## Williamson County Schools World Language
### 2019-2020 Spanish 8B
#### Semester 1

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### TN WORLD LANGUAGE STANDARDS

#### 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.

- Intermediate Low Learners create basic sentences to:
  - ML.C1.1.IL.a have a conversation on a number of everyday topics.
  - ML.C1.1.IL.b ask and answer questions about familiar factual information.
  - ML.C1.1.IL.c meet basic needs in familiar situations.
  - ML.C1.1.IL.d begin to indicate various time frames.

**Interpretive Communication — Listening**

- CORNERSTONE: Communication (C1)
  - Standard C1.2 Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.
**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.
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.

Intermediate Low Learners recognize basic sentences to
ML.C1.2.IL.a determine the main idea of texts and interactions related to everyday life.
ML.C1.2.IL.b follow questions and simple statements on familiar topics when participating in a conversation.

**CORNERSTONE: Communication (C1)**
**Interpretive Communication — Reading**
**Standard C1.3** Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
Intermediate Low Learners recognize basic sentences to
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).

**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.
Intermediate Low Learners create basic sentences to
ML.C1.4.IL.a describe people, activities, events, and experiences.
ML.C1.4.IL.b express needs, wants, and preferences on topics of interest.
ML.C1.4.IL.c interpret and discuss instructions, directions, and maps.
ML.C1.4.IL.d present songs, short skits, or dramatic readings.
ML.C1.4.IL.e use practiced or memorized expressions to begin to indicate various time frames.

**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.
Intermediate Low Learners create basic sentences to
ML.C1.5.IL.a describe people, activities, events, and experiences.
ML.C1.5.IL.b prepare materials for a presentation.
ML.C1.5.IL.c give basic instructions on how to make or do something.
ML.C1.5.IL.d write about topics of student interest.
ML.C1.5.IL.e ask questions to obtain 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).

**Intermediate Range Learners**
- ML.C2.1.IR.a examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture.
- ML.C2.1.IR.b identify and begin to use both formal and informal methods to interact with peers and adults.
- ML.C2.1.IR.c observe or identify a variety of authentic or simulated age-appropriate cultural activities (e.g., games, sports, or entertainment).
- ML.C2.1.IR.d investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
- ML.C2.1.IR.e identify and analyze cultural practices using authentic materials.
- ML.C2.1.IR.f simulate culturally appropriate community interactions.
- ML.C2.1.IR.g interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior.
- ML.C2.1.IR.h begin to adjust language and message to acknowledge audiences with different cultural backgrounds.

**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.

**Intermediate Range Learners**
- ML.C2.2.IR.a identify and investigate the function of products of the target culture.
- ML.C2.2.IR.b explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today.
- ML.C2.2.IR.c identify and analyze cultural products found in literature, news stories, and films from the target culture.
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.

Intermediate Range Learners
ML.C3.1.IR.a identify and locate the target countries and their geographic features on a map.
ML.C3.1.IR.b relate topics from other content areas to the target culture.
ML.C3.1.IR.c explain and sequence the significant events that shaped the identity of the target countries.
ML.C3.1.IR.d contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one’s own.
ML.C3.1.IR.e compare attitudes and reactions regarding current events of global importance.
ML.C3.1.IR.f compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities).
ML.C3.1.IR.g compare the perspective of local advertisements with advertisements of the target culture.

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.

Intermediate Range Learners
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.c explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture.
ML.C3.2.IR.d compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities).
ML.C3.2.IR.e compare the perspective of local advertisements with advertisements of 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.

Intermediate Range Learners
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.

ML.C4.1.IR.a identify expressions that communicate respect and status in one’s own and the target language.
ML.C4.1.IR.b determine words in one’s own and target language that have no direct translation.
ML.C4.1.IR.c recognize on how different time frames are expressed in the target language and one’s own.
ML.C4.1.IR.d predict language origins based on awareness of cognates and linguistic similarities.
ML.C4.1.IR.e investigate cognates that can have the same or different meanings among languages and speculate about the evolution of language over time.

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.
Intermediate Range Learners
ML.C4.2.IR.a discuss products’ origins and importance by comparing products in the one’s own and the target culture.
ML.C4.2.IR.b explore the origins and importance of cultural practices (e.g., holidays, celebrations, work habits) by comparing practices in one’s own and the target culture.
ML.C4.2.IR.c compare and contrast the role and importance of family in one’s own and the target culture.
ML.C4.2.IR.d juxtapose school schedules, course offerings, and attitudes toward school in one’s own and the target culture.
ML.C4.2.IR.e compare and contrast career choices and preparation in one’s own and the target culture.
ML.C4.2.IR.f explore entertainment and leisure options in one’s own and the target culture.

