Williamson County Schools World Language  
2019-2020 Spanish 7A  
Semester 1

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<th>Spanish 7A Standard</th>
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**Course Performance Target**  
Novice Mid

**Course Performance Target**  
Novice High

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<tr>
<th>TN WORLD LANGUAGE STANDARDS</th>
<th>TN WORLD LANGUAGE STANDARDS</th>
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</table>

**CORNERSTONE: Communication (C1)**  
**Interpersonal Communication**  
Standard C1.1  
Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.  
Novice Mid Learners use memorized words and phrases to  
ML.C1.1NM.a greet and leave people in a polite way.  
ML.C1.1NM.b introduce oneself and others.  
ML.C1.1NM.c answer a variety of basic questions.  
ML.C1.1NM.d make some basic statements in a conversation.  
ML.C1.1NM.e ask some basic questions.  
ML.C1.1NM.f communicate basic information about oneself and familiar people.  
ML.C1.1NM.g communicate some basic information about everyday life.

**CORNERSTONE: Communication (C1)**  
**Interpersonal Communication**  
Standard C1.1 Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.  
Novice High Learners begin to use simple sentences to  
ML.C1.1.NH.a exchange some personal information.  
ML.C1.1.NH.b exchange information based on texts, graphs, or pictures.  
ML.C1.1.NH.c ask for and give simple directions.  
ML.C1.1.NH.d make plans with others.  
ML.C1.1.NH.e interact with others in everyday situations.

**CORNERSTONE: Communication (C1)**  
**Interpretive Communication — Listening**  
Standard C1.2 Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.  
Novice High Learners begin to recognize simple sentences to  
ML.C1.2.NH.a comprehend basic questions or statements on familiar topics.
**CORNERSTONE: Communication (C1)**

**Interpretive Communication — Listening**

**Standard C1.2** Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.

Novice Mid Learners recognize memorized words and phrases to
ML.C1.2.NM.a identify simple greetings and a few courtesy phrases (e.g.
greetings and basic commands/directions).
ML.C1.2.NM.b isolate words and phrases that they have learned for specific purposes.

**CORNERSTONE: Communication (C1)**

**Interpretive Communication — Reading**

**Standard C1.3** Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.

Novice Mid Learners recognize memorized words and phrases to
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.

**CORNERSTONE: Communication (C1)**

**Presentational — Speaking**

**Standard C1.4** Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

Novice Mid Learners use memorized words and phrases to
ML.C1.4.NM.a describe familiar items in one’s immediate environment.
ML.C1.4.NM.b describe oneself and others.
ML.C1.4.NM.c state likes and dislikes.
ML.C1.4.NM.d describe daily activities.
ML.C1.4.NM.e present simple information about familiar topics.

**CORNERSTONE: Communication (C1)**

**Presentational — Writing**

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

Novice Mid Learners use memorized words and phrases to
ML.C1.5.NM.a fill out a simple form with some basic personal information.
ML.C1.5.NM.b write about oneself.

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.C1.2.NH.d follow the narrative of a simple story being read aloud.

**CORNERSTONE: Communication (C1)**

**Interpretive Communication — Reading**

**Standard C1.3** Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.

Novice High Learners begin to recognize simple sentences to
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.

**CORNERSTONE: Communication (C1)**

**Presentational — Speaking**

**Standard C1.4** Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.

Novice High Learners begin to use simple sentences to
ML.C1.4.NH.a describe a familiar event, experience, or topic.
ML.C1.4.NH.b present basic information about a familiar person, place, or thing.
ML.C1.4.NH.c give basic instructions.

**CORNERSTONE: Communication (C1)**

**Presentational – Writing**

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

Novice High Learners begin to use simple sentences to
ML.C1.5.NH.a describe daily life in a letter, email, blog, or discussion board.
ML.C1.5.NH.b describe a familiar experience or event using practiced material.
ML.C1.5.NH.c ask for basic information.
ML.C1.5.NM.c make lists that aid in day-to-day life.
ML.C1.5.NH.c ask for basic information.

**CORNERSTONE: Culture (C2)**

**Relating Cultural Practices to Perspectives**

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

Novice Range Learners
ML.C2.1.NR.a use appropriate gestures and oral expressions in social interactions.
ML.C2.1.NR.b identify authentic or simulated age-appropriate cultural activities (e.g., games or birthday celebrations).
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.C2.1.NR.e identify characteristics of culturally specific events.
ML.C2.1.NR.f simulate age-appropriate practices from the target culture.
ML.C2.1.NR.g identify cultural practices from authentic materials (e.g., videos or news articles).

**CORNERSTONE: Culture (C2)**

**Relating Cultural Products to Perspectives**

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

Novice Range Learners
ML.C2.2.NR.a identify tangible and intangible products of the target culture and their purpose.
ML.C2.2.NR.b determine and discuss the perspective of artwork, crafts, or graphic representations common within the peer group of the target culture.
ML.C2.2.NR.c identify the author and country of origin of short poems, stories, and plays from the target culture.
ML.C2.2.NR.d provide simple reasons for the role and importance of products from the target culture.

