## Williamson County Schools World Language
### Chinese-French-German-Spanish
#### 2017-2018 Level 1 Quarter 2

<table>
<thead>
<tr>
<th>Course Performance Target</th>
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<tbody>
<tr>
<td>Novice High</td>
<td>Intermediate Low</td>
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**NCSSFL-ACTFL Global Benchmark Statement**

By the end of the course students will understand and express themselves in simple conversations on very familiar topics using a variety of words, phrases, very simple sentences and questions that have been highly practiced and memorized. Students will be able to handle very brief social interactions in everyday situations by asking and answering simple questions. Students will recognize pieces of information from texts and sometimes understand the main topic of what is read or said. Students will write and present short messages on familiar topics related to everyday life using practiced phrases and simple sentences. Students will explore the similarities and differences between American culture and the target culture. Students will participate in regular performance assessments and may take ACTFL’s *Assessment of Performance toward Proficiency in Languages (AAPPL).*

By the end of the course students will understand and express themselves and participate in simple conversations on a number of familiar topics using short sentences. Students will be able to handle brief social interactions in everyday situations by asking and answering simple questions. Students will begin to communicate about self, others, and everyday life in familiar situations. Students will recognize the main idea from texts and understand the main topic of what is read or said. Students will write and present information on most familiar topics using a series of simple sentences. Students will explore the similarities and differences between American culture and the target culture. Students will participate in regular performance assessments and may take ACTFL’s *Assessment of Performance toward Proficiency in Languages (AAPPL).*
**TN WORLD LANGUAGE STANDARDS**

<table>
<thead>
<tr>
<th>I. COMMUNICATION</th>
<th>3.2 Acquiring Information and Diverse Perspectives: Students access and evaluate information and diverse perspectives that are available through the language and its cultures.</th>
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</thead>
<tbody>
<tr>
<td>Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</td>
<td>3.2.1 Express meaning using appropriate idioms.</td>
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<tr>
<td>1.1 Interpersonal Communication: Students interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</td>
<td>3.2.2 Expand knowledge of verbs to include all the indicative and imperative moods.</td>
</tr>
<tr>
<td>1.1.1 Use verbal and written exchanges to share personal data, information, and preferences (e.g. events in one’s life, past experiences, preferred leisure activities, likes, dislikes, needs).</td>
<td>3.2.3 Use new information and perspectives of other cultures to broaden personal experiences.</td>
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<tr>
<td>1.1.2 Exchange information about general events (e.g. classes, meals) and plan future activities (e.g. place, date, time).</td>
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<tr>
<td>1.1.3 Plan events and activities with others using authentic schedules.</td>
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<td>1.1.4 Use verbal and written exchanges to express opinions (e.g. concerning current events, about topics of personal interest).</td>
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<td>1.1.5 Use appropriate vocabulary to acquire goods and services (e.g. shopping in a supermarket).</td>
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<tr>
<td>1.2 Interpretive Communication: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</td>
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<tr>
<td>1.2.1 Use vocabulary for a wide range of topics (e.g. animals, weather, geographical concepts; categories such as numbers, shapes, colors, size).</td>
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<td>1.2.2 Use appropriate vocabulary to acquire goods and services (e.g. shopping in a market).</td>
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<td>1.2.3 Give and follow oral and written directions (e.g. for travel, for cooking).</td>
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<td>1.2.4 Use appropriate verbal strategies and cues (e.g. rephrasing, circumlocution, repetition, tone, stress, intonation) to communicate spoken messages and maintain listening comprehension.</td>
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</table>
1.2.5 Use and respond to culturally appropriate nonverbal cues (e.g. gestures, physical distance, eye contact) to communicate spoken messages and maintain listening comprehension.

1.3 Presentational Communication: Students present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

1.3.1 Describe assorted objects and people (e.g. dress, types of dwellings, foods).
1.3.2 Describe objects and people in greater detail (e.g. shopping in a supermarket).
1.3.3 Use appropriate vocabulary, gestures, and oral expressions for greetings, introductions, leave takings, and other common or familiar interactions (exchanging names, address, phone number, place of origin, general state of being, using the telephone, making and responding to requests).
1.3.4 Give and follow oral and written directions (e.g. for travel, for cooking).

II. CULTURES

Interact with cultural competence and understanding.

2.1 Relating Cultural Practices to Perspectives: Students use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.1.1 Develop familiarity with historical moments and figures.
2.1.2 Use the language being studied to comprehend and express ideas about aspects of the culture being studied and compare them to other cultures.

3.1.2 Use and pronounce accurately target language words in other subjects.
3.1.3 Acquire and use information from a variety of authentic materials about a topic being studied in other school subjects in the target language classroom.
3.1.4 Use acquired information as it relates to the target language classes in order to compare and contrast.

