Williamson County Schools World Language
Chinese-French-German-Spanish
2017-2018 Level 1 Quarter 3

<table>
<thead>
<tr>
<th>Level 1 Standard</th>
<th>Level 1 Honors</th>
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<td>Course Performance Target</td>
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<tr>
<td>Novice High</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).

**NCSSFL-ACTFL Global Benchmark Statement**

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).
## I. COMMUNICATION
Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

### 1.1 Interpersonal Communication: Students interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.

#### 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).

#### 1.1.2 Exchange information about general events (e.g. classes, meals) and plan future activities (e.g. place, date, time).

#### 1.1.3 Plan events and activities with others using authentic schedules.

#### 1.1.4 Use verbal and written exchanges to express opinions (e.g. concerning current events, about topics of personal interest).

#### 1.1.5 Use appropriate vocabulary to acquire goods and services (e.g. shopping in a supermarket).

### 1.2 Interpretive Communication: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

#### 1.2.1 Use vocabulary for a wide range of topics (e.g. animals, weather, geographical concepts; categories such as numbers, shapes, colors, size).

#### 1.2.2 Use appropriate vocabulary to acquire goods and services (e.g. shopping in a market).

#### 1.2.3 Give and follow oral and written directions (e.g. for travel, for cooking).

#### 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.

### 3.2 Acquiring Information and Diverse Perspectives:
Students access and evaluate information and diverse perspectives that are available through the language and its cultures.

#### 3.2.1 Express meaning using appropriate idioms.

#### 3.2.2 Expand knowledge of verbs to include all the indicative and imperative moods.

#### 3.2.3 Use new information and perspectives of other cultures to broaden personal experiences.

## IV. COMPARISONS
Develop insight into the nature of language and culture in order to interact with cultural competence.

### 4.1 Language Comparisons: Students use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

#### 4.1.1 Apply prefixes and suffixes to root words.

#### 4.1.2 Examine the natural flow and rhythm inherent to both languages.

#### 4.1.3 Implement appropriate sentence structure and paragraph construction;

#### 4.1.4 Develop usage of accurate grammatical practices.

#### 4.1.5 Apply similarities and differences between English and target language;

#### 4.1.6 Identify idiomatic expressions in both languages.

#### 4.1.7 Express meaning using appropriate idioms.
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

4.1.8 Expand knowledge of verbs to include all the indicative and imperative moods.
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.
the learner’s daily experience in areas like school, transportation, clothing, food, family, etc.

2.1.3 Form bases for understanding relationships between geographical features and cultural practices and products.
2.1.4 Form bases for understanding relationships between historical concepts and contemporary issues.
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.

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).
### 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.

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**Performance Indicator 1**
I can explain what I choose to do when I have free time.

**Unit Performance Assessment 1**
To fulfill service requirements for a school society you are going to volunteer to help a perspective citizen prepare for their United States citizenship exam at the Nashville Adult Literacy Council. You find out that you are assigned to a ___ 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, why, when, and with whom.

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<tr>
<th>Learning Target 1</th>
<th>Check for Learning</th>
<th>Language Chunk(s)</th>
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| I can identify sports that are popular in my community and the target language country.  
*Interpretive* | Students categorize sports that are popular in their own community and those that are popular in the _____-speaking world. | • Student-generated sports |

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<tr>
<th>Learning Target 2</th>
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| I can identify activities done during free time.  
*Interpretive* | Students categorize free time activities as school related or non-school related. | • Student-generated activities |

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| I can compare my preferences regarding sports and activities to those of the class.  
*Interpersonal* | 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. | • I like __, but on average the class likes/preferences ___ more/less  
• The class agrees/disagrees with me |

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| I can identify places where activities take place.  
*Interpretive* | After listening or reading, match the place to the activities or sport being described. | • Student-generated sports & extracurricular activities locations  
• _____ is at/in/on _____ |
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<th>Learning Target</th>
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<tbody>
<tr>
<td>Learning Target 5</td>
<td>I can identify when someone does a sport or activity. Interpretive</td>
<td>One does ___ in/at/on the ____ (I play basketball in the gym)</td>
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<td></td>
<td>Check for Learning</td>
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</table>
| | 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 |
| Learning Target 6 | I can give information about where and with whom I do activities and sports. Interpersonal | • I ___ at (location) with (who) |
| | Check for Learning | |
| | Using your personal device, show pictures of your favorite sports and activities, and tell where and with whom you do those activities. | |
| Learning Target 7 | I can compare when I do my activities and sports to a classmate. Interpersonal | • I ___ on ___ at (time)  
• No, I am busy.  
• Yes, I have free time then. |
| | Check for Learning | |
| | Using their previously recorded weekly schedule, students compare their weekly schedule to a partner’s in order to determine when they have free time I common. | |
| Learning Target 8 | I can identify why someone enjoys a sport or activity. Interpretive | • 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) |
| | Check for Learning | |
| | 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). | |
| Learning Target 9 | I can explain why I like and dislike certain sports and activities. Interpersonal/Presentational | • 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.

