

**Williamson County Schools
Level 1 Pre-Unit
Chinese, French, German, Spanish**

**Recommended Pacing: 1 week
Spanish 7A Semester 1
Recommended Pacing: 2 weeks**

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

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 set my own language goals for this semester.</p>	<ul style="list-style-type: none"> ● Path to Proficiency ● Proficiency levels on the ACTFL Scale
<p>5. I can explain the community and global expectations for learning a language.</p>	<ul style="list-style-type: none"> ● Reasons to learn another language
<p>6. I can identify where in the world the target language is spoken.</p>	<ul style="list-style-type: none"> ● Names of target language countries and important cities in the target language



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



**Williamson County Schools
Chinese, French, Spanish Level 1
Unit 1 - Performance Indicator 1**

**Level 1 Quarter 1 = Performance Indicator 1
Recommended Pacing: 3 weeks
Spanish 7A Semester 1 = Performance Indicator 1
Recommended Pacing: 4-5 weeks**

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

How am I unique?

Overall Performance Objective

I can compare myself to others.

Performance Indicator 1

I can exchange introductory information with others appropriately for the target culture.

Performance Target

Level 1 Standard: Novice Mid
Level 1 Honors: Novice High
Spanish 7A: Novice Mid

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, goodbyes. *Interpersonal*
(Teacher plays the role of the neighbor during a live conversation to ensure negotiation of meaning with one student at a time.)

Components of State Standards



<p align="center">Standard and Honors</p> <p>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 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.</p>	<p align="center">Standard (in addition to the first column)</p> <p>Novice Mid Learners use memorized words and phrases to: ML.C1.1NM.a. greet and leave people in a polite way. ML.C1.2.NM.a identify simple greetings and a few courtesy phrases (e.g. greetings and basic commands/directions).</p>	<p align="center">Honors (in addition to the first column)</p> <p>Novice High Learners begin to use simple sentences to: ML.C1.1.NH.a exchange some personal information. ML.C1.2.NH.a comprehend basic questions or statements on familiar topics.</p>
<p align="center">Learning Targets</p>	<p align="center"><u>Language Chunks & Vocabulary</u></p>	
<p>1. I can classify greetings as formal and informal. <i>Interpretive</i></p>	<ul style="list-style-type: none"> •Hello (various) •Goodbye (various) •<i>Cultural gestures</i> 	
<p>2. I can recognize if someone says hello and/or goodbye. <i>Interpretive</i></p>	<ul style="list-style-type: none"> •<i>Common greetings</i> •<i>Common goodbyes/farewells</i> 	
<p>3. I can greet and say goodbye to someone appropriately. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> •<i>Same as above</i> 	



<p>4. I can tell someone how I'm feeling</p>	<p>I am (ESTAR) I feel</p> <ul style="list-style-type: none"> • (common feelings/emotions: happy, sad, annoyed, tired, hungry, thirsty, angry, so-so etc.)
<p>5. I can identify someone's name. <i>Interpretive</i></p>	<ul style="list-style-type: none"> •My name is... •His/Her name is...
<p>6. I can ask someone their name and respond when asked. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> •What is your name? •My name is... •I am...
<p>7. I can identify someone's age when they say it. <i>Interpretive</i></p>	<ul style="list-style-type: none"> •I am ___ years old. •Numbers for ages of students
<p>8. I can ask someone their age and tell someone my age. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> •How old are you? •I am ___ years old.
<p>9. I can locate the country of origin when someone says where they are from. <i>Interpretive</i></p>	<ul style="list-style-type: none"> •I am (<i>nationality</i>). •I was born in...



<p>10. I can ask someone where they are from and answer where I am from. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> •I am from... •I was born in... •Where are you from?
<p>11. I can recognize someone's contact information. <i>Interpretive</i></p>	<p>Sample contact info:</p> <ul style="list-style-type: none"> •My phone number is... •My social media (e.g. Twitter, Instagram handle) is...
<p>12. I can exchange contact information with someone. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> •What is the best way to get in touch with you? •You can call/contact/follow me at ___, "@", "#"



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

**Level 1 Quarter 1 = Performance Indicator 2
Recommended Pacing: 4 weeks
Spanish 7A Semester 1 = Unit 1 Performance Indicator 2
Recommended Pacing: 4 weeks**