CORNERSTONE: Communities (C5)
School and Global Communities
Standard C5.1 Use language to interact both within and beyond the classroom.
Intermediate Range Learners
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.

Intermediate Range Learners
ML.C5.1.IR.a interact with members of the local community or with contacts made electronically to hear how they use the language (e.g., law enforcement, interpreters, heritage speakers).
ML.C5.1.IR.b research the use of the target language in various fields of work in today’s world.
ML.C5.1.IR.c explore real-world opportunities to connect with the target language community.

CORNERSTONE: Communities (C5)
Lifelong Learning
Standard C5.2 Use the target language for enrichment and advancement.
Intermediate Range Learners
ML.C5.2.IR.a consult various sources in the target language to obtain information on topics of personal interest.
ML.C5.2.IR.b reflect and collect evidence on language acquisition goals to plan one’s next steps in the language learning process.
### Unit 3 Essential Question and Theme
How do my choices shape who I am?

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

### Unit Resources
WCS Level 1 Google Site

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<th>Performance Indicator 1</th>
<th>I can explain what I choose to do when I have free time.</th>
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<td><strong>Performance Goal</strong></td>
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### Unit 3 Performance Assessment 1
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 (target language)-speaker. In your first meeting you realize that they are very nervous, so to begin your session you start with some small talk in the target language. Greet your partner and ask and answer questions about what you are like, what you do, where, why, when, and with whom. *Interpersonal*

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<th>Learning Target 1</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
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<tbody>
<tr>
<td>I can identify sports that are popular in my community and the target language culture. <em>Interpretive</em></td>
<td>Students categorize sports that are popular in their own community and those that are popular in the (target language) culture.</td>
<td>• Student-generated sports</td>
</tr>
</tbody>
</table>

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<th>Learning Target 2</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
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<tr>
<td>I can identify activities done during free time. <em>Interpretive</em></td>
<td>Students categorize free time activities as school related or non-school related.</td>
<td>• Student-generated activities</td>
</tr>
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<th>Learning Target 3</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
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<tbody>
<tr>
<td>I can compare my preferences regarding sports and activities to those of the class. <em>Interpersonal</em></td>
<td>Students fill out a survey that ranks their preferred activities from most to least enjoyed. Students compile the data to talk about what they like compared to the rest of the class.</td>
<td>• I like __, but on average the class likes/prefers ___ more/less • The class agrees/disagrees with me</td>
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<th>Learning Target 4</th>
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<th>Language Chunks &amp; Vocabulary</th>
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<tr>
<td>I can identify places where activities and/or sports take place. <em>Interpretive</em></td>
<td>After listening or reading, students match the place to the activities or sports being described.</td>
<td>• Student-generated sports &amp; extracurricular activities locations • _____ is at/in/on _____ • One does ___ in/at/on the _____</td>
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<td>Learning Target 5</td>
<td>Check for Learning</td>
<td>Language Chunks &amp; Vocabulary</td>
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</tbody>
</table>
| I can identify when someone does a sport or activity. *Interpretive* | Students record on a weekly schedule when someone does their favorite activities. | • In the (seasons)  
• On (days of the week)  
• At (time)  
• In the morning, afternoon, at night  
• Other frequency phrases |

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<tr>
<td>I can give information about where and with whom I do activities and sports. <em>Interpersonal</em></td>
<td>Using their personal devices, students show pictures of their favorite sports and activities in order to tell where and with whom they do those activities.</td>
<td>• I ___ at (location) with (who)</td>
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<th>Learning Target 7</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
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</table>
| I can compare when I do my activities and sports to a classmate. *Interpersonal* | Using their previously recorded weekly schedule, students compare their weekly schedule to a partner’s in order to determine when they have free time in common. | • I __ on ___ at (time)  
• No, I am busy.  
• Yes, I have free time then.  
• What do you like to do in your free time?  
• When do you ___?  
• Where do you like to ___?  
• How often do you ___?  
• With whom do you ___?  
• Why do you enjoy ___? |

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<th>Learning Target 8</th>
<th>Check for Learning</th>
<th>Language Chunks &amp; Vocabulary</th>
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</table>
| I can identify why someone enjoys a sport or activity. *Interpretive* | After listening or reading, students categorize sports and activities according to social reasons for doing the activity (e.g. exercise, relaxation, and academics, or other student-generated categories). | • 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) |
### Learning Target 9

**I can explain why I like and dislike certain sports and activities. Interpersonal**

**Check for Learning**

Students write a note to a classmate explaining why they like or dislike an activity and why. The next student must respond as to whether or not they agree and why.