**CORNERSTONE: Connections (C3)**

**Making Connections**

**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.
### CORNERSTONE: Connections (C3)

#### Making Connections

**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.

**Novice Range Learners**
- ML.C3.1.NR.a identify the target countries on a map.
- 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.C3.1.NR.c read or listen to stories from the target culture and compare them to familiar stories from the same genre (e.g., folklore, fables, myths, legends).
- ML.C3.1.NR.d use technology and resources introduced in other content areas to explore authentic resources in the target language.
- ML.C3.1.NR.e identify the various systems (i.e. measurement and time) used throughout the target countries and in one’s own in order to compare time, distance, and size.
- ML.C3.1.NR.f discuss currency exchange rates between the target countries and the United States in order to understand the price of goods and services.
- ML.C3.1.NR.g observe climate around the world, giving reasons for weather patterns based on location and time of year.
- ML.C3.1.NR.h compare typical food items from the target countries and one’s own.
- ML.C3.1.NR.i explore people from the past and present who have had an influence locally and/or globally.

#### CORNERSTONE: Connections (C3)

#### Acquiring Information and Diverse Perspectives

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

**Novice Range Learners**
- ML.C3.2.NR.a identify the content areas and expand on vocabulary for each.
- ML.C3.2.NR.b interpret information from infographics.
- ML.C3.2.NR.c use media from the target culture to increase knowledge of topics from other content areas.
- ML.C3.2.NR.d identify the main idea of current events reported in news from the target culture.
ML.C3.2.NR.d identify the main idea of current events reported in news from the target culture.

**CORNERSTONE: Comparisons (C4)**

**Language Comparisons**

**Standard C4.1** Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one’s own.

Novice Range Learners
ML.C4.1.NR.a recognize and use words that are similar in the target language and their one’s own language, and predict the reasons for borrowing such words.
ML.C4.1.NR.b identify idioms and their functions in one’s own language and target language.
ML.C4.1.NR.c compare formal and informal speech in one’s own and target language.
ML.C4.1.NR.d compare and contrast the sounds and writing systems of one’s own language with the target language.
ML.C4.1.NR.e identify features of language specific to the target language that may not exist in one’s own language (e.g., gender, tense, character components).
ML.C4.1.NR.f compare word order between one’s own and the target language.

**Cultural Comparisons**

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

Novice Range Learners
ML.C4.2.NR.a contrast tangible and intangible products of the target culture to one’s own.
ML.C4.2.NR.b compare simple patterns of behavior or interaction in various cultural settings (e.g., transportation to school, eating habits).
ML.C4.2.NR.c compare appropriate gestures to greet friends, family, or new acquaintances in one’s own and the target culture.
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.
CORNERSTONE: Communities (C5)
School and Global Communities

Standard C5.1 Use language to interact both within and beyond the classroom.
Novice Range Learners
ML.C5.1.NR.a identify places in the community where the target language is spoken.
ML.C5.1.NR.b research opportunities for participation in school, community, or language competitions.
ML.C5.1.NR.c access speakers of the language either in person or using technology.
ML.C5.1.NR.d explore professions that require proficiency in another language.

CORNERSTONE: Communities (C5)
Lifelong Learning

Standard C5.2 Use the target language for enrichment and advancement.
Novice Range Learners
ML.C5.2.NR.a interpret materials and/or media from the target language and culture.
ML.C5.2.NR.b exchange information about topics of personal interest
ML.C5.2.NR.c identify music or songs in the target language. In addition to the above, Novice Range Learners in high school
ML.C5.2.NR.d set learning goals for language acquisition.

CORNERSTONE: Communities (C5)
School and Global Communities
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<thead>
<tr>
<th>Learning Target 1</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can explain what proficiency and performance are and how they affect language learning.</td>
<td>Students decide whether the characteristics described measure performance or proficiency.</td>
<td>Proficiency, Performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target 2</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can explain the course performance targets for each semester and describe what those kind of performances look and sound like.</td>
<td>Students listen to/watch sample language in English to determine if the performance is Novice, Intermediate, or Advanced.</td>
<td>Advanced, Intermediate: Low, Mid, High, Novice: Low, Mid, High</td>
</tr>
</tbody>
</table>

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<tr>
<th>Learning Target 3</th>
<th>Check for Learning</th>
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<tbody>
<tr>
<td>I can explain the differences between performance assessments and other sorts of assessments.</td>
<td>Students categorize various assessments as performance-based or not performance-based.</td>
<td>Modes of Communication (Interpretive, Interpersonal, Presentational), Performance Task, Class grading scale</td>
</tr>
</tbody>
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<th>Learning Target 4</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
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<tbody>
<tr>
<td>I can set my own language goals for this semester.</td>
<td>Students write their language goals down and share with a classmate.</td>
<td>Path to Proficiency, Proficiency levels on the ACTFL Scale</td>
</tr>
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</table>