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

### Unit 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 ___. Look at the pictures of the "passers-by" and describe what you think and ask questions regarding the following: what they are wearing, where they are going afterward, and what their jobs are.

### 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 Chunk(s)**
- 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 a clothing item based on its detailed description they hear or read.

**Language Chunk(s)**
- Student-generated clothing details
- colors
- patterns
- long sleeves, short sleeves, sleeveless
- tight, loose, short, long, comfortable
- athletic, fashionable, professional, casual

### Learning Target 3
I can categorize what I think a person's style is according to what he or she wears. *Interpretive*

**Check for Learning**
After reading a description of an outfit, students can name or categorize the style of the person described.

**Language Chunk(s)**
- styles (e.g.: Preppy, Jock, Nerdy, Elegant, Fashionista, Hipster)

### Learning Target 4
I can describe somebody's clothing style and where they shop. *Presentational*

**Check for Learning**
Your cousin thinks you have the best style and wants to imitate it. Write him/her a note

**Language Chunk(s)**
- local store names or brands
### Learning Target 5
**Check for Learning**
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.

**Language Chunk(s)**
- 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)

### Learning Target 6
**Check for Learning**
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 where they might be going based on the outfits they are trying on.

**Language Chunk(s)**
- She/He must be going...
- Student-generated places/events (e.g. home, to a party, on vacation)

### 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.

### Performance Indicator 3
I can tell the responsibilities (chores/jobs) I had, have, and will have.

### Unit Performance Assessment 3
Williamson County is working together with the Education office of the Embassy of ______ 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.
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<thead>
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<th>Learning Target 1</th>
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<tbody>
<tr>
<td>I can sequence pictures of people while they accomplish their responsibilities. <em>Interpretive</em></td>
<td>Students sort pictures of the responsibilities in the order they hear described.</td>
<td>• Student-generated responsibilities (e.g. to take care of..., do homework, go to work, feed, wash dishes/clothes, clean, am... of, lead, am in charge of..., help)</td>
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<td>Learning Target 2</td>
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<td>I can match a person’s activities and responsibilities with a corresponding profession/job. <em>Interpretive</em></td>
<td>Students read or listen to descriptions of a few people’s responsibilities in order to determine what their profession or job is.</td>
<td>• Student-generated jobs and professions • He/She is probably a(n) ____ because he/she...</td>
</tr>
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<td>I can compare my responsibilities to a classmate’s responsibilities. <em>Interpersonal</em></td>
<td>You have a job interview coming up, so you decide to practice for it. Begin by describing the responsibilities you have to a classmate. Determine which responsibilities you have in common.</td>
<td>• 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 • school schedule</td>
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<td>Learning Target 4</td>
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<td>I can determine if a person describes an activity they are currently doing or did in the past. <em>Interpretive</em></td>
<td>Students will create a timeline of events of a person’s life.</td>
<td>• Language to talk about past and current accomplishments. Some examples may include: o I am/was a member of... o I go/went o I have/had o I do/did</td>
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| I can identify what someone wants to be in the future. Interpretive | After listening to what people say they want to do when they are older match the person to the desired profession. | • I am going to be  
• I want to be  
• I would like to be  
• When I grow up/graduate/get older |

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| I can explain what I want to be in the future and why. Interpersonal | A younger family member has decided that he/she wants to be an astronaut when he/she grows up, and that has got you thinking about your own plans. Tell a classmate what you would like to be when you grow up and why. | • Student-generated reasons for doing a profession or job (e.g. to make money, to do what I love)  
• I would like to be ____ because... |

I can explain what activities I do or did that set me apart and make me more qualified than my peers. *Presentational*

You have to put together a LinkedIn bio for an employment website; include some of the activities you did or are doing. Be sure to included details why you are qualified for the position.

- Student-generated language to talk about past and current accomplishments. Some examples may include:
  - I am/was a member of...
  - I deserve
  - I am the most qualified because...
- Student-generated reasons someone is more qualified or deserving
  - I am more... (e.g. smarter, focused)