

**Williamson County Schools
Spanish 8B
Unit 3 - Performance Indicator 1**

Semester 1 = Unit 3 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 C5.1 Use language to interact both within and beyond the classroom.

Unit 3 Essential Question

How do my choices shape who I am?

Overall Performance Objective

I can explain what I do all day and why.

Performance Indicator 1

I can explain what I choose to do when I have free time.

Performance Targets

Standard: Novice High Honors: Intermediate Low

Performance Indicator 1 Assessment

To fulfill service requirements for a school society you are going to volunteer to help a prospective citizen prepare for their United States citizenship exam at the Nashville Adult Literacy Council. You find out that you are assigned to a Spanish speaker. In your first meeting you realize that they are very nervous, so to begin your session you start with some small talk in Spanish. Greet your partner and ask and answer questions about what you are like, what you do, where, why, when, and with whom.

Interpersonal

Components of State Standards

Standard

Novice High Learners begin to use simple sentences to:

Honors

Intermediate Low Learners create basic sentences to:



<p>ML.C1.1.NH.b exchange information based on texts, graphs, or pictures. ML.C1.3.NH.a understand short, simple texts on familiar topics. ML.C1.3.NH.b understand the main idea of short published material (e.g., schedules, brochures, birthday cards, public notices, signs). ML.C1.3.NH.c comprehend simple descriptions with visual support. ML.C1.5.NH.a describe daily life in a letter, email, blog, or discussion board. ML.C2.1.NR.d list practices and ask simple questions after viewing media about everyday life. ML.C4.2.NR.a contrast tangible and intangible products of the target culture to one's own.</p>	<p>ML.C1.1.IL.b ask and answer questions about familiar factual information. 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. ML.C1.3.IL.c infer basic information from a variety of media (e.g., weather reports, job postings). 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.C4.2.IR.a discuss products' origins and importance by comparing products in the one's own and the target culture.</p>	
Assessment Tools	Performance Indicator Resources	
<p>Assessment Administration Tips Rubric Student Samples</p>	<p>Student Indicator Overview Slideshow Wayside Connection: EntreCulturas 1 Unit 2 EntreCulturas1 Unit 5</p>	
Learning Targets		Language Chunks & Vocabulary
<p>1. I can identify sports that are popular in my community and the target language culture. <i>Interpretive</i></p>		<p>Student & authentic resource generated sports</p>
<p>2. I can identify activities done during free time. <i>Interpretive</i></p>		<p>Student & authentic resource generated activities</p>



<p>3. I can compare my preferences regarding sports and activities to those of the class. <i>Interpersonal</i></p>		<ul style="list-style-type: none"> ● I like ___, but on average the class likes/prefers __ more/less ● The class agrees/disagrees with me
<p>4. I can identify places where activities and/or sports take place. <i>Interpretive</i></p>		<ul style="list-style-type: none"> ● Student & authentic resource generated sports & extracurricular activities locations <ul style="list-style-type: none"> ● ___ is at/in/on ___ ● One does ___ in/at/on the ___ ● Example: I play basketball in the gym.
<p>5. I can identify when someone does a sport or activity. <i>Interpretive</i></p>		<ul style="list-style-type: none"> ● In the (season) ● on (day of the week) <ul style="list-style-type: none"> ● At (time) ● In the morning, afternoon, at night <ul style="list-style-type: none"> ● Other frequency phrases



<p>6. I can give information about where and with whom I do sports and activities. <i>Interpersonal</i></p>		<p>I ___ at (location) with (who)</p>
<p>7. I can compare when I do my activities and sports to a classmate. <i>Interpersonal</i></p>		<ul style="list-style-type: none"> ● I ___ on ___ at (time) ● No, I am busy. ● Yes, I have free time then. ● What do you like to do in your free time? <ul style="list-style-type: none"> ● When do you ___? ● Where do you like to ___? ● How often do you ___? ● With whom do you ___? ● Why do you enjoy ___?
<p>8. I can identify why someone enjoys a sport or activity. <i>Interpretive</i></p>		<ul style="list-style-type: none"> ● I ___ because, He/she ___s because... ● I like/don't like ___ because... ● I love/hate ___ because... ● Student-generated vocabulary (e.g. it is fun, to relax, it is interesting, it is healthy, I do it well, my parents make me, I like to be outside, with friends)
<p>9. I can explain why I like and dislike certain sports and activities. <i>Interpersonal</i></p>		<ul style="list-style-type: none"> ● I agree because... ● I disagree because... ● Student-generated reasons they like or don't like certain sports or activities (e.g. It's boring, It's too hard.)