**Language Chunks & Vocabulary**

- 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.)

### Unit 3 Essential Question and Theme

**How do my choices shape who I am?**

**Overall Performance Objective**

I can explain what I do all day and why.

**Unit Resources**

WCS Level 1 Google Site

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### Performance Indicator 2

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

#### Performance Goal

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### Unit 3 Performance Assessment 2

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

**Interpersonal**

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### Learning Target 1

**I can categorize articles of clothing for a specific event. Interpretive**

**Check for Learning**

Students match descriptions of outfits to the appropriate event.

**Language Chunks & Vocabulary**

- Student-generated clothing vocab
- Student-generated events (e.g. Prom, a job interview, school)
- I/He/she wears...

### Learning Target 2

**I can identify details about clothing items. Interpretive**

**Check for Learning**

Students draw clothing items based on a detailed description they hear or read.

**Language Chunks & Vocabulary**

- Student-generated clothing details (e.g. colors, patterns, long sleeves, short sleeves, sleeveless, tight, loose, short, long, comfortable, athletic, fashionable, professional, casual)
I can categorize what I think a person's style is according to what he or she wears.  
*Interpretive*

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<th>Learning Target 4</th>
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| I can describe somebody's clothing style and where they shop. *Presentational* | Your cousin thinks you have the best style and wants to imitate it. Write him/her a note suggesting an outfit and where he/she can buy the items. | • local store names or brands  
• You should, I think you should, You can buy |

I can describe somebody's clothing style and where they shop.  
*Presentational*

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<th>Learning Target 5</th>
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| I can match somebody's profession and where they work based on what they wear.  
*Interpretive* | You are up early one morning at a restaurant for breakfast and see people walking to work. To pass the time, guess what each person does and where they work based on what they are wearing. | • *Student-generated basic professions & jobs*  
• I think he/she is a (an)...  
• She/He must be (a) _______ because she/he is wearing _______  
• *Student-generated job locations* (e.g. hospital, office) |

I can match somebody’s profession and where they work based on what they wear.  
*Interpretive*

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| I can predict the likely purpose of an outfit.  
*Interpersonal* | You and a friend work at a department store after school. While there, you see lots of people trying on different kinds of outfits. Guess the purpose of outfits they are trying on. | • She/He must be going...  
• *Student-generated places/events* (e.g. home, to a party, on vacation) |

I can predict the likely purpose of an outfit.  
*Interpersonal*

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<th>Unit 3 Essential Question and Theme</th>
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<td>How do my choices shape who I am?</td>
<td>I can explain what I do all day and why.</td>
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**Performance Indicator 3**
I can tell the responsibilities (chores/jobs) I had, have, and will have.

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

Presentational

<table>
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<td>I can identify typical teenage responsibilities. <em>Interpretive</em></td>
<td>Students sort pictures of the responsibilities in the order they hear described.</td>
<td>• <strong>Student-generated responsibilities</strong> (e.g. to take care of..., do homework, go to work, feed, wash dishes/clothes, clean, am ... of, lead, am in charge of..., help)</td>
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</table>
| I can match a person's activities and responsibilities with a corresponding profession/job. *Interpretive* | Students read or listen to descriptions of a few people’s responsibilities in order to determine what their profession or job is. | • **Student-generated jobs and professions**  
• He/She is probably a(n) ____ because he/she... |

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| I can compare my responsibilities to a classmate’s responsibilities. *Interpersonal* | Students describe their own responsibilities as well as some they do not have to do. Students then survey their peers to determine which responsibilities they have in common and which are unique. | • I have to ______ because...  
• I must ___ so that I can...  
• **Student-generated reasons for having responsibilities** (e.g. to get my allowance, to pay for my phone, my parents work)  
• Also  
• **Student-generated classes** |

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| I can determine if a person describes an activity they are currently doing or did in the past. *Interpretive* | Students will create a timeline of events of a person's life. | • **Language to talk about past and current accomplishments.**  
Examples may include and can be as few as: |
### Learning Target 5

**Check for Learning**

Students have to put together a resume bio for a selective summer program. Students must include some of the activities they did or are doing. Be sure to included details why they are qualified for the program.

**Language Chunks & Vocabulary**

- **Student-generated language to talk about past and current accomplishments.**
  - I am/was a member of...
  - I go/went...
  - I do/did...
  - I have/taken, studied, worked, helped, received...
- **Student-generated reasons someone is more qualified or deserving**
  - I am more... (e.g. smarter, focused)

### Learning Target 6

**Check for Learning**

After listening to what people say they want to do when they are older match the person to the desired profession.

