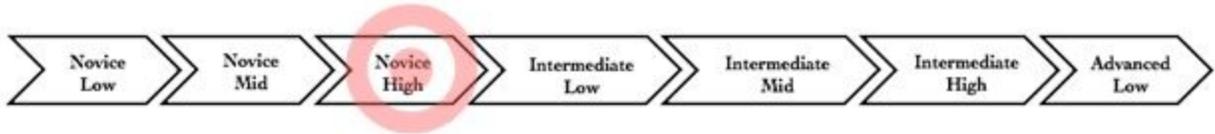




## World Languages

*Welcome to Language Class!*

### Level 1 - Pre-Unit Overview: HOW CAN I LEARN A LANGUAGE?



| PERFORMANCE CONTINUUM (Semester 1)  |  |  |
|---|--|--|
| NOVICE LOW  | NOVICE MID   | NOVICE HIGH  |
| <b>BELOW EXPECTATIONS</b>   | <b>LOWEST ACCEPTABLE PERFORMANCE</b>   | <b>TEACH TO...</b>   |
| <b>Approaching Expectations</b><br>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized. | <b>Meeting Expectations</b><br>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized. | <b>Exceeding Expectations</b><br>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can handle short social interactions in everyday situations by asking and answering simple questions. |

| PERFORMANCE TARGET   |
|--|
| I CAN BEGIN TO COMMUNICATE AND EXPLAIN HOW TO DEVELOP PROFICIENCY. |

| SUMMATIVE ASSESSMENTS  |   |  |
|--|---|--|
| Interpretive   | Interpersonal   | Presentational   |
| You will listen and respond to basic classroom instructions in the target language. You will also watch videos of speakers at various proficiency levels and try to determine their proficiency level. | You will discuss your language learning goals and where you hope to be on the proficiency scale by the end of the year. You will also have a simple conversation in the target language with a partner. | You will set a proficiency target for yourself for both the mid-year and end of year using a goal-setting path. You will set up your language portfolio and add your goal to it. |

| ADVANCED PLACEMENT ALIGNED THEMES |
|-----------------------------------|
| Personal and Public Identities    |



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## Level 1 - Pre-Unit: HOW CAN I LEARN A LANGUAGE?

### PERFORMANCE TARGET

I CAN BEGIN TO COMMUNICATE AND EXPLAIN HOW TO DEVELOP PROFICIENCY.

**PERFORMANCE OBJECTIVE P1:** I can participate in basic classroom topics in the target language.

|  | <b>Learning Targets</b><br>What will learners be able to do? | <b>Language Chunks &amp; Vocabulary</b><br>What will learners need to know or understand? | <b>Check for Understanding</b><br>How will learners demonstrate what they can do with what they know?   |                               |
|--|--|---|---|-------------------------------|
|  | <b>INPUT:</b><br>Interpretive Reading/Listening              | I can understand basic classroom directions.  | <ul style="list-style-type: none"> <li>• Sit down.</li> <li>• Stand up.</li> <li>• Take out a piece of paper/pen/your notebook, etc.</li> <li>• Quiet, please.</li> <li>• Raise your hand.</li> </ul>                           | Listening check               |
|  |  | I can understand basic questions and greetings that my teacher may say.                   | <ul style="list-style-type: none"> <li>• Good morning.</li> <li>• Good afternoon.</li> <li>• See you later.</li> <li>• Hello/Good-bye.</li> <li>• I am...</li> <li>• How are you?</li> <li>• What is your name?</li> </ul>      | Listening check               |
|  | <b>OUTPUT:</b><br>Interpersonal and/or Presentational        | I can say a few simple things to help me navigate my language class.                      | <ul style="list-style-type: none"> <li>• Could you repeat, please.</li> <li>• Could you speak more slowly, please?</li> <li>• May I go to the bathroom/my locker/to get some water?</li> <li>• What is the homework?</li> </ul> | Presentational speaking check |
|  |  | I can greet and say good-bye in a culturally appropriate way.                             | <ul style="list-style-type: none"> <li>• My name is...</li> <li>• Nice to meet you.</li> <li>• I am well, and you?</li> </ul>   | Interpersonal speaking check  |

### FORMATIVE PERFORMANCE ASSESSMENTS

| <b>INTERPRETIVE</b>  | <b>INTERPERSONAL</b>   | <b>PRESENTATIONAL</b>   |
|--|--|---|
| You will listen to your teacher give basic directions and will be asked to demonstrate your understanding. | You will hold a basic conversation with a partner in which you greet each other and ask some simple questions. | You will write a short dialogue in which two people greet each other and ask some simple questions. |



## World Languages

*Welcome to Language Class!*

### Level 1 - Pre-Unit: HOW CAN I LEARN A LANGUAGE?

#### PERFORMANCE TARGET

I CAN BEGIN TO COMMUNICATE AND EXPLAIN HOW TO DEVELOP PROFICIENCY.

#### PERFORMANCE OBJECTIVE P2: I can explain the path to proficiency.

|  | <b>Learning Targets</b><br>What will learners be able to do?  | <b>Language Chunks &amp; Vocabulary</b><br>What will learners need to know or understand?   | <b>Check for Understanding</b><br>How will learners demonstrate what they can do with what they know? |
|--|---|---|---|
|  | I can explain what the ACTFL Proficiency Scale is and describe what learners can do at each level.  | <ul style="list-style-type: none"> <li>• ACTFL Proficiency Scale</li> <li>• Proficiency</li> </ul>  | Oral check  |
|  | I can explain what proficiency and performance are and how they affect language learning.           | <ul style="list-style-type: none"> <li>• Proficiency</li> <li>• Performance</li> </ul>  | Oral or written check   |
|  | I can explain the course performance targets and describe what those performance targets look like. | <ul style="list-style-type: none"> <li>• Novice: Low, Mid, High</li> <li>• Intermediate: Low, Mid, High</li> <li>• Advanced</li> </ul>                          | Oral or written check   |
|  | I can explain the difference between performance assessments and other kinds of assessment.         | <ul style="list-style-type: none"> <li>• Performance Assessment</li> <li>• Interpretive, Interpersonal, Presentational</li> <li>• Department Rubrics</li> </ul> | Interpersonal discussion  |
|  | I can explain the expectations for learning in this community.                                      | <ul style="list-style-type: none"> <li>• Reasons for learning another language</li> </ul>   | Oral or written check   |
|  | I can identify where in the world the target language is the official language.                     | <ul style="list-style-type: none"> <li>• Names of target language countries and important cities</li> </ul>   | Written check   |
|  | I can identify where the target language is spoken in the United States.                            | <ul style="list-style-type: none"> <li>• Names of U.S. cities or communities</li> </ul>   | Written check   |

#### FORMATIVE PERFORMANCE ASSESSMENTS

| <b>INTERPRETIVE</b>   | <b>INTERPERSONAL</b>   | <b>PRESENTATIONAL</b>   |
|---|--|---|
| You will look at maps from around the world and identify the countries where the target language is spoken as well as important cities. | You will discuss the proficiency levels with a partner, and talk about the difference between a performance assessment and other types of assessments. | You will develop proficiency goals for yourself for the year. |