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 How am I unique?	Overall Performance Objective I can compare myself to others.
Performance Indicator 2 I can describe myself and others. Performance Target Level 1 Standard: Novice Mid Level 1 Honors: Novice High Spanish 7A: Novice Mid	Performance Indicator 2 Assessment 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. <i>Presentational</i> <i>(On the day of the test, the teacher will choose one of several possible options for students to compare.)</i>

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.	Novice High learners begin to use simple sentences to:



<p>ML.C1.4.NM.b describe oneself and others. ML.C1.5.NM.b write about oneself.</p>	<p>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.c ask for basic information.</p>
<p>Learning Targets</p>	<p>Language Chunks & Vocabulary</p>
<p>1. I can identify someone based on their physical description. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● I am... ● I have... ● He/she is... ● He/she has... ● My ____ is/are... ● His/Her ____ is/are... ● Student-generated physical description adjectives
<p>2. I can describe someone based on their physical description. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● 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. <i>Interpretive</i>	<ul style="list-style-type: none"> ● Student-generated personality traits ● He/She is very... ● He/She is not very...
4. I can describe someone based on their personality or character traits. <i>Presentational</i>	<ul style="list-style-type: none"> ● Student-generated personality traits ● He/She is very... ● He/She is not very...
5. I can describe what I am like. <i>Presentational</i>	<i>Same as LT 1 and 2</i>



<p>6. I can identify someone when they are being compared to someone else. <i>Interpretive</i></p>	<ul style="list-style-type: none">● We are...● They are...●more/less...than...● as● both● like● I/he/she looks like (resembles/ is similar to)...
<p>7. I can compare people and explain how each is similar or different. <i>Presentational</i></p>	<ul style="list-style-type: none">● ...is similar because...● ...is different because...



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

**Level 1 Quarter 1 = Performance Indicator 3
Recommended Pacing: 3 weeks
Spanish 7A Semester 1 = Unit 1 Performance Indicator 3
Recommended Pacing: 5-6 weeks**

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.
<p>Performance Indicator 3</p> <p>I can ask and answer questions about what people do in their free time.</p> <p>Performance Target</p> <p>Level 1 Standard: Novice Mid Level 1 Honors: Novice High Spanish 7A: Novice Mid</p>	<p>Performance Indicator 3 Assessment</p> <p>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.</p> <p style="text-align: center;"><i>Interpersonal</i></p> <p><i>(Teacher plays the role of the neighbor during a live conversation to ensure negotiation of meaning with one student at a time.)</i></p>

Components of State Standards



<p align="center">Standard and Honors</p> <p>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.</p>	<p align="center">Standard (in addition to the first column)</p> <p>Novice Mid learners use memorized words and phrases to: ML.C1.1.NM.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).</p>	<p align="center">Honors (in addition to the first column)</p> <p>Novice High learners begin to use simple sentences to:</p> <p>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.</p>
<p align="center">Learning Targets</p>	<p align="center">Language Chunks & Vocabulary</p>	
<p>1. I can identify activities that people like to do. <i>Interpretive</i></p>	<ul style="list-style-type: none"> • I like to... • I really like to... • I don't like to... • I ___ (e.g. walk, play, watch) • Student-generated activities 	
<p>2. I can tell what activities I like to do. <i>Presentational</i></p>	<ul style="list-style-type: none"> • Same as above 	
<p>3. I can ask what activities others like to do. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> • Same as above 	



<p>4. I can identify how often someone does an activity. <i>Interpretive</i></p>	<ul style="list-style-type: none"> • 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...
<p>5. I can tell how often I do an activity. <i>Presentational</i></p>	<ul style="list-style-type: none"> • Same as above
<p>6. I can ask how often other people like to do activities in their free time. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> • Same as above
<p>7. I can identify the details in a written invitation. <i>Interpretive</i></p>	<ul style="list-style-type: none"> • Would you like to...? • Can you...? • Do you want to...? • With me • this weekend • tomorrow



<p>8. I can invite someone to do something. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> • Same as above
<p>9. I can identify the details in a reply to an invitation. <i>Interpretive</i></p>	<ul style="list-style-type: none"> • 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
<p>10. I can reply to an invitation. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> • Same as above



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

**Level 1 Quarter 2 = Performance Indicator 1
Recommended Pacing: 2-3 weeks
Spanish 7A Semester 1 = Unit 2 Performance Indicator 1
Recommended Pacing: 5-6 weeks**

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 Target

Level 1 Standard: Novice Mid
Level 1 Honors: Novice High
Spanish 7A: Novice Mid

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*
(Teacher plays the role of the neighbor during a live conversation to ensure negotiation of meaning with one student at a time.)

