

**Williamson County Schools
Modern Languages Level 3
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 ● Path to Proficiency ● Proficiency levels on the ACTFL Scale
<p>3.I can explain the differences between performance assessments and other sorts of assessments and how they affect the development of proficiency.</p>	<ul style="list-style-type: none"> ● Formative assessment ● Check for Learning ● Summative assessment ● AAPPL
<p>4.I can demonstrate my current performance level when having a conversation.</p>	<ul style="list-style-type: none"> ● Interpretive Mode ● Interpretive Listening ● Interpretive Reading ● Interpersonal Communication ● Strategies to improve Interpersonal Communication
<p>5. I can demonstrate my interpretive performance level on a selected reading passage.</p>	<ul style="list-style-type: none"> ● Interpretive Communication ● Strategies to improve Interpretive Communication
<p>6. I can demonstrate my current presentational performance level by writing a passage.</p>	<ul style="list-style-type: none"> ● Presentational Communication ● Strategies to improve Presentational Communication
<p>7. I can set goals for performance and can identify my strengths and areas for growth.</p>	<ul style="list-style-type: none"> ● The WCS Rubric



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

**Quarter 1 = Unit 1 Performance Indicator 1
Recommended Pacing: 3 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.

Unit 1 Essential Question How does my past shape who I will become?	Overall Performance Objective I can explain how life experiences and expectations will impact my future.
Performance Indicator 1 I can exchange information about my family history, describe how that history has impacted me and compared it to common experiences of families in the target culture. Performance Targets Standard: Intermediate Low Honors: Intermediate Mid	Performance Indicator 1 Assessment You are visiting a country from the target culture. You have made a friend and you discover you have something in common in your beginning conversation. You both discuss your background and it begins a conversation about family history, past events and experiences, and how they have shaped your lives. Throughout your conversation, you identify the similarities and differences of your experiences. <i>Interpersonal</i>

Components of State Standards

Standard and Honors	Standard (in addition to the first column)	Honors (in addition to the first column)
Intermediate Learners: ML.C2.1.IR.e identify and analyze cultural practices using authentic materials. ML.C3.2.IR.d compare preferences related to daily	Intermediate Low Learners create basic sentences to: ML.C1.1.IL.b ask and answer questions about familiar factual information.	Intermediate Mid Learners create and begin to connect sentences to: ML.C1.1.IM.d exchange information about subjects of special interest.



<p>life of the local community to those of the target culture (e.g., music, movies, or leisure activities). ML.C4.2.IR.c compare and contrast the role and importance of family in one’s own and the target culture.</p>	<p>ML.C1.1.IL.d begin to indicate various time frames. ML.C1.2.IL.b follow questions and simple statements on familiar topics when participating in a conversation. ML.C1.4.IL.a describe people, activities, events and experiences.</p>	<p>ML.C1.1.IM.e indicate various time frames with occasional success. ML.C1.2.IM.a determine some details of texts and interactions related to everyday life. ML.C1.4.IM.b present information about something learned or researched.</p>
<p>Learning Targets</p>	<p>Language Chunks & Vocabulary</p>	
<p>1. I can identify common family experiences in my culture and the target culture. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● my heritage ● my roots ● childhood ● my earliest memory is when I ● moved, bought, originated, had, overcame, separated, joined, relocated, immigrated, struggled, suffered, worked, settled, lived, was displaced ● used to... 	
<p>2. I can interpret the main message and some supporting details when a person from the target culture speaks about his or her family's background. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● Then, afterwards, ___ ago, as a result of, for that reason, in order to, because of, even though, despite ● when we were... ● <i>resource-generated vocabulary</i> ● First, then, afterwards, later, often, ● frequently, every once in a while, 	
<p>3. I can sequence events from a narrative in the target culture when talking about family experiences in the past. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● First, then, afterwards, later, often, frequently, every once in a while, 	



