Williamson County Schools
Williamson County Schools **Spanish 7A** **Pre-Unit**

Semester 1 Pre-Unit	**Regarding SY 2019-2020 Q4 Content:** Curriculum teams will determine what content students need to accomplish the world language standards-based performances and add to the course content as needed.

State Content Standards

Standard 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	**Overall Performance Objective**
How will I learn a second language? (from Shelby County Schools)	I can explain the language learning process to a friend.

Components of State Standards

Standard and Honors

ML.C5.2.NR.d set learning goals for language acquisition.
ML.C5.1.NR.a identify places in the community where the target language is spoken.

Performance Indicator Resources

Student Indicator Overview
Slideshow

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Learning Targets	Preferred Resources	Language Chunks & Vocabulary
1. I can explain what proficiency and performance are and how they affect language learning.		• Proficiency • Performance
2. I can explain the course performance targets for each semester and describe what those kinds of performances look and sound like.		• Advanced • Intermediate: Low, Mid, High • Novice: Low, Mid, High
3. I can explain the differences between performance assessments and other sorts of assessments.		• Modes of Communication (Interpretive, Interpersonal, Presentational) • Performance Task • Class grading scale
4. I can set my own language goals for this semester.		• Path to Proficiency • Proficiency levels on the ACTFL Scale
5. I can explain the community and global expectations for learning a language.		• Reasons to learn another language
6. I can identify where in the world the target language is spoken.		• Names of target language countries and important cities in the target language

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7. I can identify where in the U.S. the target language is spoken.		● Names of U.S. cities and communities in the target language

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Unit 1 - Performance Indicator 1

Semester 1 = Performance Indicators 1, 2, and 3	Curriculum teams will determine what content students need to accomplish the world language standards-based performances and add to the course content as needed.

State Content Standards

C1.1 Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
C1.2 Learners demonstrate understanding, interpret, and analyze what is heard, read, or viewed on a variety of topics.
C2.1 Learners use the language to investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.

Unit 1 Essential Question	Overall Performance Objective
How am I unique?	I can compare myself to my peers.
Performance Indicator 1 I can exchange introductory information with others. **Performance Target** Standard: Novice Mid Honors: Novice High	**Performance Indicator 1 Assessment** A new family moves in next door that only speaks the target language. You go next door to meet the children and introduce yourself. In your conversation, be sure to exchange greetings, name, age, where your family is from, contact information (phone number, social media handles, etc.), goodbyes. *Interpersonal*

Components of State Standards

Standard and Honors	Standard (in addition to the first column)	Honors (in addition to the first column)
Novice Range Learners: ML.C2.1.NR.a use appropriate gestures and oral expressions in social interactions. ML.C2.1.NR.c use words and phrases to describe	**Novice Mid Learners use memorized words and phrases to:** ML.C1.1NM.a. greet and leave people in a polite way.	**Novice High Learners begin to use simple sentences to:** ML.C1.1.NH.a exchange some personal information.

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what people from the target culture are doing in texts or visual media (e.g., images, film, vase paintings, statues). ML.C3.1.NR.a identify the target countries on a map. ML.C4.1.NR.c compare formal and informal speech in one's own and target language.	ML.C1.2.NM.a identify simple greetings and a few courtesy phrases (e.g. greetings and basic commands/directions).	ML.C1.2.NH.a comprehend basic questions or statements on familiar topics.

Assessment Tools		Performance Indicator Resources	
Assessment Administration Tips Rubric Student Samples		Student Indicator Overview Slideshow Wayside Connection: EntreCulturas 1 Unit 1	

Learning Targets		**Language Chunks & Vocabulary**
1. I can classify greetings as formal and informal. *Interpretive*		•Hello (various) •Goodbye (various) •*Cultural gestures*
2. I can recognize if someone says hello and/or goodbye. *Interpretive*		•*Common greetings* •*Common goodbyes/farewells*
3. I can greet and say goodbye to someone appropriately. *Interpersonal*		•*Same as above*
4. I can identify someone's name. *Interpretive*		•My name is... •His/Her name is...