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<th>Learning Target 5</th>
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<th>Language Chunks &amp; Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>I can explain the community and global expectations for learning a language.</td>
<td>Students create a Venn diagram of language learning as it benefits themselves, their community, or both.</td>
<td>Reasons to learn another language</td>
</tr>
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<th>Learning Target 6</th>
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<th>Language Chunks &amp; Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>I can identify where in the world the target language is spoken.</td>
<td>Students list at least 5 countries and important cities where the target language is spoken.</td>
<td>Names of target language countries and important cities in the target language</td>
</tr>
</tbody>
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<tr>
<th>Learning Target 7</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify where in the U.S. the target language is spoken.</td>
<td>Using a map, students circle cities and communities where the target language is spoken.</td>
<td>Names of U.S. cities and communities in the target language</td>
</tr>
<tr>
<td>Unit 1 Essential Question and Theme</td>
<td>Overall Performance Objective</td>
<td>Unit Resources</td>
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<td>-------------------------------------</td>
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</tr>
<tr>
<td>How am I unique?</td>
<td>I can compare myself to my peers.</td>
<td>WCS Level 1 Google Site</td>
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### Performance Indicator 1
I can exchange introductory information with others.

#### Performance Goal

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<th>Performance Goal</th>
<th>Standard</th>
<th>Novice Mid</th>
<th>Honors</th>
<th>Novice High</th>
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<tbody>
<tr>
<td><strong>Interpersonal</strong></td>
<td></td>
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</tbody>
</table>

### Unit 1 Performance Assessment 1
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**

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</table>
| I can classify greetings as formal and informal. **Interpretive** | Students match greetings to a variety of people. | • Hello (various)  
• Goodbye (various)  
• Cultural gestures |

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</table>
| I can recognize if someone says hello and/or goodbye. **Interpretive** | Students listen to/read quick excerpts of encounters with people and tell which are greetings and which are farewells. | • Common greetings  
• Common goodbyes/farewells |

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<tr>
<td>I can greet and say goodbye to someone appropriately. <strong>Interpersonal</strong></td>
<td>Students are divided into formal and informal roles. Students greet and say farewell to each other based on the role of the person they are assigned.</td>
<td>• Same as above</td>
</tr>
</tbody>
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<th>Learning Target 4</th>
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</tr>
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</table>
| I can identify someone’s name. **Interpretive** | Students listen to a variety of people introduce themselves and write the names next to the appropriate picture. | • My name is...  
• His/Her name is... |
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</thead>
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| I can ask someone their name and respond when asked. *Interpersonal* | Students are randomly given a culturally appropriate name and go around the room asking each other their names and recording responses. | • What is your name?  
• My name is...  
• I am... |

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| I can identify someone’s age when they say it. *Interpretive* | Students listen/watch introductions of people and match age with person. | • I am ____ years old.  
• *Numbers for ages of students* |

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| I can ask someone their age and tell someone my age. *Interpersonal* | Students ask their classmates their age in order to fill out a classroom poll of the students' ages. | • How old are you?  
• I am ___ years old. |

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</table>
| I can locate the country of origin when someone says where they are from. *Interpretive* | Students will listen to various speakers and add names to a map according to the speaker's country of origin. | • I am *(nationality).*  
• I was born in... |

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</table>
| I can ask someone where they are from and answer where I am from. *Interpersonal* | Students poll the members of the class to find out where they are from and fill in a chart with responses. | • I am from...  
• I was born in...  
• Where are you from? |

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<th>Learning Target 10</th>
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| I can recognize someone's contact information. *Interpretive* | Students hear people give their contact information (phone number, e-mail address, social media usernames, etc.) and determine what type of contact it is. | • My phone number is...  
• My social media (e.g. Twitter Instagram handle) is...  
• My email address is... |

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</table>
| I can exchange contact information with someone. *Interpersonal* | Students create a contact in their phones (or a template) after asking a partner his or her contact information. | • What is the best way to get in touch with you?  
• You can call/contact/follow me at ___,"@", "#"
**Unit 1 Essential Question and Theme**  
How am I unique?

**Overall Performance Objective**  
I can compare myself to my peers.

**Unit Resources**  
WCS Level 1 Google Site

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<td>I can describe myself and others.</td>
<td>I can compare myself to my peers.</td>
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**Performance Goal**

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**Unit 1 Performance Assessment 2**  
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 Writing*

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**Learning Target 1**  
I can identify someone based on their physical description. *Interpretive*

**Check for Learning**

Students read/listen to descriptions of famous people and identify who they are based on their description.