Components of State Standards

Standard
Novice Mid learners use memorized words and phrases to:

Honors
Novice High Learners begin to use simple



<p>ML.C1.1.NM.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.</p>	<p>sentences to: 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.</p>
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Learning Targets	Language Chunks and Vocabulary
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<p>1. I can identify the different members of a family. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● These are/This is ● Student-generated family members ● My family includes, My family consists of... , In my family we have... <ul style="list-style-type: none"> ● There are... ● His/Her name is... ● He/She is... ● My ___ is... ● They are my... ● age-related terms (e.g. younger, older, oldest) <ul style="list-style-type: none"> ● best friend ● favorite
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<p>2. I can identify who is important to someone and sort how they know them into social groups. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● The people most important to me are... ● Student generated groups(e.g. my church, my squad, my team) <ul style="list-style-type: none"> ● my, our...
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<p>3. I can describe who is important to me and how I know them. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● ... is my... ● Who lives with you? ● Who do you spend time with? ● Who is in your family?
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<p>4. I can identify details about people who are important to someone. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● 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? <ul style="list-style-type: none"> ● What is he/she like? <ul style="list-style-type: none"> ● He/she is... ● What does he/she do? Does not do? ● What does he/she like to do? And not like to do? <ul style="list-style-type: none"> ● He/She likes... ● He/She plays...
<p>5. I can tell something significant about the important people in my life and ask others about their important people. <i>Interpersonal</i></p>	<p>same as LT 4</p>
<p>Extra Materials--Some infographics that could be used to bring in culture</p>	



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

**Level 1 Quarter 2 = Performance Indicator 2
Recommended Pacing: 3 weeks
Spanish 7A Semester 1 = Unit 2 Performance Indicator 2
Recommended Pacing: 5-6 weeks**

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 Level 1 Standard: Novice Mid Level 1 Honors: Novice High Spanish 7A: Novice Mid	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. 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. <i>Presentational</i> <i>(Teacher keeps actual message from exchange student hidden until day of assessment.)(Teacher gives the student a season to direct their response.)</i>

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.

Learning Targets	Language Chunks & Vocabulary
1. I can identify celebrations and traditions from the target language culture. <i>Interpretive</i>	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. <i>Interpretive</i>	<ul style="list-style-type: none"> ● religious ● social ● family ● seasons ● cultural
3. I can identify details about a holiday or celebration. <i>Interpretive</i>	Resource generated but examples could be: <ul style="list-style-type: none"> ● We gather ● We eat ● We celebrate ● We cook/bake/prepare

	<ul style="list-style-type: none"> ● We decorate
<p>4. I can identify family activities around the world that someone talks or writes about. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● 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
<p>5. I can tell what I do, with whom, and where during our family's celebrations and ask others about theirs. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● 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 ____.
<p>6. I can compare my celebrations and traditions to those of people in the target culture. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● 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)
<p>7. I can express which celebrations and traditions are most important to me and why. <i>Presentational</i></p>	<ul style="list-style-type: none"> ● I prefer... ● Is it important? ● What is important? ● It is more/less important (than...) ● because... ● It is important to me because...
<p>8. I can ask others about their celebrations and traditions and answer questions about my own. <i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● 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

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

**Level 1 Quarter 3 = Performance Indicator 1
Recommended Pacing: 3 weeks
Spanish 8B Semester 1 = Unit 3 Performance Indicator 1
Recommended Pacing: 5-6 weeks**

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
Spanish 8B: Novice High

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
(Teacher plays the role of the prospective citizen during a live conversation to ensure negotiation of meaning.)

Components of State Standards

Standard

Novice High Learners begin to use simple sentences to:
 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.

Honors

Intermediate Low Learners create basic sentences to:
 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.