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5. I can ask someone their name and respond when asked. *Interpersonal*		•What is your name? •My name is... •I am...
6. I can identify someone's age when they say it. *Interpretive*		•I am ____ years old. •*Numbers for ages of students*
7. I can ask someone their age and tell someone my age. *Interpersonal*		•How old are you? •I am __ years old.
8. I can locate the country of origin when someone says where they are from. *Interpretive*		•I am (*nationality*). •I was born in...
9. I can ask someone where they are from and answer where I am from. *Interpersonal*		•I am from... •I was born in... •Where are you from?
10. I can recognize someone's contact information. *Interpretive*		•My phone number is... •My social media (e.g. Twitter, Instagram handle) is... •My email address is…

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11. I can exchange contact information with someone. *Interpersonal*		•What is the best way to get in touch with you? •You can call/contact/follow me at ___, "@", "#"

Semester 1 = Unit 1 Performance Indicators 1, 2 & 3	**Regarding SY 2019-2020 Q4 Content:** Curriculum teams will determine what content students need to accomplish the world language standards-based performances and add to the course content as needed.

State Content Standards

Standard C1.5 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

Unit 1 Essential Question	Overall Performance Objective
How am I unique?	I can compare myself to my peers.

Performance Indicator 2	Performance Indicator 2 Assessment
I can describe myself and others. **Performance Target** Standard: Novice Mid Honors: Novice High	Your language teacher keeps confusing you with another student in the class. You are sick of it, and want to set him/her straight. You write your teacher a note/email in the target language to explain how you are different from the other student. Be sure to mention similarities and differences in personality and physical traits. *Presentational*

Components of State Standards

Standard	Honors
Novice Mid Learners use memorized words and phrases to: ML.C1.3.NM.a identify words, phrases, and characters with support of visuals. ML.C1.4.NM.b describe oneself and others. ML.C1.5.NM.b write about oneself.	**Novice High learners begin to use simple sentences to:** ML.C1.3.NH.c comprehend simple descriptions with visual support. ML.C1.4.NH.b present basic information about a

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		familiar person, place, or thing. ML.C1.5.NH.c ask for basic information.

Assessment Tools	Performance Indicator Resources
Assessment Administration Tips Rubric Student Samples	Student Indicator Overview Slideshow Wayside Connection: EntreCulturas 1 Unit 1

Learning Targets		Language Chunks & Vocabulary
1. I can identify someone based on their physical description. *Interpretive*		- I am... - I have... - He/she is... - He/she has... - My _____ is/are... - His/Her _____ is/are... - Student-generated physical description adjectives
2. I can describe someone based on their physical description. *Presentational*		- I am... - I have... - He/she is... - He/she has... - My _____ is/are... - His/Her _____ is/are... - Student-generated physical description adjectives
3. I can identify someone based on their personality or character traits. *Interpretive*		- Student-generated personality traits - He/She is very... - He/She is not very...

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4. I can describe someone based on their personality or character traits. *Presentational*		• Student-generated personality traits • He/She is very... • He/She is not very...
5. I can describe what I am like. *Presentational*		*Same as above*
6. I can identify someone when they are being compared to someone else. *Interpretive*		• We are... • They are... • ....more/less...than... • as • both • like • I/he/she looks like (resembles/ is • similar to)...
7. I can compare people and explain how each is similar or different. *Presentational*		• ...is similar because... • ...is different because...

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Unit 1 - Performance Indicator 3

Semester 1 = Unit 1 Performance Indicators 1, 2, & 3	**Regarding SY 2019-2020 Q4 Content:** Curriculum teams will determine what content students need to accomplish the world language standards-based performances and add to the course content as needed.

State Content Standards

Standard C1.1 Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.

Unit 1 Essential Question	Overall Performance Objective
How am I unique?	I can compare myself to my peers.

| **Performance Indicator 3**

I can ask and answer questions about what people do in their free time.

Performance Target

Standard: Novice Mid Honors: Novice High | **Performance Indicator 3 Assessment**
Now that your Spanish-speaking neighbors have settled in, you decide to invite them to hang out this weekend. You do not know what they like to do, so you have a conversation about what they enjoy doing in their free time. In your conversation, you should 1) greet your neighbor, 2) ask what they like to do and how often, 3) tell what activities you like to do and how often, and 4) invite them to do an activity that you both like.
Interpersonal |