<p>4. I can recount an event after hearing or reading a narrative about a family's experience in the target language. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● <i>Resource-generated vocabulary</i> ● They said, I heard, In their life, They thought, They believed, At that time, When they were young, As a child
<p>5. I can compare typical family backgrounds in my culture to one in the target culture. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● More difficult than, easier than, just as ___ as, unlike
<p>6. I can form questions that inquire about someone's family background. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● Where did you, Why did you, How have you, When did you ● Tell me about a time when
<p>7. I can ask and respond with some details to a variety of questions and follow up questions about my family's background. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● <i>See Learning Targets 1-7</i>
<p>8. I can compare my family background to that of a classmate during conversation. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● Although, That is like, That is unlike, despite, coincidentally
<p>9. I can tell a story about an event in my life with a logical sequence of sentences. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● In the beginning, In the end, therefore, since, then, after, before



10. I can ask questions that require another classmate to clarify and elaborate about how an event in their life has impacted them. *Interpersonal*

- *See Learning Targets 1-9*
- That changed me because
- It is important to me because
- I learned that/how
- That made me feel
- How interesting, That's terrible, How sad/great
- Tell me more
- How did that change you?
- How did that make you feel?
- How did that affect...
- Because my family __ed, I ____



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

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

How does my past shape who I will become?

Overall Performance Objective

I can explain how life experiences and expectations will impact my future.

Performance Indicator 2

I can explain what I might do in the future based on my life experiences.

Performance Targets

Standard: Intermediate Low Honors: Intermediate Mid

Performance Indicator 2 Assessment

You are applying to be part of a summer program in a target language country. You are submitting a character summary as part of a host family selection process. Before departing for the exchange program, you must explain what you might do in the future and detail what life experiences are motivating you to do so. Finally, include how your plans may differ from those most common in the target language culture.
Presentation

Components of State Standards

Standard and Honors

Intermediate Range Learners:
ML.C2.1.IR.a examine, analyze, and exchange information on patterns of behavior typical of their

Standard (in addition to the first column)

Intermediate Low Learners recognize basic sentences to:
ML.C1.2.IL.a determine the main idea of texts and

Honors (in addition to the first column)

Intermediate Mid Learners begin to recognize connected sentences to:
ML.C1.2.IM.a determine some details of texts and



<p>peer group in the target culture. 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.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.e compare and contrast career choices and preparation in one’s own and the target culture.</p>	<p>interactions related to everyday life. ML.C1.4.IL.b express needs, wants, and preferences on topics of interest.</p>	<p>interactions related to everyday life. ML.C1.4.IM.b present information about something learned or researched. ML.C1.4.IM.c express a viewpoint about common interests and issues.</p>
<p>Learning Targets</p>	<p>Language Chunks & Vocabulary</p>	
<p>1. I can identify common future aspirations of teenagers from the target culture. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● college, career, marriage, success, failure, fame, status, socioeconomic standing, happiness, lifestyle, goals, major (academic), degree, practicum, internship, motivation ● Reveals, states, shows, demonstrates, the majority, less or more, out of poverty, percentage of, population, inhabitants, demographics 	
<p>2. I can compare common future aspirations of teenagers in my culture with those of the target culture. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● <i>Same as Learning Target 1</i> 	
<p>3. I can logically match a prior experience to a future plan. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● Because my family __ed ● I will probably/ I would /could like to ____ ● It is expected that ● since I __ed, I will/would/could/should/might/ought to __ 	
<p>4. I can identify supporting details for the plausibility of someone's future plans based on their biography. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● Consequently ● In the end ● Hence, therefore ● Until, as a result of ● Which explains ● __ lead to __, caused, brought about 	



<p>5. I can make predictions about someone's future based on his/her past. <i>Presentationl</i></p>	<ul style="list-style-type: none"> ● I predict that ● It is likely that, It is unlikely that
<p>6. I can give opinions and make suggestions based on someone's future plans. <i>Interpersonal/Presentationl</i></p>	<ul style="list-style-type: none"> ● I suggest that, I think that, I ● recommend you ● I assume that ● It is important for me to be __, ● In order to __, you must __, instead of ● In addition to ● Have you ever thought of __? Would ● you consider __?
<p>7. I can give multiple justifications for my various future ambitions. <i>Presentationl</i></p>	<ul style="list-style-type: none"> ● Due to ● Because I want to __ (have money, be important in society, etc.), I will support ● resistance, confrontation, contradictory