Learning Targets

1. I can identify sports that are popular in my community and the target language culture. *Interpretive*

Language Chunks & Vocabulary

Student & authentic resource generated sports

[Sample Vocabulary \(Slide Show\)](#)



<p>2. I can identify activities done during free time. <i>Interpretive</i></p>	<p>Student & authentic resource generated activities</p> <p>Sample Vocabulary (Slide Show)</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>Sample Vocabulary (Slide Show)</p>



<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> <ul style="list-style-type: none"> • Where do you like to ___? • With whom do you ___?
<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) <ul style="list-style-type: none"> • 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 ___? • How often do you ___?



<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) <ul style="list-style-type: none"> • Why do you enjoy ___?
<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 Schools
Chinese, French, Spanish Level 1
Unit 3 - Performance Indicator 2**

**Level 1 Quarter 3 = Performance Indicator 2
Recommended Pacing: 3 weeks
Spanish 8B Semester 1 = Unit 3 Performance Indicator 2
Recommended Pacing: 5-6 weeks**

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.

<p>Unit 3 Essential Question How do my choices shape who I am?</p>	<p>Overall Performance Objective I can explain what I do all day and why..</p>
<p>Performance Indicator 2 I can talk about how clothing reflects who people are and what they do.</p> <p>Performance Target</p> <p>Standard: Novice High Honors: Intermediate Low Spanish 8B: Novice High</p>	<p>Performance Indicator 2 Assessment</p> <p>Your neighbor's grandparent invites you to a cultural event where the target language is spoken. You are not sure what to wear. Out of respect for the culture, walk over to the grandparent's house to learn more about what you should wear. Be sure to ask and answer questions about what is most culturally appropriate to wear to this and other events. Compare how clothing differs from the target language country to your own for various events. Make a decision about what to wear at this event and see if the grandparent agrees. (Teacher will play the role of the grandparent. Teacher will randomly select the event from ones discussed in class. Examples: wedding, birthday party, festival, backyard BBQ, school event.)</p> <p><i>Interpersonal</i></p>



Components of State Standards

Standard	Honors
<p>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. 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.</p>	<p>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.C2.2.IR.a identify and investigate the function of products of the target culture.</p>

Learning Targets	Language Chunks & Vocabulary
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<p>1. I can identify articles of clothing. <i>Interpretive</i></p>	<ul style="list-style-type: none"> • Student and authentic resource generated clothing vocab <p align="center">Sample Vocabulary (Slide Show)</p>
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<p>2. I can identify details about clothing items. <i>Interpretive</i></p>	<ul style="list-style-type: none"> • I/He/She wears • Student-generated clothing details (e.g. colors, patterns, long sleeves, short sleeves, sleeveless, tight, loose, short, long, comfortable, athletic, fashionable, professional, casual...)
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3. I can categorize articles of clothing for a specific event in both cultures. <i>Interpretive</i>	<ul style="list-style-type: none">• appropriate, inappropriate
4. I can determine why an article of clothing is appropriate for an event or not. <i>Interpretive</i>	



<p>5. I can make suggestions about what to wear to an event in both cultures.<i>Interpersonal</i></p>	<ul style="list-style-type: none"> ● You should, I think you should ● You can/You could wear
<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



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

**Level 1 Quarter 3 = Performance Indicator 3
Recommended Pacing: 3 weeks
Spanish 8B Semester 1 = Unit 3 Performance Indicator 3
Recommended Pacing: 5-6 weeks**

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	Overall Performance Objective
How do my choices shape who I am?	I can explain what I do all day and why.
<p style="text-align: center;">Performance Indicator 3</p> <p>I can tell the responsibilities (chores/jobs) I had, have, and will have.</p> <p style="text-align: center;">Performance Targets</p> <p>Standard: Novice High Honors: Intermediate Low Spanish 8B: Novice High</p>	<p style="text-align: center;">Performance Indicator 3 Assessment</p> <p>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) and your responsibilities. Be sure to include any details and ask questions and remember your performance goal.</p> <p style="text-align: center;"><i>Presentational</i></p> <p style="text-align: center;"><i>(Optional Content:)</i> 6) what you would like to do (profession) in the future 7) how will this trip help you achieve your future goals/profession.</p>