**Language Chunks & Vocabulary**

- I am...
- I have...
- He/she is...
- He/she has...
- My _____ is/are...
- His/Her _____ is/are...
- Student-generated physical description adjectives

**Learning Target 2**  
I can describe what someone’s personality is like. *Presentational*

**Check for Learning**

Students write a list or short description of the characteristics they look for in a friend.

**Language Chunks & Vocabulary**

- Student-generated personality traits
- He/She is very...
- He/She is not very...

**Learning Target 3**  
I can say describe what I am like. *Presentational*

**Check for Learning**

Students fill out a fictitious, simple profile for a social media site.

**Language Chunks & Vocabulary**

- Same as above

**Learning Target 4**  
I can identify someone when they are being compared to someone else. *Interpretive*

**Check for Learning**

Students listen to a description and decide which two celebrities the description could fit.

**Language Chunks & Vocabulary**

- We are...
- They are...
- ....more/less...than...
- as
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| I can compare people and explain how each is similar or different. *Presentational* | Students create a Venn diagram comparing themselves to someone else (classmate, famous person, etc.). | • ...is similar because...  
• ...is different because... |

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<th>Performance Indicator 3</th>
<th>Performance Goal</th>
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<tr>
<td>I can ask and answer questions about what people do in their free time.</td>
<td>Standard</td>
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<td></td>
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<tr>
<td>Now that your ______-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. <em>Interpersonal</em></td>
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| I can identify activities that people like to do. *Interpretive* | After listening to/watching an authentic resource, students categorize activities in a certain way (according to season, location, group/individual, etc.) | • I like to...  
• I really like to...  
• I don’t like...  
• I ___ (e.g. walk, play, watch)  
• Student-generated activities |

<table>
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<tr>
<th>Learning Target 2</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can tell what activities I like to do. <em>Presentational</em></td>
<td>Students fill out a questionnaire/make a list of the activities they like to do in order to match them to a classmate with shared interests.</td>
<td>• Same as above</td>
</tr>
<tr>
<td>Learning Target 3</td>
<td>Check for Learning</td>
<td>Language Chunks &amp; Vocabulary</td>
</tr>
<tr>
<td>-------------------</td>
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<td>------------------------------</td>
</tr>
<tr>
<td>I can ask what activities others like to do. <em>Interpersonal</em></td>
<td>Students create and administer a survey about what their peers like to do.</td>
<td><em>Same as above</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target 4</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
</tr>
</thead>
</table>
| I can identify how often someone does an activity. *Interpretive* | Students listen to people describing their schedules to note the frequency of the activity beside pictures of activities. | *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...* |

<table>
<thead>
<tr>
<th>Learning Target 5</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can tell how often I do an activity. <em>Presentational</em></td>
<td>Students create a fake dating profile describing activities they like to do and how often they do them.</td>
<td><em>Same as above</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target 6</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can ask what other people like to do in their free time. <em>Interpersonal</em></td>
<td>Students do “speed-friending” to ask and answer questions about what they like to do in their free time. Afterwards, they write a few sentences to describe with whom they most want to be friends and why.</td>
<td><em>Same as above</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target 7</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
</tr>
</thead>
</table>
| I can identify the details in a written invitation. *Interpretive* | Students read an invitation, and identify what and when (date & time) the activity is taking place. | *Would you like to...?*  
*Can you...?*  
*Do you want to...?*  
*With me* |
<table>
<thead>
<tr>
<th>Learning Target 8</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can invite someone to do something. <em>Interpersonal</em></td>
<td>Students leave/send a message asking their neighbor to do something with them.</td>
<td>• <em>Same as above</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target 9</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
</tr>
</thead>
</table>
| I can reply to an invitation. *Interpersonal* | Students read several invitations respond by accepting or rejecting the invitations. | • 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* |
<table>
<thead>
<tr>
<th>TN WORLD LANGUAGE STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORNERSTONE: Communication (C1)</strong></td>
</tr>
<tr>
<td><strong>Interpersonal Communication</strong></td>
</tr>
<tr>
<td>Standard C1.1</td>
</tr>
<tr>
<td>Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</td>
</tr>
<tr>
<td>Novice Mid Learners use memorized words and phrases to</td>
</tr>
<tr>
<td>ML.C1.1NM.a greet and leave people in a polite way.</td>
</tr>
<tr>
<td>ML.C1.1NM.b introduce oneself and others.</td>
</tr>
<tr>
<td>ML.C1.1NM.c answer a variety of basic questions.</td>
</tr>
<tr>
<td>ML.C1.1NM.d make some basic statements in a conversation.</td>
</tr>
<tr>
<td>ML.C1.1NM.e ask some basic questions.</td>
</tr>
<tr>
<td>ML.C1.1NM.f communicate basic information about oneself and familiar people.</td>
</tr>
<tr>
<td>ML.C1.1NM.g communicate some basic information about everyday life.</td>
</tr>
</tbody>
</table>