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

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

State Content Standards

Standard C2.1 Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures 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 1 Essential Question</p> <p>How does my past shape who I will become?</p>	<p>Overall Performance Objective</p> <p>I can explain how life experiences and expectations will impact my future.</p>
<p>Performance Indicator 3</p> <p>I can exchange opinions about fulfilling family and community expectations for adolescents in my culture and the target language culture. (sports, community, social media, education, career)</p> <p>Performance Targets</p> <p>Standard: Intermediate Low Honors: Intermediate Mid</p>	<p>Performance Indicator 3 Assessment</p> <p>You are traveling with a group of students from your school to visit a school in the ___-speaking Sister City. During lunch at the school, a conversation develops about expectations from family and society. You quickly realize many similarities and differences among you and your own peers as well as peers from the Sister City concerning how you plan to fulfill or how you feel about fulfilling the expectations placed on you. You will be in a small group and each student must share information and ask questions to several other group members. Be sure to discuss a variety of topics from class. <i>Interpersonal</i></p>

Components of State Standards

<p>Standard and Honors</p> <p>Intermediate Range Learners:</p>	<p>Standard (in addition to the first column)</p> <p>Intermediate Low Learners recognize basic</p>	<p>Honors (in addition to the first column)</p> <p>Intermediate Mid Learners begin to recognize</p>
--	--	---



<p>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.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>	<p>sentences to : ML.C1.1.II.b ask and answer questions about familiar factual information. ML.C1.2.II.a determine the main idea of texts and interactions related to everyday life. ML.C5.1.IR.b research the use of the target language in various fields of work in today’s world.</p>	<p>connected sentences to: ML.C1.1.IM.d exchange information about subjects of special interest. ML.C1.2.IM.a determine some details of texts and interactions related to everyday life. ML.C5.1.IR.b research the use of the target language in various fields of work in today’s world.</p>
<p>Learning Targets</p>	<p>Language Chunks & Vocabulary</p>	
<p>1. I can distinguish different perspectives of expectations as family and/or society when viewing/listening to video/audio resources. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● My ___ wants me to ___ ● I am expected to ___ But I would like to ● Expectations, duties, obligations 	
<p>2. I can recognize whether an adolescent in the target language culture feels positively or negatively about the expectations set for them through video/audio resources. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● positive, negative ● <i>resource generated expectations</i> ● Get a job, get a degree, ● it angers, it inspires, it frustrates, it makes me want 	



<p>3. I can state my viewpoint of the expectations on adolescents in the target culture. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● I am opposed to, I agree with, I reject ● I embrace, I resist ● unnecessary, useless, unfair, ● misconceptions, archaic, "old school," restrictive ● they should, it makes sense that ● useful, modern, liberating, motivating
<p>4. I can exchange my opinions of the expectations on adolescents in my culture. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● <i>Same as Learning Target 3</i>
<p>5. I can express certainty or uncertainty about the expectations of my future. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● I am certain/uncertain that ● I feel positive/negative about ● It is definitive/likely/unlikely/unclear that ● It is guaranteed/It is improbable that
<p>6. I can express interest or lack of interest in the current expectations of me. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● I don't care, I care about, ● I wish, I want, I would prefer



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

**Quarter 2 = Unit 1 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.

Unit 2 Essential Question What is beautiful?	Overall Performance Objective I can discuss beauty from past and present cultures.
Performance Indicator 1 I can discuss past and present human beauty standards and their implications on societies then and now. Performance Targets Standard: Intermediate Low Honors: Intermediate Mid	Performance Indicator 1 Assessment Create a video blog about how someone can change or improve their self-image (physical or nonphysical). Give advice about what to do and what the implications are in society. <i>Presentational</i>

Components of State Standards

Standard and Honors	Standard (in addition to the first column)	Honors (in addition to the first column)
Intermediate Range Learners: 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.	Intermediate Low Learners create basic sentences to: ML.C1.2.IL.a determine the main idea of texts and interactions related to everyday life. ML.C1.4.IL.b express needs, wants, and preferences on topics of interest.	Intermediate Mid Learners begin to recognize connected sentences to: 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.C1.4.IM.c express a viewpoint about