4.2 Cultural Comparisons: Students use the language to investigate, explain, and reflect on the concept of culture through comparisons of the culture studied and their own.
4.2.1 Compare and contrast culturally appropriate verbal and nonverbal cues in both cultures.
4.2.2 Discern behavioral expectations in changing circumstances.
4.2.3 Identify different cultures’ belief value systems.
4.2.4 Focus on similarities and differences of core beliefs.
4.2.5 Understand origin and existence of cultures’ social patterns.
4.2.6 Compare music, art, literature and other tangible products from diverse cultures.
4.2.7 Compare simple patterns of behavior.
4.2.8 Observe customs of different regions and countries.
4.2.9 Compare rituals, folklore and other intangible products from diverse cultures.
4.2.10 Focus on the commonalities of other cultural systems and Tennessee traditions.
4.2.11 Distinguish circumstantially correct behavioral expectations.
<table>
<thead>
<tr>
<th>the learner’s daily experience in areas like school, transportation, clothing, food, family, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.3 Form bases for understanding relationships between geographical features and cultural practices and products.</td>
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<tr>
<td>2.1.4 Form bases for understanding relationships between historical concepts and contemporary issues.</td>
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<td>2.1.5 Observe and discuss typical patterns of behavior and use appropriate verbal and nonverbal forms of interaction for daily activities among peers and adults.</td>
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### 2.2 Relating Cultural Products to Perspectives:

**Students use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.**

- **2.2.1 Experience (read, listen to, observe, perform) expressive products of the cultures being studied (e.g. literature, music, film, art).**
- **2.2.2 Participate in sports, music, entertainment and other age-appropriate activities for the culture being studied.**

### III. CONNECTIONS

Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.

- **3.1 Making Connections: Students build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.**
  - **3.1.1 Identify words and roots from the target language class in other school subjects and extracurricular activities.**

### V. COMMUNITIES

Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

- **5.1 School and Global Communities: Students use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.**
  - **5.1.1 Identify how local community members use the target language in their work.**
  - **5.1.2 Acquire information about the target language and the target culture.**
  - **5.1.3 Present information about the target language and culture in the target language.**
  - **5.1.4 Locate examples of signs, ads, etc. in the target language using the Internet, magazines, etc.**
  - **5.1.5 Demonstrate awareness of the importance of people, holidays and traditions in the target language countries.**

- **5.2 Lifelong Learning: Students set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.**
  - **5.2.1 Identify the main ideas and basic details in diverse, authentic media forms (e.g. radio, television, film, live presentations).**
  - **5.2.2 Write simple letters or emails in the target language to the teacher and/or class.**
  - **5.2.3 Exchange letters or emails with the target language speakers (in the target language).**
<table>
<thead>
<tr>
<th>Unit 2 Essential Question and Theme</th>
<th>Overall Performance Objective</th>
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</thead>
<tbody>
<tr>
<td>What does a family mean to me?</td>
<td>I can describe why and how I spend time with the important people in my life.</td>
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<tr>
<th>Performance Indicator 1</th>
<th>Unit Performance Assessment 1</th>
</tr>
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<tbody>
<tr>
<td>I can express what a family is and who I consider to be a part of mine.</td>
<td>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.</td>
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<tr>
<th>Learning Target 1</th>
<th>Check for Learning</th>
<th>Language Chunk(s)</th>
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</table>
| I can identify the different members of a family. Interpretive | Students match or sort family members to 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... |

<table>
<thead>
<tr>
<th>Learning Target 2</th>
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<th>Language Chunk(s)</th>
</tr>
</thead>
</table>
| I can identify the people most important to me and how I know them. Interpretive | Students categorize important people in their lives into the ‘family’ group they belong to. | • 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>
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<tr>
<th>Learning Target 3</th>
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</tr>
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<tbody>
<tr>
<td>I can explain why someone is important to me. <em>Presentational</em></td>
<td>Students name 2 important people in their lives and write a description of why each person is important in his or her life.</td>
<td>• ... is my...  • Age-related terms (e.g. younger, older, oldest)  • Best friend  • favorite</td>
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<tr>
<td>I can tell something significant about the important people in my life and ask others about their important people. <em>Interpersonal</em></td>
<td>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.</td>
<td>• He/she works at  • What does he/she do?  • He/she likes  • What does he/she like to do?  • He/she plays</td>
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**Unit 2 Essential Question and Theme**
What does a family mean to me?

**Overall Performance Objective**
I can describe why and how I spend time with the important people in my life.

**Unit Performance Assessment 2**
Respond to a message from your future exchange student. The exchange student is 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.

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

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<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 according to the description they hear or read about.</td>
<td>• Target-culture celebrations, holidays, and traditions (e.g. birthdays, cultural equivalent of Labor Day, Mother’s Day)</td>
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<tr>
<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 each appropriate season.</td>
<td>• seasons</td>
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<tr>
<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. Some events may overlap.</td>
<td>• Religious • Social • Family</td>
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<tr>
<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>
<td>• I like..., I love... • you like..., you love... • we like..., we love... • Student-generated activities (e.g. eat, play, walk, worship, spend time together, vacation) I ____, we ____, my family ____ • Every/each (e.g. week, day, year, weekend) • Frequency words (e.g. always, sometimes, never)</td>
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<th>Learning Target 5</th>
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<tr>
<td>I can ask and tell what I do, with whom, and where during our family’s celebrations. <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>
<td>• On the weekend • During the holidays • My family and I like (to) • ...because... • Together • I go..., We go..., My family goes... • Student-generated places: (e.g. park, restaurant, church, mall, store) Example: I never ____ at ____. We always ____ in ____ .</td>
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<th>Learning Target 6</th>
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<td>Learning Target 7</td>
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</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) |

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<tr>
<th>Learning Target 7</th>
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</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. | • 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 |

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<tr>
<th>Learning Target 8</th>
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| 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 peoples' 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...) 
• is it more/less important (than...) 
• It is important to me because... |