**Williamson County School
Spanish 8B
Unit 3 - Performance Indicator 2**

Semester 1 = Unit 3 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 C1.3 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
Standard C2.2 Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.

Unit 3 Essential Question
How do my choices shape who I am?

Overall Performance Objective
I can explain what I do all day and why..

Performance Indicator 2
I can talk about how clothing reflects who people are and what they do.

Performance Target
Standard: Novice High Honors: Intermediate Low

Performance Indicator 2 Assessment
You are shopping with a classmate at the Cool Springs Galleria. You sit in the food court and people-watch. Since you don't want anyone to know that you are talking about them you begin talking in Spanish. Look at the pictures of the "passers-by" and describe what you think and ask questions regarding the following: what they are wearing, their style, where they shop, and where you think they are going based on their appearance.

Components of State Standards

Standard

Novice High Learners begin to use simple sentences to:
ML.C1.2.NH.c indicate the main idea of a simple conversation on familiar topics.
ML.C1.3.NH.a understand short, simple texts on familiar topics.
ML.C1.3.NH.c comprehend simple descriptions with visual support.

Honors

Intermediate Low Learners create basic sentences to:
ML.C1.3.IL.a understand short texts of personal interest.
ML.C1.3.IL.c infer basic information from a variety of media (e.g., weather reports, job postings).
ML.C1.5.IL.a describe people, activities, events, and experiences.



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.IR.a identify and investigate the function of products of the target culture.
Assessment Tools		Performance Indicator Resources
Assessment Administration Tips Rubric Student Samples		Student Indicator Overview Slideshow Wayside Connection: EntreCulturas 1 Unit 6 EntreCulturas 2 Unit 5
Learning Targets		Language Chunks & Vocabulary
1. I can identify articles of clothing. <i>Interpretive</i>		<ul style="list-style-type: none"> ● Student and authentic resource generated clothing vocab
2. I can categorize articles of clothing for a specific event. <i>Interpretive</i>		<ul style="list-style-type: none"> ● Student-generated events (e.g. Prom, a job interview, school) <ul style="list-style-type: none"> ● I/He/She wears
3. I can identify details about clothing items. <i>Interpretive</i>		<p>Student-generated clothing details (e.g. colors, patterns, long sleeves, short sleeves, sleeveless, tight, loose, short, long, comfortable, athletic, fashionable, professional, casual...)</p>



<p>4. I can categorize what I think a person's style is according to what he or she wears. <i>Interpretive</i></p>		<ul style="list-style-type: none"> • styles (e.g. Preppy, Jock, Nerdy, Elegant, Fashionista, Hipster)
<p>5. I can describe somebody's clothing style and where they shop. <i>Presentational</i></p>		<ul style="list-style-type: none"> • local store names or brands • You should, I think you should, you can buy
<p>6. I can predict the likely purpose of an outfit. <i>Interpersonal</i></p>		<ul style="list-style-type: none"> • He/she must be going... • Student-generated places/events (e.g. home, to a party, on vacation)



**Williamson County Schools
Spanish 8B
Unit 3 - 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 C1.5 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.

Unit 3 Essential Question

How do my choices shape who I am?

Overall Performance Objective

I can explain what I do all day and why.

Performance Indicator 3

I can tell the responsibilities (chores/jobs) I had, have, and will have.

Performance Targets

Standard: Novice High Honors: Intermediate Low

Performance Indicator 3 Assessment

Williamson County is working together with the Education office of the Embassy of (a target language country) to award a free trip for well-deserving students in first year language programs. Apply by writing a letter in the target language that includes the following: 1) an introduction of yourself (name, age, school you attend) 2) your interest in the target country 3) the extra-curricular activities you have participated in and currently do 4) the most helpful classes that you are taking and your performance in them that help you qualify for this program 5) your responsibilities 6) what you would like to do (profession) in the future 7) how will this trip help you achieve your future goals/profession. Be sure to include any details and ask questions and remember your performance goal.