**Language Chunks & Vocabulary**

- I am going to be
- I want to be
- I would like to be
- When I grow up/graduate/get older

### Learning Target 7

**Check for Learning**

Students take a survey to choose their top 2 career fields. Teachers compile the results to determine which career fields are the most popular. Students then match the reasons why the careers may be popular or not.

**Language Chunks & Vocabulary**

- **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 World Language
2019-2020 Spanish 8B
Semester 2

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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 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 C1.1.IL.a have a conversation on a number of everyday topics.
ML.C1.1.IL.b ask and answer questions about familiar factual information.
ML.C1.1.IL.c meet basic needs in familiar situations.
ML.C1.1.IL.d begin to indicate various time frames.

**CORNERSTONE: Communication (C1)**

Interpretive Communication — Listening

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

Intermediate Low Learners recognize basic sentences to ML.C1.2.IL.a determine the main idea of texts and interactions related to everyday life.
ML.C1.2.IL.b follow questions and simple statements on familiar topics when participating in a conversation.

CORNERSTONE: Communication (C1)
Interpretive Communication — Reading
Standard C1.3 Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
Intermediate Low Learners recognize basic sentences to 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).

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.
Intermediate Low Learners create basic sentences to ML.C1.4.IL.a describe people, activities, events, and experiences.
ML.C1.4.IL.b express needs, wants, and preferences on topics of interest.
ML.C1.4.IL.c interpret and discuss instructions, directions, and maps.
ML.C1.4.IL.d present songs, short skits, or dramatic readings.
ML.C1.4.IL.e use practiced or memorized expressions to begin to indicate various time frames.

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.
Intermediate Low Learners create basic sentences to ML.C1.5.IL.a describe people, activities, events, and experiences.
ML.C1.5.IL.b prepare materials for a presentation.
ML.C1.5.IL.c give basic instructions on how to make or do something.
ML.C1.5.IL.d write about topics of student interest.
ML.C1.5.IL.e ask questions to obtain information.
ML.C1.5.NH.b describe a familiar experience or event using practiced material.
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).

Intermediate Range Learners
ML.C2.1.IR.a examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture.
ML.C2.1.IR.b identify and begin to use both formal and informal methods to interact with peers and adults.
ML.C2.1.IR.c observe or identify a variety of authentic or simulated age-appropriate cultural activities (e.g., games, sports, or entertainment).
ML.C2.1.IR.d investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.
ML.C2.1.IR.e identify and analyze cultural practices using authentic materials.
ML.C2.1.IR.f simulate culturally appropriate community interactions.
ML.C2.1.IR.g interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior.
ML.C2.1.IR.h begin to adjust language and message to acknowledge audiences with different cultural backgrounds.

**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.

Intermediate Range Learners
ML.C2.2.IR.a identify and investigate the function of products of the target culture.
ML.C2.2.IR.b explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today.
ML.C2.2.IR.c identify and analyze cultural products found in literature, news stories, and films from the target culture.
**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.

**Intermediate Range Learners**

ML.C3.1.IR.a identify and locate the target countries and their geographic features on a map.

ML.C3.1.IR.b relate topics from other content areas to the target culture.

ML.C3.1.IR.c explain and sequence the significant events that shaped the identity of the target countries.

ML.C3.1.IR.d compare attitudes and reactions regarding current events of global importance.

ML.C3.1.IR.e contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one’s own.

**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.

**Intermediate Range Learners**

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.c explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture.

ML.C3.2.IR.d compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities).

ML.C3.2.IR.e compare the perspective of local advertisements with advertisements of 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.

**Intermediate Range Learners**

...
**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 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 language 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.

**ML.C4.1.IR.a** identify expressions that communicate respect and status in 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.

Intermediate Range Learners

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

ML.C4.2.IR.b explore the origins and importance of cultural practices (e.g., holidays, celebrations, work habits) by comparing practices in one’s own and the target culture.

ML.C4.2.IR.c compare and contrast the role and importance of family in one’s own and the target culture.

ML.C4.2.IR.d juxtapose school schedules, course offerings, and attitudes toward school in one’s own and the target culture.

ML.C4.2.IR.e compare and contrast career choices and preparation in one’s own and the target culture.

ML.C4.2.IR.f explore entertainment and leisure options in one’s own and the target culture.

**CORNERSTONE: Communities (C5)**

**School and Global Communities**

Standard C5.1 Use language to interact both within and beyond the classroom.