Components of State Standards

Standard and Honors	Standard (in addition to the first column)	Honors (in addition to the first column)
Novice Range learners: ML.C2.1.NR.b identify authentic or simulated age-appropriate cultural activities (e.g., games or birthday celebrations). ML.C2.1.NR.f simulate age-appropriate practices from the target culture.	**Novice Mid learners use memorized words and phrases to:** ML.C1.1NM.e ask some basic questions. ML.C1.2.NM.b isolate words and phrases that they have learned for specific purposes. ML.C1.3.NM.b distinguish words, phrases, and characters associated with familiar topics. ML.C1.5.NM.a fill out a simple form with some basic personal information. ML.C1.5.NM.c make lists that aid in day-to-day life. ML.C2.1.NR.b identify authentic or simulated age-appropriate cultural activities (e.g., games or birthday celebrations).	**Novice High learners begin to use simple sentences to:** ML.C1.1.NH.a exchange some personal information. ML.C1.1.NH.d make plans with others. ML.C1.2.NH.d follow the narrative of a simple story being read aloud. ML.C1.3.NH.b understand the main idea of short published material (e.g., schedules, brochures, birthday cards, public notices, signs). ML.C1.5.NH.a describe daily life in a letter, email, blog, or discussion board. ML.C1.5.NH.c ask for basic information.

Assessment Tools	Performance Indicator Resources
Assessment Administration Tips Rubric Student Samples	Student Indicator Overview Slideshow Wayside Connection: EntreCulturas 1 Unit 1 EntreCulturas 1 Unit 5

Learning Targets		Language Chunks & Vocabulary
1. I can identify activities that people like to do. *Interpretive*		• I like to… • I really like to… • I don't like to... • I ___ (e.g. walk, play, watch) • Student-generated activities
2. I can tell what activities I like to do. *Presentational*		• Same as above

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3. I can ask what activities others like to do. *Interpersonal*		• Same as above
4. I can identify how often someone does an activity. *Interpretive*		• Always • Sometimes • Never • On (day/date) • __ times a week • In my free time… • After school… • On weekends… • In the (season)... • I like… • I prefer… • I have to…
5. I can tell how often I do an activity. *Presentational*		• Same as above
6. I can ask what other people like to do in their free time. *Interpersonal*		• Same as above
		• Would you like to…?

7. I can identify the details in a written invitation. *Interpretive*		• Can you…? • Do you want to…? • With me • this weekend • tomorrow
8. I can invite someone to do something. *Interpersonal*		• Same as above
9. I can identify the details in a reply to an invitation. *Interpretive*		• I would like to… • I would love to… • I can... • I cannot… • I can go • I cannot go • I'm sorry • I'm busy • Student-generated excuses
10. I can reply to an invitation. *Interpersonal*		• Same as above

Williamson County Schools Spanish 7A Unit 2 - Performance Indicator 1	
Semester 2 = Unit 2 Performance Indicators 1 & 2	**Curriculum teams will determine what content students need to accomplish the world language standards-based performances and add to the course content as needed.**

State Content Standards
Standard C1.1 Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.

Unit 2 Essential Question What does family mean to me?	**Overall Performance Objective** I can describe why and how I spend time with the important people in my life.
Performance Indicator 1 I can express what a family is and who I consider to be a part of mine.	**Performance Indicator 1 Assessment** You have met your neighbor and decide to return to find out more about their family. Ask who else is a part of the new family. Your neighbor asks you questions about who is important in your life. They have seen a few other people visit and wonder who they are. Tell them who they are and their relationship to you. You have some pictures on your phone to help you during the conversation. Be sure to include as many details as you can to help your neighbor learn more about your life. *Interpersonal*

Components of State Standards	
Standard	**Honors**

Novice Mid learners use memorized words and phrases to:	Novice High Learners begin to use simple sentences to:
ML.C1.1NM.f communicate basic information about oneself and familiar people. ML.C1.3.NM.a identify words, phrases, and characters with support of visuals. ML.C1.3.NM.b distinguish words, phrases, and characters associated with familiar topics. ML.C1.4.NM.e present simple information about familiar topics.	ML.C1.1.NH.a exchange some personal information. ML.C1.2.NH.b understand simple information when presented with pictures, graphs, and other visual supports. 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.
Assessment Tools	Performance Indicator Resources
Assessment Administration Tips Rubric Student Samples	Student Indicator Overview Slideshow Wayside Connection: Entreculturas 1 Unit 3 Entre Culturas 2 Unit 2

Learning Targets		Language Chunks and Vocabulary
1. I can identify the different members of a family. *Interpretive*		• These are/This is • Student-generated family members • My family includes, My family consists of... , In my family we have… • There are… • His/Her name is… • He/She is… • My ___ is… • They are my… • age-related terms (e.g. younger, older, oldest) • best friend • favorite