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<td><strong>Interpersonal Communication</strong></td>
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<tr>
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</tr>
<tr>
<td>Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</td>
</tr>
<tr>
<td>Novice High Learners begin to use simple sentences to</td>
</tr>
<tr>
<td>ML.C1.1.NH.a exchange some personal information.</td>
</tr>
<tr>
<td>ML.C1.1.NH.b exchange information based on texts, graphs, or pictures.</td>
</tr>
<tr>
<td>ML.C1.1.NH.c ask for and give simple directions.</td>
</tr>
<tr>
<td>ML.C1.1.NH.d make plans with others.</td>
</tr>
<tr>
<td>ML.C1.1.NH.e interact with others in everyday situations.</td>
</tr>
</tbody>
</table>

| CORNERSTONE: Communication (C1)                                                           |
| **Interpretive Communication — Listening**                                               |
| Standard C1.2                                                                             |
| Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.  |
| Novice High Learners begin to recognize simple sentences to                              |
| ML.C1.2.NH.a comprehend basic questions or statements on familiar topics.                |
CORNERSTONE: Communication (C1)
Interpretive Communication — Listening
Standard C1.2 Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.
Novice Mid Learners recognize memorized words and phrases to
ML.C1.2.NM.a identify simple greetings and a few courtesy phrases (e.g. greetings and basic commands/directions).
ML.C1.2.NM.b isolate words and phrases that they have learned for specific purposes.

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.C1.2.NH.d follow the narrative of a simple story being read aloud.

CORNERSTONE: Communication (C1)
Interpretive Communication — Reading
Standard C1.3 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
Novice Mid Learners recognize memorized words and phrases to
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.C1.3.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.

CORNERSTONE: Communication (C1)
Presentational — Speaking
Standard C1.4 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
Novice Mid Learners use memorized words and phrases to
ML.C1.4.NM.a describe familiar items in one’s immediate environment.
ML.C1.4.NM.b describe oneself and others.
ML.C1.4.NM.c state likes and dislikes.
ML.C1.4.NM.d describe daily activities.
ML.C1.4.NM.e present simple information about familiar topics.

ML.C1.4.NH.a describe a familiar event, experience, or topic.
ML.C1.4.NH.b present basic information about a familiar person, place, or thing.
ML.C1.4.NH.c give basic instructions.

CORNERSTONE: Communication (C1)
Presentational — Writing
Standard C1.5 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
Novice Mid Learners use memorized words and phrases to
ML.C1.5.NM.a fill out a simple form with some basic personal information.
ML.C1.5.NM.b write about oneself.

ML.C1.5.NH.a describe daily life in a letter, email, blog, or discussion board.
ML.C1.5.NH.b describe a familiar experience or event using practiced material.
ML.C1.5.NH.c ask for basic information.
ML.C1.5.NM.c make lists that aid in day-to-day life.
ML.C1.5.NH.c ask for basic information.

**CORNERSTONE: Culture (C2)**
**Relating Cultural Practices to Perspectives**
**Standard C2.1** Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
Novice Range Learners
ML.C2.1.NR.a use appropriate gestures and oral expressions in social interactions.
ML.C2.1.NR.b identify authentic or simulated age-appropriate cultural activities (e.g., games or birthday celebrations).
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.C2.1.NR.e identify characteristics of culturally specific events.
ML.C2.1.NR.f simulate age-appropriate practices from the target culture.
ML.C2.1.NR.g identify cultural practices from authentic materials (e.g., videos or news articles).

**CORNERSTONE: Culture (C2)**
**Relating Cultural Products to Perspectives**
**Standard C2.2** Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied.
Novice Range Learners
ML.C2.2.NR.a identify tangible and intangible products of the target culture and their purpose.
ML.C2.2.NR.b determine and discuss the perspective of artwork, crafts, or graphic representations common within the peer group of the target culture.
ML.C2.2.NR.c identify the author and country of origin of short poems, stories, and plays from the target culture.
ML.C2.2.NR.d provide simple reasons for the role and importance of products from the target culture.

**CORNERSTONE: Connections (C3)**
**Making Connections**
**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.
### CORNERSTONE: Connections (C3)
#### Making Connections
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.

**Novice Range Learners**

ML.C3.1.NR.a identify the target countries on a map.
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.C3.1.NR.c read or listen to stories from the target culture and compare them to familiar stories from the same genre (e.g., folklore, fables, myths, legends).
ML.C3.1.NR.d use technology and resources introduced in other content areas to explore authentic resources in the target language.
ML.C3.1.NR.e identify the various systems (i.e. measurement and time) used throughout the target countries and in one’s own in order to compare time, distance, and size.
ML.C3.1.NR.f discuss currency exchange rates between the target countries and the United States in order to understand the price of goods and services.
ML.C3.1.NR.g observe climate around the world, giving reasons for weather patterns based on location and time of year.
ML.C3.1.NR.h compare typical food items from the target countries and one’s own.
ML.C3.1.NR.i explore people from the past and present who have had an influence locally and/or globally.