<p>ML.C2.2.IR.c identify and analyze cultural products found in literature, news stories, and films from the target culture.</p> <p>ML.C3.2.IR.a use age-appropriate authentic sources to prepare presentations on familiar topics.</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> <p>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>common interests and issues.</p>
<p>Learning Targets</p>	<p>Language Chunks & Vocabulary</p>	
<p>1. I can categorize elements of beauty into physical traits and non-physical traits. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● looks like, body image, self-esteem, personality ● attitude, honesty, decisiveness, confidence, insecurity ● face, belly, hair (facial/body), complexion ● to cover, to flaunt/show off, to tan, to put on makeup, to get fat, to get skinny ● (clear) skin, muscular, skinny, hairy ● beauty regimen, skin care, surgery, ● <i>language related to other beauty regimens popular in other cultures</i> 	
<p>2. I can categorize beauty standards by the purpose behind them. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● See Learning Target 1 ● to clean, to wash, to put on makeup ● to show wealth, to show status, to show health ● to demonstrate ● in order to, due to, because of ● socially acceptable, socially unacceptable 	



<p>3. I can distinguish between beauty opinions about what others consider beautiful. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● It's better/best, ● I recommend, I suggest ● <i>Resource-generated language</i>
<p>4. I can distinguish the pros and cons of previous and current beauty standards. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● <i>See Learning Targets 1 & 2</i> ● daily, weekly, monthly ● back then, at that time ● <i>Resource-generated language</i>
<p>5. I can identify habits and advice about improving one's self-image. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● to advise, to suggest ● tips, suggestions, advice ● a must-have, a need, a want, a necessity ● interior beauty, outer beauty ● superficial, fake, perfection ● I have used, I have tried ● successfully/unsuccessfully
<p>6. I can justify and compare my opinion of beauty with classmates. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● <i>See Learning Target 5</i>
<p>7. I can suggest and justify a product or practice used to improve self-image. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● <i>See Learning Targets 1- 5</i>



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

**Quarter 2 = Unit 1 Performance Indicator 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 C4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one's own.

Unit 2 Essential Question What is beautiful?	Overall Performance Objective I can discuss beauty from past and present cultures.
Performance Indicator 2 I can evaluate an artifact and its purpose and critique to what extent it would be considered beautiful or not. Performance Targets Standard: Intermediate Low Honors: Intermediate Mid	Performance Indicator 2 Assessment You are applying to a paid summer internship at a museum in a target language country. In order to complete the application, you must be interviewed to demonstrate your historical knowledge about certain artifacts. You will be asked to describe the artifacts, why each would be considered beautiful, its purpose and what you personally think of it. (Interview with teacher) <i>Interpersonal</i>

Components of State Standards

Standard and Honors

Intermediate Range Learners
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.C3.1.IR.c explain and sequence the significant events that shaped the identity of the target countries.
 ML.C3.2.IR.a use age-appropriate authentic sources to prepare presentations on familiar topics.
 ML.C4.2.IR.a discuss products' origins and importance by comparing products in the one's own and 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.

Learning Targets	Language Chunks & Vocabulary
1. I can indicate the elements of beauty that describe an artifact. <i>Interpretive</i>	<ul style="list-style-type: none"> ● beauty, shape, color, audience ● more artistic words for face, hair, etc. (ex. Spanish rostro, vello, etc.) ● self-portrait, portrait, sculpture, still life ● foreground, background ● symmetrical, hard, soft, detailed, minimal ● art movements (impressionism, surrealism, etc.) ● dreamy, realistic, abstract, disturbing, strange, depressing, inspiring
2. I can determine the purpose of an artifact. <i>Interpretive</i>	<ul style="list-style-type: none"> ● to demonstrate/support/promote/honor... (religious beliefs, political ideas, a leader, etc.) ● to tell a story, to teach ● practical reasons for the particular artifact studied - for example, to protect the city, to provide water, to archive
3. I can explain the purpose of an artifact. <i>Presentational</i>	<ul style="list-style-type: none"> ● <i>See LT 2</i> ● <i>Resource-generated language</i>
4. I can summarize elements of beauty in an artifact and explain why certain elements in the artifact are considered beautiful. <i>Presentational</i>	<ul style="list-style-type: none"> ● <i>LT 1-2</i> ● <i>Resource-generated language</i>



5. I can discuss and support my beauty preferences about multiple forms of art. *Interpersonal*

- *LT 1-2*
- *Resource-generated language*



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

**Quarter 3 = Unit 3 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 C2.2 Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.

