German, Spanish**

**Quarter 4 = Unit 4 Performance Indicator 2
 Recommended Pacing: 3-4 weeks**

State Content Standards

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

Unit 4 Essential Question
 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.

Performance Indicator 2
 I can explain how we do things in my culture by comparing them with
 the norms of the target culture (e.g. cultural norms, restaurant
 culture, shopping, “rude” American travelers, manners, politeness,
 voting, recycling).

Performance Targets
 Standard: Intermediate Low Honors: Intermediate Mid

Performance Indicator 2 Assessment
 You respond to an email from a student taking the target language at
 another school who has just returned from a target-language country
 and was very confused about certain cultural differences from his/her
 trip. Respond to the email with advice explaining how things are done
 differently in that country compared to the United States and why.

Presentation
 (Possible ideas for email prompt: Restaurant pace, tipping,
 payment options, waiting in line, haggling, customer service, store
 hours, availability of transportation, verbal communication and body
 language, smiling, formal vs. informal language, small talk, personal
 space, eye contact, beach protocol, public affection etc.)



Components of State Standards		
Standard and Honors	Standard (in addition to the first column)	Honors (in addition to the first column)
<p>Intermediate Learners: ML.C2.1.IR.a examine, analyze, and exchange information on patterns of behavior typical of their peer group in 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.h begin to adjust language and message to acknowledge audiences with different cultural backgrounds.</p>	<p>Intermediate Low Learners recognize basic sentences to: ML.C1.3.IL.a understand short texts of personal interest. ML.C1.4.IL.e use practiced or memorized expressions to begin to indicate various time frames.</p>	<p>Intermediate Mid Learners begin to recognize connected sentences to ML.C1.3.IM.a articulate the main idea of simple texts related to everyday life (e.g., postcards from friends, entertainment magazines, social media posts). ML.C1.4.IM.a discuss one’s personal and social experiences. ML.C1.4.IM.d indicate various time frames with occasional success.</p>
Learning Targets	<u>Language Chunks & Vocabulary</u>	
<p>LT1: I can identify advice given on a cultural norm in the target language culture. Interpretive</p>	<ul style="list-style-type: none"> ● I think that, I believe that, it’s important to, it seems like, one should (“se”) ● Do, make, see, look at, learn about, prepare, watch, see, remember, be sure to 	
<p>LT2: I can identify justifications for a cultural norm in the target language culture. Interpretive</p>	<ul style="list-style-type: none"> ● Same as learning target 1 	



<p>LT3: I can sequence the events from a personal story about experiencing a cultural norm. Interpretive</p>	<ul style="list-style-type: none"> ● first, second, third, then, next, later, finally, in conclusion
<p>LT4: I can retell a personal story about experiencing a cultural norm. Presentational</p>	<ul style="list-style-type: none"> ● first, second, third, then, next, later, finally, in conclusion, after, before ● I was surprised that, I didn't know that, I didn't understand ____ ● In my experience, when I saw, I felt ● It was ____, I saw ____, I went ____ ● I was with, I went with, I traveled ● country, foreign, overseas, travel, trip, custom, tradition, experience, situation
<p>LT5: I can compare and justify cultural norms in the target language culture and my own. Presentational</p>	<ul style="list-style-type: none"> ● More than, less than, good, better, best. worse ● as much as, as many as
<p>LT6: I can discuss which cultural norms my classmates and I prefer and why. Interpersonal</p>	<ul style="list-style-type: none"> ● I prefer, I believe, I think, I understand that, it seems, in my opinion, ● Because, therefore, as a result ● discussion, argument, opinion ● Do you agree? Do you understand? Why do you think...? Why do you agree/disagree? ● according to...
<p>LT7: I can debate which target-culture norms I would like my culture to adopt, explaining why. Interpersonal</p>	<ul style="list-style-type: none"> ● I agree, I disagree ● What's similar, what's different, the good thing, the bad thing (lo bueno/malo) ● See some in LT 6 as well for explaining why



LT8: I can explain how to successfully navigate a cultural norm that is different from my own.
Presentational

- In this situation, in this example
- What's similar, what's different
- It's normal to see...
- It surprised me that...
- It's difficult, it's easy
- custom, tradition, norm
- Do/do not, go to/don't go, think/don't think, make/don't make, talk to, learn about, read about, investigate/research, be ____