2. I can identify who is important to someone and sort how they know them into social groups. *Interpretive*		- The people most important to me are… - Student generated groups(e.g. my church, my squad, my team) - my, our...
3. I can describe who is important to me and how I know them. *Presentational*		… is my… - Who lives with you? - Who do you spend time with? - Who is in your family?
4. I can identify details about people who are important to someone. *Interpretive*		- he/she works at… - she/he likes… - she/he is __ years old - she/he lives in/at… - she/he is from… - How old is he/she? - Where does he/she work? or What is his/her profession? - What is he/she like? - He/she is... - What does he/she do? Does not do? - What does he/she like to do? And not like to do? - He/She likes… - He/She plays...
5. I can tell something significant about the important people in my life and ask others about their important people. *Interpersonal*		same as LT 4

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Unit 2 - Performance Indicator 2

Semester 2 = Unit 2 Performance Indicators 1 & 2	**Regarding SY 2019-2020 Q4 Content:** Curriculum teams will determine what content students need to accomplish the world language standards-based performances and add to the course content as needed.

State Content Standards

Standard C1.5 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
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.

Unit 2 Essential Question What does family mean to me?	**Overall Performance Objective** I can describe why and how I spend time with the important people in my life.

Performance Indicator 2 I can explain my family traditions and compare them to traditions of others. **Performance Target** Standard: Novice Mid Honors: Novice High	**Performance Indicator 2 Assessment** Respond to a message from your future exchange student. The exchange student from (target-language country) is coming to live with you over the winter break. You have been learning about his or her country and you want to impress him or her with your cultural knowledge. Respond to the exchange student's questions about your family, your social groups, and what you do together during your family's traditions and celebrations, keeping his or her traditions and celebrations in mind for comparison. Be sure to share what you have in common and what is unique. *Presentational*

Components of State Standards

Standard and Honors

Novice Range Learners:
ML.C2.1.NR.d list practices and ask simple questions after viewing media about everyday life.
ML.C2.1.NR.e identify characteristics of culturally specific events.
ML.C2.1.NR.g identify cultural practices from authentic materials (e.g., videos or news articles).
ML.C3.2.NR.b interpret information from infographics.
ML.C4.2.NR.d compare games, stories, songs, and rhymes from the target culture and one's own.
ML.C4.2.NR.e contrast daily life, celebrations, and communities from the target culture and one's own.

Assessment Tools	**Performance Indicator Resources**
Assessment Administration Tips Rubric Student Samples	Student Indicator Overview Slide Show Wayside Connection: EntreCulturas 1 Unit 3 EntreCulturas 1 Unit 5 EntreCulturas 2 Unit 3

Learning Targets		**Language Chunks & Vocabulary**
1. I can identify celebrations and traditions from the target language culture. *Interpretive*		Target-culture celebrations, holidays, and traditions (e.g. birthdays, cultural equivalent of Labor Day, Mother's Day)

2. I can sort and classify celebrations and traditions from the target language culture. *Interpretive*		- religious - social - family - seasons - cultural
3. I can identify details about a holiday or celebration. *Interpretive*		Resource generated but examples could be: - We gather - We eat - We celebrate - We cook/bake/prepare - We decorate
4. I can identify family activities around the world that someone talks or writes about. *Interpretive*		- I like..., I love... - you like..., you love... - we like..., we love..., - Student-generated activities (e.g. eat, play, walk, worship, spend time together, vacation) - I __ __, we ____, my family ____ - Every/each (e.g. week, day, year, weekend) - Frequency words (e.g. always, sometimes, never) - previous language chunks or vocabulary
5. I can tell what I do, with whom, and where during our family's celebrations and ask others about theirs. *Interpersonal*		- On the weekend - During the holidays - My family and I like (to) ...because... - Together - I go..., We go..., My family goes... - Student-generated places (e.g. park, restaurant, church, mall, store) - Example: I never ____ at ____. - We always ____ in ____.
6. I can compare my celebrations and traditions to those of people in the target culture. *Interpretive*		- It is similar to ____ because - It is different than ____ because - In my family... - we both/ both of our families... - but - Student-generated vocabulary about traditions (e.g. we celebrate, my family goes, his/her family goes, we both go)
7. I can express which celebrations and traditions are most important to me and why. *Presentational*		- I prefer... - Is it important? - What is important? - It is more/less important (than...) - because... - It is important to me because...
8. I can ask others about their celebrations and traditions and answer questions about my own. *Interpersonal*		- It is... - Who do you...? - What do you...? - When do you...? - Where do you...? - Why do you...? - With your family - Do you like...? - Do you go...? - with