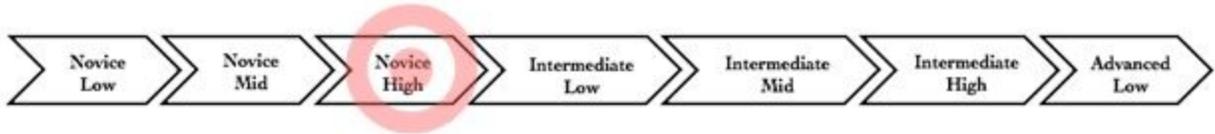




World Languages

Me in the World

UNIT 1 Overview: WHO AM I IN THE WORLD?



PERFORMANCE CONTINUUM (Level 1A)		
NOVICE LOW	NOVICE MID	NOVICE HIGH
BELOW EXPECTATIONS	LOWEST ACCEPTABLE PERFORMANCE	TEACH TO...
Approaching Expectations I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	Meeting Expectations I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	Exceeding Expectations 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 HAVE A CONVERSATION ABOUT MYSELF.

SUMMATIVE ASSESSMENT		
You are preparing to study abroad in a French/Mandarin/Spanish-speaking country, and need to get your documents in order. You'd also like to have a social life while you're abroad, so want to set up some social networking sites so you can make new friends and stay in touch with your friends at home. In order to prepare, you must first look at what information is needed for your personal documents, and what other people are writing about themselves on their social networking sites. You will then talk to your classmates and practice introducing yourself to others while you're abroad. Finally, you will prepare your national ID card and Passport, and create a social networking profile.		
Interpretive	Interpersonal	Presentational
You will read profiles of people from the target culture. You will listen to conversations in which two people meet and ask each other questions. You will then answer questions about what you have read and listened to.	You and a partner will take turns interviewing each other in the target language. The goal in your interview is to find out as much information as you can about your classmate.	You will make a social networking profile in the target language in which you include basic information, your likes and dislikes, and other general information.

ADVANCED PLACEMENT ALIGNED THEMES
Personal and Public Identities; Science and Technology



World Languages

Me in the World

Unit 1: WHO AM I IN THE WORLD?

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT MYSELF.

PERFORMANCE OBJECTIVE 1.1: I can introduce myself and greet others.

PERFORMANCE INDICATOR 1.1A:

I can say my name, how old I am, other basic information, and ask others for the same information.

		Learning Targets What will learners be able to do?	Language Chunks & Vocabulary What will learners need to know or understand?	Check for Understanding How will learners demonstrate what they can do with what they know?	
	INPUT: Interpretive Reading/Listening	I can identify basic biographical information based on what I hear.	<ul style="list-style-type: none"> I am...years old. My birthday is... I am from... I live in... I am a student at... I am called... My email address is... My phone number is... 	<ul style="list-style-type: none"> Months Numbers Alphabet (Mandarin: Introduction to Pinyin) 	Listening check
		I can identify basic biographical information based on what I read.			Reading check
	OUTPUT: Interpersonal and/or Presentational	I can write basic information about myself.			Writing prompt
		I can present myself and other person by sharing basic biographical information.			Presentational speaking check
		I can ask and respond to basic questions about who I am.			Interpersonal speaking check

FORMATIVE PERFORMANCE ASSESSMENTS

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
You will listen to and read short descriptions of other people and note some important biographical information.	You will have a conversation with a partner in which you find out basic biographical information about each other.	You will present yourself and one other student to the class sharing basic biographical information.



World Languages

Me in the World

Unit 1: WHO AM I IN THE WORLD?

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT MYSELF.

PERFORMANCE OBJECTIVE 1.2: I can describe myself and others.

PERFORMANCE INDICATOR 1.2A:

I can describe my personality, say what color my eyes and hair are, say other basic information about what I'm like and ask others for the same information.

	Learning Targets What will learners be able to do?		Language Chunks & Vocabulary What will learners need to know or understand?		Check for Understanding How will learners demonstrate what they can do with what they know?	
		INPUT: Interpretive Reading/Listening	I can identify a description of someone based on what I hear.	<ul style="list-style-type: none"> I am... I have ___ hair. I have ___ eyes. (used as differentiation for higher level students, as opposed to a required part of the curriculum) I am not... I do not have... I am..., but I am not... 	<ul style="list-style-type: none"> Adjectives of personality Adjectives of appearance Colors To be, to have 	Listening check
I can identify a description of someone based on what I read.			Reading check			
OUTPUT: Interpersonal and/or Presentational		I can write a short description of myself.	Writing prompt			
		I can answer questions about what I am like.	<ul style="list-style-type: none"> What are you like? What does your friend look like? What is your friend like? 			Presentational speaking check
		I can ask and respond to basic questions about what I am like.				Interpersonal speaking check

FORMATIVE PERFORMANCE ASSESSMENTS

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
You will listen to and read short descriptions of various people and make note of what they look like and their personalities.	You will have a conversation with a partner in which you talk about what each of you look like and your personalities.	You will present yourself and one other student to the class sharing what you look like and information about your personalities.



World Languages

Me in the World

Unit 1: WHO AM I IN THE WORLD?

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT MYSELF.

PERFORMANCE OBJECTIVE 1.3: I can say things that I like and don't like.

PERFORMANCE INDICATOR 1.3A:

I can say basic things I like to do and eat, what I don't like, and ask others for the same information.

	Learning Targets What will learners be able to do?	Language Chunks & Vocabulary What will learners need to know or understand?	Check for Understanding How will learners demonstrate what they can do with what they know?		
	INPUT: Interpretive Reading/Listening	<ul style="list-style-type: none"> I like... I do not like... I prefer... (FOCUS ON LIKE/DISLIKE; CONTINUE WITH 'TO PREFER' IF TIME ALLOWS) 	<ul style="list-style-type: none"> Basic food Basic activities 	I can identify things that people like and don't like based on what I hear.	Listening check
	I can identify things that people like and don't like based on what I read.			Reading check	
	I can write a short description of things that I like and don't like.			Writing prompt	
	OUTPUT: Interpersonal and/or Presentational	I can answer questions about what I like and don't like.	<ul style="list-style-type: none"> What do you like to eat? What do you like to do? What do you not like to eat/do? What do you prefer? 		Presentational speaking check
	I can ask and respond to basic questions about things I like and don't like.	Interpersonal speaking check			

FORMATIVE PERFORMANCE ASSESSMENTS

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
You will listen to and read short descriptions of various people and make note of what they like to do and eat and what they do not like to do and eat.	You will have a conversation with a partner in which you talk about what each of you like to do and eat and don't like to do and eat.	You will present yourself and one other student to the class sharing what each of you likes to do, likes to eat, and doesn't like to do or eat.