### CORNERSTONE: Connections (C3)
#### Acquiring Information and Diverse Perspectives
Standard C3.2 Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

**Novice Range Learners**

ML.C3.2.NR.a identify the content areas and expand on vocabulary for each.
ML.C3.2.NR.b interpret information from infographics.
ML.C3.2.NR.c use media from the target culture to increase knowledge of topics from other content areas.
ML.C3.2.NR.d identify the main idea of current events reported in news from the target culture.
ML.C3.2.NR.d identify the main idea of current events reported in news from the target culture.

**CORNERSTONE: Comparisons (C4)**
**Language Comparisons**
**Standard C4.1 Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one’s own.**
Novice Range Learners
ML.C4.1.NR.a recognize and use words that are similar in the target language and their one’s own language, and predict the reasons for borrowing such words.
ML.C4.1.NR.b identify idioms and their functions in one’s own language and target language.
ML.C4.1.NR.c compare formal and informal speech in one’s own and target language.
ML.C4.1.NR.d compare and contrast the sounds and writing systems of one’s own language with the target language.
ML.C4.1.NR.e identify features of language specific to the target language that may not exist in one’s own language (e.g., gender, tense, character components).
ML.C4.1.NR.f compare word order between one’s own and the target language.

**CORNERSTONE: Comparisons (C4)**
**Cultural Comparisons**
**Standard C4.2 Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one’s own.**
Novice Range Learners
ML.C4.2.NR.a contrast tangible and intangible products of the target culture to one’s own.
ML.C4.2.NR.b compare simple patterns of behavior or interaction in various cultural settings (e.g., transportation to school, eating habits).
ML.C4.2.NR.c compare appropriate gestures to greet friends, family, or new acquaintances in one’s own and the target culture.
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.
<table>
<thead>
<tr>
<th>CORNERSTONE: Communities (C5)</th>
<th>CORNERSTONE: Communities (C5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School and Global Communities</td>
<td>School and Global Communities</td>
</tr>
<tr>
<td>Standard C5.1 Use language to interact both within and beyond the classroom.</td>
<td>Standard C5.1 Use language to interact both within and beyond the classroom.</td>
</tr>
<tr>
<td>Novice Range Learners</td>
<td>Novice Range Learners</td>
</tr>
<tr>
<td>ML.C5.1.NR.a identify places in the community where the target language is spoken.</td>
<td>ML.C5.1.NR.a identify places in the community where the target language is spoken.</td>
</tr>
<tr>
<td>ML.C5.1.NR.b research opportunities for participation in school, community, or language competitions.</td>
<td>ML.C5.1.NR.b research opportunities for participation in school, community, or language competitions.</td>
</tr>
<tr>
<td>ML.C5.1.NR.c access speakers of the language either in person or using technology.</td>
<td>ML.C5.1.NR.c access speakers of the language either in person or using technology.</td>
</tr>
<tr>
<td>ML.C5.1.NR.d explore professions that require proficiency in another language.</td>
<td>ML.C5.1.NR.d explore professions that require proficiency in another language.</td>
</tr>
<tr>
<td>CORNERSTONE: Communities (C5)</td>
<td>CORNERSTONE: Communities (C5)</td>
</tr>
<tr>
<td>Lifelong Learning</td>
<td>Lifelong Learning</td>
</tr>
<tr>
<td>Standard C5.2 Use the target language for enrichment and advancement.</td>
<td>Standard C5.2 Use the target language for enrichment and advancement.</td>
</tr>
<tr>
<td>Novice Range Learners</td>
<td>Novice Range Learners</td>
</tr>
<tr>
<td>ML.C5.2.NR.a interpret materials and/or media from the target language and culture.</td>
<td>ML.C5.2.NR.a interpret materials and/or media from the target language and culture.</td>
</tr>
<tr>
<td>ML.C5.2.NR.b exchange information about topics of personal interest</td>
<td>ML.C5.2.NR.b exchange information about topics of personal interest</td>
</tr>
<tr>
<td>ML.C5.2.NR.c identify music or songs in the target language. In addition to the above, Novice Range Learners in high school</td>
<td>ML.C5.2.NR.c identify music or songs in the target language. In addition to the above, Novice Range Learners in high school</td>
</tr>
<tr>
<td>ML.C5.2.NR.d set learning goals for language acquisition.</td>
<td>ML.C5.2.NR.d set learning goals for language acquisition.</td>
</tr>
</tbody>
</table>
## Unit 2 Essential Question and Theme
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.

