### Williamson County Schools World Language

**Chinese-French-German-Spanish**

**2017-2018 Level 1 Quarter 4**

<table>
<thead>
<tr>
<th>Level 1 Standard</th>
<th>Level 1 Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Performance Target</strong></td>
<td><strong>Course Performance Target</strong></td>
</tr>
<tr>
<td>Novice High</td>
<td>Intermediate Low</td>
</tr>
</tbody>
</table>

#### 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).
TN WORLD LANGUAGE STANDARDS

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).
<table>
<thead>
<tr>
<th>Unit 4 Essential Question and Theme</th>
<th>Overall Performance Objective</th>
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</thead>
<tbody>
<tr>
<td>How am I a part of a community?</td>
<td>I can explore how my actions impact my world.</td>
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**Performance Indicator 1**
I can make recommendations for places to visit and things to do in my community.

**Unit Performance Assessment 1**
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.

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<thead>
<tr>
<th>Learning Target 1</th>
<th>Check for Learning</th>
<th>Language Chunk(s)</th>
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<tbody>
<tr>
<td>I can identify popular places in a community. <em>Interpretive</em></td>
<td>Students will match the descriptions of places to a picture on a map.</td>
<td>• Student-generated buildings, places, monuments, etc.</td>
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<th>Learning Target 2</th>
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<tr>
<td>I can identify tourist activities in a community. <em>Interpretive</em></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>
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<th>Learning Target 3</th>
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<tr>
<td>I can identify where places are located in a community. <em>Interpretive</em></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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### Learning Target 5
**Check for Learning**
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.

**Language Chunk(s)**
- Where is _____?
- Where are you?
- I am...

### Learning Target 6
**Check for Learning**
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.)

**Language Chunk(s)**
- Where can _____?

### Learning Target 7
**Check for Learning**
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.)

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

**Unit 4 Essential Question and Theme**
How am I a part of a community?

**Overall Performance Objective**
I can explore how my actions impact my world.

**Performance Indicator 2**
I can explain how being a good citizen can improve my community.
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.

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| I can identify common problems in a community. *Interpretive* | Students vote and rank problems by severity. | • Authentic resource-generated problems  
• too much/little  
• cheap/expensive  
• not enough  
• too slow/too fast  
• so slow/fast |

<table>
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<tr>
<th>Learning Target 2</th>
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<tr>
<td>I can categorize problems as social or environmental. <em>Interpretive</em></td>
<td>Students categorize several headline or newspaper article as a social or environmental issue.</td>
<td>• Student-generated issues</td>
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| I can identify solutions to problems in a community. *Interpretive* | Students will match pictures of problems with phrases of suggested solutions. | • improve  
• they need  
• we/the community should  
• we/the community can  
• we/the community need |

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<thead>
<tr>
<th>Learning Target 4</th>
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</tr>
</thead>
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| I can explain a problem in a community. *Interpersonal* | Students present a problem in a community to the class and other students decide whether they agree or disagree. | • The problem is that ____  
• It is a problem because ____  
• I think that ______  
• I agree/disagree |

| Learning Target 5 | Check for Learning | Language Chunk(s) |
| I can summarize the ways I improve a problem in my community. *Presentational* | Students will be given a problem in the community and write 2 to 3 sentences about how to fix the problem. | - reduce, improve, build, raise (money) |