Intermediate Range Learners
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.  

ML.C5.1.IR.a interact with members of the local community or with contacts made electronically to hear how they use the language (e.g., law enforcement, interpreters, heritage speakers  
ML.C5.1.IR.b research the use of the target language in various fields of work in today's world.  
ML.C5.1.IR.c explore real-world opportunities to connect with the target language community.  

CORNERSTONE: Communities (C5)  
Lifelong Learning  
Standard C5.2 Use the target language for enrichment and advancement.  
Intermediate Range Learners  
ML.C5.2.IR.a consult various sources in the target language to obtain information on topics of personal interest.  
ML.C5.2.IR.b reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process.
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<td>I can explore how my actions impact my world.</td>
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<td>I can make recommendations for places to visit and things to do in my community.</td>
<td>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 is there to do in your city or surrounding area. You make recommendations for places to visit, things to do, and how to get there. The teacher will be the curious tourist.</td>
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<td>I can identify popular places in a community.</td>
<td>Students will match the descriptions of places to a picture on a map.</td>
<td>• Student-generated buildings, places, monuments, etc.</td>
</tr>
<tr>
<td><strong>Interpretive</strong></td>
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<tr>
<td>I can identify tourist activities in a community.</td>
<td>Students will listen to a description of tourist's day and sort the places in the order in which they were visited.</td>
<td>• 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)</td>
</tr>
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<td>I can identify where places are located in a community.</td>
<td>Students will determine whether a statement about a place's location on a map is true or false.</td>
<td>• 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</td>
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| I can match a location with a desired activity. *Interpretive* | Students will read or listen to a description of a person's activities and decide at what place those activities happened. | • **Authentic resource-generated activities according to location**  
• Where should ____?  
• You should...  
• I recommend... |

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| I can ask and answer questions about locations of places of interest relative to each other. *Interpersonal* | Students will put an 'X' on a map on a street next to a landmark. Students will then stand back-to-back with a partner. Students ask and answer questions about their location and mark their partner's location on their own map. | • Where is _____?  
• Where are you?  
• I am...  
• What do you do there? |

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<tr>
<td>I can offer places to go and things to do of interest in my community. <em>Interpersonal</em></td>
<td>Students will respond to statements about what people want to do by making a recommendation for a specific place to go. (For example: I want to learn about TN history. Student will say/write: You should visit the TN State Museum.)</td>
<td>• Where can _____?</td>
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| I can justify why someone would want to go to a place or do an activity of interest in my community. *Presentational* | Students will be randomly assigned two places in the community. Students will write a few sentences about why someone should go there. (For example: You should go to the Grand Ole Opry in order to listen to music.) | • you should _____ because _____  
• you should _____ in order to _____  
• I recommend you go (to) ______  
• You can ______  
• **Student-generated places and reasons** |
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<td>I can explain how being a good citizen can improve my community.</td>
<td><strong>Standard</strong> Novice High <strong>Honors</strong> Intermediate Low</td>
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<td>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 into 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.</td>
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<td>I can identify common problems in a community. Interpretive</td>
<td>Students vote and rank problems by severity.</td>
<td>• Authentic resource-generated problems • too much/little • cheap/expensive • not enough • too slow/too fast • so slow/fast</td>
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<td>I can categorize problems as social or environmental. Interpretive</td>
<td>Students categorize several headlines or newspaper articles as a social or environmental issue.</td>
<td>• Student and resource-generated issues</td>
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<td>I can identify solutions to problems in a community. Interpretive</td>
<td>Students will match pictures of problems with phrases of suggested solutions.</td>
<td>• improve • they need • we/the community should • we/the community can • we/the community need</td>
</tr>
<tr>
<td>Learning Target 4</td>
<td>Check for Learning</td>
<td>Language Chunks &amp; Vocabulary</td>
</tr>
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<tr>
<td>I can explain a problem in a community. <em>Interpersonal</em></td>
<td>Students present a problem in a community to the class and other students decide whether they agree or disagree.</td>
<td>• The problem is that ____&lt;br&gt;• It is a problem because ____&lt;br&gt;• I think that ______&lt;br&gt;• I agree/disagree</td>
</tr>
<tr>
<td>Learning Target 5</td>
<td>Check for Learning</td>
<td>Language Chunks &amp; Vocabulary</td>
</tr>
<tr>
<td>I can summarize the ways I improve a problem in my community. <em>Presentational</em></td>
<td>Students will be given a problem in the community and write 2 to 3 sentences about how to fix the problem.</td>
<td>• reduce, improve, build, raise (money)</td>
</tr>
</tbody>
</table>