## Unit Resources
WCS Level 1 Google Site

### Performance Indicator 1
I can express what a family is and who I consider to be a part of mine.

<table>
<thead>
<tr>
<th>Performance Goal</th>
<th>Standard</th>
<th>Novice Mid</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Novice Mid</td>
<td>Novice High</td>
</tr>
</tbody>
</table>

### Unit 2 Performance Assessment 1
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*

### Learning Target 1
I can identify the different members of a family. *Interpretive*

<table>
<thead>
<tr>
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<th>Language Chunks &amp; Vocabulary</th>
</tr>
</thead>
</table>
| Students match or sort family members according to the descriptions. | • 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...They are my... |

### Learning Target 2
I can identify the people most important to me and how I know them. *Interpretive*

<table>
<thead>
<tr>
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<th>Language Chunks &amp; Vocabulary</th>
</tr>
</thead>
</table>
| Students categorize important people in their lives into the ‘family’ group to which they belong. | • The people most important to me are...  
• Student-generated groups (e.g. my church, my squad, my team)  
• Who lives with you?  
• Who do you spend time with?  
• Who is in your family?  
• my, our... |
<table>
<thead>
<tr>
<th>Learning Target 3</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
</tr>
</thead>
</table>
| I can explain how someone is important to me. *Presentational* | Students name 2 important people in their lives and write a description of how each person is important. | • ... is my...  
• Age-related terms (e.g. younger, older, oldest)  
• Best friend  
• favorite |

<table>
<thead>
<tr>
<th>Learning Target 4</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
</tr>
</thead>
</table>
| I can tell something significant about the important people in my life and ask others about their important people. *Interpersonal* | Students ask and answer questions about the most important person in each other's lives. Students will give important details and may use a photo during the discussion. | • He/she works at  
• What does he/she do? Does not do?  
• He/she likes  
• What does he/she like to do? And not like to do?  
• He/she plays |

## Unit 2 Essential Question and Theme
**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.

**Unit Resources**
WCS Level 1 Google Site

### Performance Indicator 2
I can explain my family traditions and compare them to traditions of others.

<table>
<thead>
<tr>
<th>Performance Goal</th>
<th>Standard</th>
<th>Novice Mid</th>
<th>Honors</th>
<th>Novice High</th>
</tr>
</thead>
</table>

### Performance Goal

**Unit 2 Performance Assessment 2**
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 Writing*

<table>
<thead>
<tr>
<th>Learning Target 1</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify celebrations and traditions from the target language culture. <em>Interpretive</em></td>
<td>Students draw a picture (or pictures) that represents a celebration or tradition</td>
<td>• Target-culture celebrations, holidays, and traditions (e.g. birthdays, cultural</td>
</tr>
<tr>
<td>Learning Target</td>
<td>Check for Learning</td>
<td>Language Chunks &amp; Vocabulary</td>
</tr>
<tr>
<td>-----------------</td>
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<td>------------------------------</td>
</tr>
<tr>
<td><strong>Learning Target 2</strong></td>
<td>I can sort celebrations and traditions from the target culture into seasons. <em>Interpretive</em></td>
<td>Students sort target-culture celebrations and traditions into the appropriate season.</td>
</tr>
<tr>
<td><strong>Learning Target 3</strong></td>
<td>I can classify celebrations or traditions as religious, social, or family. <em>Interpretive</em></td>
<td>Students categorize traditions or activities into a chart. <em>Some events may overlap.</em></td>
</tr>
<tr>
<td><strong>Learning Target 4</strong></td>
<td>I can identify family activities that someone talks or writes about. <em>Interpretive</em></td>
<td>Students listen to or read about how families spend time together and match an image with the activity mentioned.</td>
</tr>
<tr>
<td><strong>Learning Target 5</strong></td>
<td>I can tell what I do, with whom, and where during our family’s celebrations and ask others about theirs. <em>Interpersonal</em></td>
<td>Students write simple descriptions of one of their family’s traditions or create a picture to represent the tradition. Students ask their partner about his or her family’s traditions and celebrations.</td>
</tr>
<tr>
<td>Learning Target 6</td>
<td>Check for Learning</td>
<td>Language Chunks &amp; Vocabulary</td>
</tr>
<tr>
<td>-------------------</td>
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</tbody>
</table>
| I can compare my celebrations and traditions to those of people in the target culture. *Interpretive* | Students listen to/read about the traditions of another and create a Venn diagram listing the similarities and differences between the traditions that they heard/read about and their own. | • 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) |

<table>
<thead>
<tr>
<th>Learning Target 7</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
</tr>
</thead>
</table>
| I can ask others about their celebrations and traditions and answer questions about my own. *Interpersonal* | Students interview a classmate about their family’s traditions and record their responses. Students switch roles and repeat. | • 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 |

<table>
<thead>
<tr>
<th>Learning Target 8</th>
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<th>Language Chunks &amp; Vocabulary</th>
</tr>
</thead>
</table>
| I can express which celebrations and traditions are most important to me and why. *Interpersonal* | Students create a list of their most important family traditions and then ask a partner questions about his/her list. Students then work together to create a final common ranking of both students' traditions from least to most important in their lives. Be sure to give reasons why a tradition is important to you. | • I prefer...  
• Is it important?  
• What is important?  
• It is more/less important (than...) because...  
• It is important to me because... |
**Healthy Living Unit Essential Question and Theme**  
How can I live a healthy lifestyle?