<p>Unit 3 Essential Question</p> <p>How do technological innovations impact our world?</p>	<p>Overall Performance Objective</p> <p>I can compare different technological innovations around the world and make predictions about how that shapes the future of the target language culture.</p>
<p>Performance Indicator 1</p> <p>I can discuss the various aspects of technological development and how it differs in my culture and the target language culture.</p> <p>Performance Targets</p> <p>Standard and Honors: Intermediate Mid</p>	<p>Performance Indicator 1 Assessment</p> <p>Option 1: An exchange student in your school has a podcast where he shares his experiences in the U.S. with his friends and family back home. He has noticed some differences and similarities regarding technology in the U.S. and has invited you to talk with your peers on the podcast. Talk about different technologies, how they came about, similarities and differences of how they are used in the US and other countries, and how the technology makes life better or worse. <i>Interpersonal</i></p> <p>Option 2: You are informing other students in the target-language about whether certain new technologies are beneficial for your culture and their culture. In the speech, you will each state the pros and cons of the chosen technology, how it came about and try to convince the other student to adopt your viewpoint. The audience will ask original follow-up questions to garner more detail. The presenter must answer all questions.</p>



Components of State Standards

Standard and Honors

Intermediate Mid Learners create and begin to connect sentences to _:

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.C2.1.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.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.

ML.C4.2.IR.a discuss products' origins and importance by comparing products in the one's own and the target culture.

Learning Targets

Language Chunks & Vocabulary

1. I can identify different types of technologies.
Interpretive

- landline, cell phone, smart phone
- device, portable
- old, new, before, nowadays,
- currently, back then

2. I can identify the defining characteristics of a technology. *Interpretive*

- technology, innovation, changes, technical, development
- to change, to improve
- was invented, came about, created, caused, helped, discovered, impacted,
- *resource-generated vocabulary for each technology discussed*

3. I can evaluate the advantages and disadvantages of a technology. *Interpretive*

- advantage, disadvantage
- fast, simple, comfortable, safe, secure
- faster than, better than, more...than
- the best, the fastest, the safest,...



<p>4. I can compare the defining characteristics of a technology in my culture and the target language. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● <i>See LT 1-3</i> ● <i>rare, common, commonly/rarely used, advanced</i> ● <i>Names of countries and other cultures that may not be the target- language culture</i>
<p>5, 6, 7, 8. Repeat LT 1-4 with 2-3 technologies as a class with student-discovered resources to provide additional input tailored to student interests.</p>	<ul style="list-style-type: none"> ● <i>LT 1-4</i>
<p>9. I can present the defining characteristics of a technology to my peers. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● <i>LT 1-4</i>
<p>10. I can ask and answer questions regarding my peers' presentations on a technology. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● <i>LT 1-4</i>
<p>11. I can justify how a technology from the target language from my peers' presentations makes life better or worse. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● <i>life, better / worse, because of</i>



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

**Quarter 3 = Unit 3 Performance Indicator 2
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.

<p>Unit 3 Essential Question</p> <p>How do technological innovations impact our world?</p>	<p>Overall Performance Objective</p> <p>I can compare different technological innovations around the world and make predictions about how that shapes the future of the target language culture.</p>
<p>Performance Indicator 2</p> <p>I can explain how technology impacts my environment and the environment of the target culture.</p> <p>Performance Target</p> <p>Standard and Honors: Intermediate Mid</p>	<p>Performance Indicator 2 Assessment</p> <p>You are applying to be an exchange student at an eco-friendly school in the target language culture. You will write a letter to the administrator who chooses the student delegates, explaining that you'd like to participate in this program. In your letter, try to persuade her to accept you by telling her about a current environmental issue, how it came about and why it is important, a technology that helps combat/remedy the issue, and what personal steps are important/necessary for people to take to protect the planet. <i>Presentational</i></p>

Components of State Standards

Standard and Honors

Intermediate Mid Learners create and begin to connect sentences to:



ML.C1.1.IM.d exchange information about subjects of special 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.C2.1.IR.d investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
 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.b relate topics from other content areas to the target culture.
 ML.C3.1.IR.d compare attitudes and reactions regarding current events of global importance.
 ML.C3.2.IR.a use age-appropriate authentic sources to prepare presentations on familiar topics.
 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.