Presentational

Components of State Standards



Standard		Honors
<p>Novice High Learners will begin to use simple sentences to: ML.C1.1.NH.b exchange information based on texts, graphs, or pictures. ML.C1.2.NH.d follow the narrative of a simple story. ML.C1.5.NH.b describe a familiar experience or event using practiced material. ML.C2.1.NR.c use words and phrases to describe what people from the target culture are doing in texts or visual media (e.g., images, film, vase paintings, statues). ML.C2.1.NR.d list practices and ask simple questions after viewing media about everyday life. ML.C3.1.NR.i explore people from the past and present who have had an influence locally and/or globally.</p>		<p>Intermediate Low Learners create basic sentences to: ML.C1.1.IL.b ask and answer questions about familiar factual information. ML.C1.5.IL.f use practiced or memorized expressions to begin to indicate various time frames. ML.C1.2.IL.a determine the main idea of texts and interactions related to everyday life. 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.C4.1.IR.c recognize how different time frames are expressed in the target language and one's own.</p>
Assessment Tools		Performance Indicator Resources
Assessment Administration Tips Rubric Student Samples		Student Indicator Overview Slideshow Wayside Connection: Entreculturas 1 Unit 3
Learning Targets		Language Chunks & Vocabulary
1. I can identify typical teenage responsibilities around the world. <i>Interpretive</i>		<ul style="list-style-type: none"> Student & resource generated responsibilities (e.g. to take care of..., do homework, go to work, feed, wash dishes/clothes, clean, am ... of, lead am in charge of..., help)
2. I can identify some common jobs and professions. <i>Interpretive</i>		<ul style="list-style-type: none"> Student and resource generated professions that are most common.



<p>3. I can match a person's activities and responsibilities with a corresponding profession/job. <i>Interpretive</i></p>		<ul style="list-style-type: none"> ● Student and authentic generated jobs and professions ● He/She is probably a(an) __ because he/she ...
<p>4. I can compare my responsibilities to a classmate's responsibilities. <i>Interpersonal</i></p>		<ul style="list-style-type: none"> ● I have to __ because ... ● I must __ so that I can ... ● Student & resource generated reasons for having responsibilities (e.g. to get my allowance, to pay for my phone, my parents work) <ul style="list-style-type: none"> ● Also ● student & resource generated classes
<p>5. I can determine if a person describes an activity they are currently doing or did in the past. <i>Interpretive</i></p>		<ul style="list-style-type: none"> ● Language to talk about past and current accomplishments. Examples may include and can be as few as: <ul style="list-style-type: none"> ○ I am/was a member of... ○ I go/went... ○ I do/did... ○ I have/taken, studied, worked, helped, received...
<p>6. I can explain what activities I do or did that set me apart and make me more qualified than my peers. <i>Presentational</i></p>		<ul style="list-style-type: none"> ● Student-generated language to talk about past and current accomplishments. <ul style="list-style-type: none"> ○ I am/was a member of... ○ I deserve ○ I am the most qualified because... ● Student-generated reasons someone is more qualified or deserving



<p>7. I can identify what someone wants to be in the future. <i>Interpretive</i></p>		<ul style="list-style-type: none"> ● I am going to be ● I want to be ● I would like to be ● When I grow up/graduate/get older
<p>8. I can explain what I want to be in the future and why. <i>Interpersonal</i></p>		<ul style="list-style-type: none"> ● Student-generated reasons for doing or not doing a profession or job (e.g. to make money, to do what I love) ● I would like to be ___ because...



**Williamson County Schools
Spanish 8B
Unit 4 - Performance Indicator 1**

Semester 2 = Unit 4 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 C1.1 Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.
Standard C2.2 Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.

Unit 4 Essential Question

How am I a part of a community?

Overall Performance Objective

I can explain how my actions impact the world.

Performance Indicator 1

I can make recommendations for places to visit and things to do in a community.

Performance Targets

Standard: Novice High Honors: Intermediate Low

Performance Indicator 1 Assessment

You are in your city and notice some visitors who are looking at a map/brochure of your area. You approach them and hear they are speaking in the target language. They ask you what there is to do in your city or surrounding area. You make recommendations for places to visit, things, to do, and how to get there. (the teacher will be the curious tourist.)

Interpersonal

Components of State Standards

Standard

Novice High Learners begin to use simple sentences to:
ML.C1.1.NH.c ask for and give simple directions.

Honors

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



<p>ML.C1.1.NH.e interact with others in everyday situations. ML.C1.2.NH.b understand simple information when presented with pictures, graphs, and other visual supports. ML.C1.2.NH.c indicate the main idea of a simple conversation on familiar topics. ML.C1.5.NH.b describe a familiar experience or event using practiced material. ML.C2.2.NR.a identify tangible and intangible products of the target culture and their purpose.</p>		<p>ML.C1.2.IL.b follow questions and simple statements ML.C1.5.IL.c give basic instructions on how to make or do something. ML.C1.1.IL.c meet basic needs in familiar situations. on familiar topics when participating in a conversation. ML.C2.2.IR.a identify and investigate the function of products of the target culture.</p>			
Assessment Tools		Performance Indicator Resources			
<p>Assessment Administration Tips Rubric Student Samples</p>		<p>Student Indicator Overview Slideshow Wayside Connection: EntreCulturas 1 Unit 6 EntreCulturas 2 Unit 3</p>			
Learning Targets		Language Chunks & Vocabulary			
<p>1. I can identify popular places in a community. <i>Interpretive</i></p>		<ul style="list-style-type: none"> • Student-generated buildings, places, monuments, etc. 			