**Overall Performance Objective**  
I can describe how to be healthy.

<table>
<thead>
<tr>
<th>Performance Indicator 1</th>
<th>Unit Performance Assessment 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can choose foods that make me healthy.</td>
<td>There is a delegation of educators from Bogotá, Colombia who are coming to Williamson County Schools to learn about our schools. They are coming to your school to discuss your school’s healthy lunch menu and how they might adapt the menu for Colombia. The cafeteria staff has asked for your help to speak with the delegation and for you to also to provide a student’s perspective about healthy lunches. Your job is to convince the delegation from Colombia to keep or remove foods from your school’s menu and make recommendations for other foods to add. Discuss which foods you would keep, drop or add. Be sure to support your recommendations with facts about healthy and unhealthy foods.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target 1</th>
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<th>Language Chunk(s)</th>
</tr>
</thead>
</table>
| I can categorize healthy foods into groups. *Interpretive* | Students keep track of the food they eat for a week. Students use the data to categorize the food from the week into food groups. | • Student-generated healthy foods & beverages  
• Food Categories-(e.g. Vegetables, Meats, Dairy, etc.)  
• Student-generated reasons something is healthy (e.g. It has little or few fat/salt/sugar/calories) |

<table>
<thead>
<tr>
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| I can decide which foods are healthy or unhealthy and why. *Interpretive* | Students will listen to native speakers talk about what they eat. Students will decide whether a speaker’s food choices are healthy or unhealthy. | • Student-generated unhealthy foods & beverages  
• it is/they are healthy because...  
• it is/they are unhealthy because... |
### Learning Target 3

**Check for Learning**

Students will rank several restaurant menus from healthy to unhealthy.

**Language Chunk(s)**

- This menu has...
- This menu does not have...
- healthy choices
- unhealthy choices

**I can determine whether or not a menu has healthy choices and why. Interpretive**

### Learning Target 4

**Check for Learning**

Students will review the list of weekly foods that a classmate documented previously in order to make 3 recommendations about which foods one should add or remove from his or her life.

**Language Chunk(s)**

- You should (e.g. remove/add/eat)...because...
- It is delicious/horrible.
- ...because it has...
- You should always/never...
- I recommend...

**I can recommend changes that a classmate can make to his or her lunch foods in order to eat healthier. Interpersonal**

### Healthy Living Unit Essential Question and Theme

**How can I live a healthy lifestyle?**

**Overall Performance Objective**

I can describe how to be healthy.

### Unit Performance Assessment 2

**Performance Indicator 2**

I can describe my healthy lifestyle choices to a friend.

**A local ______-speaking radio station has contacted local schools looking for students to help with their charity event that promotes healthy living among ______ speakers. Your ______ teacher will recommend three students to help with the charity event. You will document your lifestyle for a week, paying particular attention to habits that are important to your health, such as free-time activities and diet. Convince your teacher as to whether you are or are not a good candidate to help the local radio station during their healthy living event. Be sure to provide as many details as you can about how you lead a healthy lifestyle or not.**
<table>
<thead>
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</table>
| I can classify an activity as healthy or unhealthy. *Interpretive* | Students will listen to someone talk about healthy or unhealthy activities. Students draw the activities they hear and label each as healthy or unhealthy. | • ... is a healthy activity.  
• ... is an unhealthy activity.  
• Student-generated healthy activities (e.g. various sports and exercises)  
• Student-generated unhealthy activities (e.g. smoking, alcohol) |

<table>
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| I can identify habits that help me or keep me from leading a healthy lifestyle. *Interpersonal* | With a partner, students draw out a picture from a pile and tell their partner what the picture is and whether it is a healthy or unhealthy habit. | • ... is a healthy habit.  
• ... is an unhealthy habit.  
• Student-generated healthy and unhealthy habits (e.g. sleeping 8 hours, turning my phone off, overeating) |

<table>
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| I can determine the healthy or unhealthy consequences of an activity or habit. *Interpretive* | Students view a variety of photos of healthy and unhealthy activities and habits and match the photo with a description of a healthy or unhealthy consequence. | • ... makes me feel...  
• ... is (un)healthy because...  
• ... helps me to...  
• ...causes me to...  
• Student-generated consequences to an activity or habit (e.g. stay in shape, gain weight, reduce stress, lose sleep) |

<table>
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<tr>
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| I can explain why I lead a healthy lifestyle or not. *Interpersonal* | The class will create a bracket in order to compete for the title “Healthiest Student” in the class. Students pair up and convince one another that he or she is healthier and explain why. Unhealthy students are eliminated until the “Healthiest Student” is left standing. | • I am healthy because...  
• I am healthier because I...  
• I am unhealthy because... |