Learning Targets	Language Chunks & Vocabulary
<p>1. I can identify various environmental issues along with their defining characteristics. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● Resource generated issues. (Here are a few ideas. The more specific the environmental problem, the easier it will be to apply a technology and complete the unit.) ● plastic ocean, plastic island, bags, straws ● pesticides, chemicals, bees ● food waste, expiration date ● glacier meltdown ● clean water ● air pollution ● improved, became worse, declined, ● caused, saved, protected, ● Other words to apply for all: environment, environmental, natural resources, developing countries, ● That could lead to..., that could be..., that would be... ● Increase, decrease, consequence of, ● global temperature, climate change, ● in order to avoid, that endangers, endangered, to deplete, that saves, that restores
<p>2. I can distinguish how technology complicates/complicated or aids/aided in the resolution of an environmental issue. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● biodegradable, metal, paper ● apps ● snow cannons ● water treatment ● electronic cars, bullet train ● improved, worsened, increased, decreased, led to, created, destroyed, endangered, reduced, polluted



<p>3. I can rank environmental issues by level of importance to me and provide rationale for my ranking of environmental issues. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● Ordinal numbers ● The most serious problem, the worst, the least
<p>4. I can summarize others' justifications for the rankings of environmental issues. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● LT 1-3
<p>5. I can identify steps individual citizens can take to protect the environment. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● recycle, conserve, turn off, reduce, de-ice, plant, reuse ● energy efficient, motion-activated hand dryers, thermostat ● renewable, reusable, recyclable ● less/more, often
<p>6. I can give suggestions to a classmate about steps they can take to protect the environment. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● See LT 5 ● subjunctive; para y para que; writing prompt
<p>7. I can defend my viewpoint on the environmental issues that are most and least important to me. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● See LT 1-3 ● ___ is more effective than ___ because ● works well ● viewpoint ● I'm certain that, I'm convinced



8. I can comment on a classmate's viewpoint on an environmental issue. *Interpersonal*

- See LT 7



**Williamson County Schools
Modern Language Level 3
Unit 4 - Performance Indicator 1
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.



<p>Unit 4 Essential Question</p> <p>How do other cultures form my global perspective?</p>	<p>Overall Performance Objective</p> <p>I can share how my understanding of other cultures and my own could improve my life.</p>
<p>Performance Indicator 1</p> <p>I can participate in conversations about what it means to be healthy in my culture versus other target-language cultures. (mental health, physical health, social-emotional health)</p> <p>Performance Targets</p> <p>Standard and Honors: Intermediate Mid</p>	<p>Performance Indicator 1 Assessment</p> <p>You are sitting in a restaurant in the target language country, speaking with some of your friends who have traveled there with you. At the table next to you, a couple begins to discuss what it means to be healthy in their country (leisure time, access to medical care, weight, exercise) and begin to compare this with what they think they know about the United States (not realizing that you speak the target language!). You decide to strike up a conversation with them about what it means to be healthy in your country and compare health in your country versus health in the target language country. Be prepared to explain the misconceptions or stereotypes this couple may have about your culture's health practices and perspectives!</p> <p style="text-align: center;"><i>Interpersonal</i></p> <p>*(Note to Teacher: 3-4 students test at once and are randomly assigned roles at the start of the assessment. 2 Students are target language speakers and 2 students are the Americans. Both pairs of students include all information and applicable stereotypes they have of the other culture.)</p>



--	--

Components of State Standards

Standard and Honors

Intermediate Mid Learners begin to recognize connected sentences to:

ML.C1.1.IM.b discuss daily activities and personal preferences.

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.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.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.

Learning Targets	Language Chunks & Vocabulary
1. I can define the three aspects of health- physical, mental, social. <i>Interpretive</i>	<ul style="list-style-type: none"> ● mental health, physical health, social-emotional health ● includes, produces, fulfills, not limited by ● depression, anxiety, diagnosis, prescription, work-life balance, paid vacation, insurance, etc. ● <i>resource-generated language</i>
2. I can distinguish the practices and perspectives that contribute to good health in my culture and the target language culture. <i>Interpretive</i>	<ul style="list-style-type: none"> ● tries to, making friends, developing relationships, going to the doctor, eating a balanced diet, etc.