<p>2. I can identify tourist activities in a community. <i>Interpretive</i></p>		<ul style="list-style-type: none"> ● go to, visit, see, eat at... (e.g. concerts, theatre, monuments, stadiums, movies, parks, to shopping centers, historical sites, castles, markets, festivals, rivers, beaches, lakes, mountains)
<p>3. I can identify where places are located in a community. <i>Interpretive</i></p>		<ul style="list-style-type: none"> ● close to/far from ● next to/across from/behind ● on ___ street/avenue ● to the left/right of ● downtown ● is located ● in the east, west, south, north ● east, west, south, north of
<p>4. I can match a location with a desired activity. <i>Interpretive</i></p>		<ul style="list-style-type: none"> ● <i>Authentic resource-generated activities according to location</i> ● Where should ____? ● You should... ● I recommend...
<p>5. I can ask and answer questions about locations of places of interest relative to each other. <i>Interpersonal</i></p>		<ul style="list-style-type: none"> ● Where is ____? ● Where are you? ● I am... ● What do you do there?



<p>6. I can offer places to go and things to do of interest in my community. <i>Interpersonal</i></p>		<ul style="list-style-type: none"> • Where can _____?
<p>7. I can justify why someone would want to go to a place or do an activity of interest in my community. <i>Presentational</i></p>		<ul style="list-style-type: none"> • you should _____ because _____ • you should _____ in order to _____ • I recommend you go (to) _____ • You can _____ • <i>Student-generated places and reasons</i>



**Williamson County Schools
Spanish 8B
Unit 4 - Performance Indicator 2**

Semester 2 = Unit 4 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 C1.4 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
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 4 Essential Question

How am I part of a community?

Overall Performance Objective

I can explain how my actions impact the world.

Performance Indicator 2

I can explain how being a good citizen can improve my community.

Performance Targets

Standard: Novice High Honors: Intermediate Low

Performance Indicator 2 Assessment

There is a group of target language exchange students coming to your school in a few weeks. So that you can help the exchange students integrate well in to your community, you explain one common social or environmental issue in your community and how you personally work to improve the issue. Be sure to include what the problem is, why it is a problem, and your specific actions to combat this problem. *Presentational*

Components of State Standards

Honors



Standard		<p>Intermediate Low Learners create basic sentences to:</p> <p>ML.C3.1.IR.b relate topics from other content areas to the target culture. 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. 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. 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>
Novice High Learners begin to use simple sentences to:		
<p>ML.C3.1.NR.b identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g. measurements), science (e.g. animals), the arts (e.g. musical instruments), and social studies (e.g. geographical formations). ML.C3.2.NR.b interpret information from infographics. ML.C3.2.NR.d identify the main idea of current events reported in news from the target culture.</p>		
Assessment Tools		Performance Indicator Resources
<p>Assessment Administration Tips Rubric Student Samples</p>		<p>Student Indicator Overview Slideshow Wayside Connection:</p>
Learning Targets		
Learning Targets		Language Chunks & Vocabulary
1. I can identify common problems in a community. <i>Interpretive</i>		<ul style="list-style-type: none"> ● <i>Authentic resource-generated problems</i> ● too much/little ● cheap/expensive ● not enough ● too slow/too fast ● so slow/fast
2. I can categorize problems as social or environmental. <i>Interpretive</i>		<ul style="list-style-type: none"> ● <i>Student and resource-generated issues</i>



<p>3. I can identify solutions to problems in a community. <i>Interpretive</i></p>		<ul style="list-style-type: none"> ● improve ● they need ● we/the community should ● we/the community can ● we/the community need(s)
<p>4. I can explain a problem in a community. <i>Presentational</i></p>		<ul style="list-style-type: none"> ● The problem is that _____ ● It is a problem because _____ ● I think that _____ ● I agree/disagree
<p>5. I can summarize the ways I improve a problem in my community. <i>Presentational</i></p>		<ul style="list-style-type: none"> ● reduce, improve, build, raise (money)