Components of State Standards

Components of State Standards	
<p align="center">Standard</p> <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 align="center">Honors</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>
Learning Targets	Language Chunks & Vocabulary
<p>1. I can identify typical teenage responsibilities around the world. <i>Interpretive</i></p>	<ul style="list-style-type: none"> ● Student & resource generated responsibilities (e.g. to take care of..., do homework, go to work, go to school, feed, wash dishes/clothes, clean, am ... of, lead am in charge of..., help) ● I got to __ school. Where do you go to school? Which grade are you in? I'm in __ grade. What are your favorite classes and why? It's interesting, fun, the teacher is ____. My friends take __. Are you a good student? My grades are good/bad/average/.



2. I can compare my responsibilities to a classmate's responsibilities. *Interpersonal*

- 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)
 - Also
 - student & resource generated classes

3. I can determine if a person describes an activity they are currently doing or did in the past. *Interpretive*

- Language to talk about past and current accomplishments. Examples may include and can be as few as:
 - I am/was a member of...(clubs, team, etc.)
 - I go/went...
 - I do/did...
 - I have/taken, studied, worked, helped, received...



<p>4. I can explain what activities I do or did that set me apart and make me more qualified than my peers. <i>Presentation</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... <ul style="list-style-type: none"> ● Student-generated reasons someone is more qualified or deserving
<p>5. 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 <ul style="list-style-type: none"> ● I want to be ● I would like to be ● When I grow up/graduate/get older



6. I can explain what I want to be in the future and why.
Interpersonal

- 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
Chinese, French, Spanish Level 1
Unit 4 - Performance Indicator 1**

**Level 1 Quarter 4 = Performance Indicator 1
Recommended Pacing: 3 weeks
Spanish 8B Semester 1 = Unit 4 Performance Indicator 1
Recommended Pacing: 5-6 weeks**

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.

<p>Unit 4 Essential Question</p> <p>How am I a part of a community?</p>	<p>Overall Performance Objective</p> <p>I can explain how my actions impact a community.</p>
<p>Performance Indicator 1</p> <p>I can make recommendations for places to visit and things to do in a community.</p> <p>Performance Targets</p> <p>Standard: Novice High Honors: Intermediate Low Spanish 8B: Novice High</p>	<p>Performance Indicator 1 Assessment</p> <p>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. <i>(The teacher will be the curious tourist.)</i> <i>Interpersonal</i></p>

Components of State Standards

<p>Standard</p> <p>Novice High Learners begin to use simple sentences to:</p>	<p>Honors</p> <p>Intermediate Low Learners create basic sentences to:</p>
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<p>ML.C1.1.NH.c ask for and give simple directions. 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.C1.1.IL.b ask and answer questions about familiar factual information. 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>
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 ____?



7. I can justify why someone would want to go to a place or do an activity of interest in my community. *Presentational*

- you should _____ because _____
- you should _____ in order to _____
- I recommend you go (to) _____
- You can _____
- *Student-generated places and reasons*



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

**Level 1 Quarter 4 = Performance Indicator 2
Recommended Pacing: 3 weeks
Spanish 8B Semester 1 = Unit 4 Performance Indicator 2
Recommended Pacing: 5-6 weeks**

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.

<p>Unit 4 Essential Question</p> <p>How am I part of a community?</p>	<p>Overall Performance Objective</p> <p>I can explain how my actions impact the world.</p>
<p>Performance Indicator 2</p> <p>I can explain how being a good citizen can improve my community.</p> <p>Performance Targets</p> <p>Standard: Novice High Honors: Intermediate Low Spanish 8B: Novice High</p>	<p>Performance Indicator 2 Assessment</p> <p>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. <i>Presentational</i></p>

Components of State Standards

	Honors
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<p style="text-align: center;">Standard</p> <p>Novice High Learners begin to use simple sentences to: 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>		<p>Intermediate Low Learners create basic sentences to: 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>
<p style="text-align: center;">Learning Targets</p>	<p style="text-align: center;">Language Chunks & Vocabulary</p>	
<p>1. I can identify common problems in a community. <i>Interpretive</i></p>	<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 	
<p>2. I can categorize problems as social or environmental. <i>Interpretive</i></p>	<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)