<p>3. I can define and categorize various practices regarding the three aspects of health. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● doing exercise, eating and drinking well, meditating, relaxing, obesity, obese, smoking, etc. ● Student-generated and resource-generated language
<p>4. I can report and justify my habits and those of my peers regarding health. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● how frequently ● in the morning, in the afternoon, in the evening, often ● routines, time management
<p>5. I can sort other cultures' stereotypes of my culture into the three aspects of health. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● overweight, uneducated, religious, independent, open, friendly, unfriendly, vain, materialistic, stereotype, honest
<p>6. I can compare healthy lifestyles between my culture and the target language culture. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● the rate, the amount, the percentage, is more/less, is better/worse, efficient
<p>7. I can ask and answer questions to extend a conversation about someone else's lifestyle. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● In your culture, What does your culture, Is it important, How often ● To what extent does your culture value..., Who values __ more and why, ● In your culture is considered healthy to ● If you could change __ about your culture...



**Williamson County Schools
Modern Language Level 3
Unit 4 - Performance Indicator 2
Chinese, French, German, Spanish**

**Quarter 4 = Unit 4 Performance Indicator 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.

<p>Unit 4 Essential Question</p> <p>How do other cultures form my global perspective?</p>	<p>Overall Performance Objective</p> <p>I can share how my understanding of other cultures and my own could improve my life.</p>
<p>Performance Indicator 2</p> <p>I can compare societal and cultural shifts in recent decades in the target language culture with those in my culture.</p> <p>Performance Target</p> <p>Standard and Honors: Intermediate Mid</p>	<p>Performance Indicator 2 Assessment</p> <p>You are studying abroad through an exchange program that has been around for several decades. Shortly before leaving the country, each participant gets to open a time capsule. As an exit task for the exchange program, you will write a letter to your program director comparing the culture during the time period within the time capsule to present-day life in the target culture. Be sure to note similarities and differences with your own culture as well. Include in the letter what your life would have been like had you lived at that time. <i>Presentational</i></p> <p>(If time allows, the students create the old-time capsule. If there is not enough time left in the year, the teacher creates the capsule representing the previous decades. Students should not know which capsule they will have before the assessment.)</p>

Components of State Standards



Standard and Honors

Intermediate Mid Learners create and begin to 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.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.C3.1.IR.c explain and sequence the significant events that shaped the identity of the target countries.

ML.C4.2.IR.a discuss products' origins and importance by comparing products in the one's own and the target culture.

Learning Targets	Language Chunks & Vocabulary
<p>1. I can sort characteristics of the society of the target culture and my culture into time periods. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● <i>resource-generated changes regarding economics, religious, family structures, politics</i> ● <i>how to refer to decades (the 70's, the 80's, etc.)</i>
<p>2. I can categorize events into 3 categories of cultural shifts-economic, social, or religious. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● economic, social, religious



<p>3. I can identify how an object or image was significant to a society in a given time period in both the target culture and/or my own. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● played a role, provided, made possible, allowed, created, came to be, resulted in, was the basis for as a result of, because of ● possible objects/images - should be related to the topics presented in LT1 and LT2 - photos of a plow, revolutionaries, a typical family, people at a church, a telegraph, a factory, students at school
<p>4. I can compare the significance of an object from today and a previous time period. <i>Presentational/Interpersonal</i></p>	<ul style="list-style-type: none"> ● <i>LT 3</i> ● on one hand, in the same way, in addition, consequently, in contrast to, rather than, unless
<p>5, 6, 7, 8. Repeat LT 3 & 4 with other objects and/or images that refer to topics addressed in LT 1 & 2.</p>	<ul style="list-style-type: none"> ●
<p>9. I can speculate what my life would have been like if I had lived in a previous time. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● If I had lived at that time, If I were, I would..., I would have..., I would be... ● more/less: poor, educated, vaccinated, hungry, simplistic, happier, religious, married

