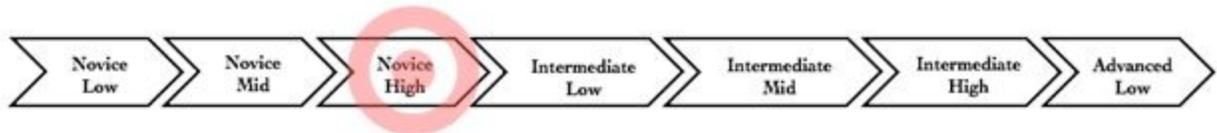




World Languages

School Life

UNIT 3 Overview: WHAT IF I WERE A STUDENT ABROAD?



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 MY LIFE AT SCHOOL.

SUMMATIVE ASSESSMENTS

You've just arrived in France/China/Spain for a month-long study abroad program! You have a week before your classes start at a local middle school. You need to pick the classes you'll be attending during your stay, make your schedule, and buy school supplies so you're ready for your classes. First, you'll look at French/Chinese/Spanish student schedules, as well as school supplies that can be purchased at local stores. Then, you'll practice explaining to the school advisor (a partner in class) what classes you chose and explain why. Finally, you'll make your schedule and your list of class supplies so you can purchase them.

Interpretive	Interpersonal	Presentational
You will read school schedules and school supply lists, listen to students from the target culture talk about their school day and complete the comprehension guides.	You will interview a classmate on the classes they take and what supplies they need for each class.	You will prepare a class schedule (with after-school activities) along with a supply list.

ADVANCED PLACEMENT ALIGNED THEMES

Personal and Public Identities; Contemporary Life



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Unit 3: WHAT IF I WERE A STUDENT ABROAD?

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT MY LIFE AT SCHOOL.

PERFORMANCE OBJECTIVE 3.1: I can talk about a typical day at school.

PERFORMANCE INDICATOR 3.1A

I can provide my daily school schedule, say what I need for each class, 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 understand school schedules and needed class supplies based on what I hear.	<ul style="list-style-type: none"> I come to school at ... o'clock. e with it. I take ... class. I like how confident and interested students are in talking about classes, seeing as most of them are cognates. I need a ... for my ... class. My ... class is at ... o'clock. My ... class is before/after my ... class. My ... class is in the ... 	<ul style="list-style-type: none"> School subjects Class materials Places in a school building. Time, expressions of time (afternoon, morning, etc.) To have, to need, to come Order expressions (before, after) 	Listening check
		I can understand school schedules and needed class supplies based on what I read.			Reading check
	OUTPUT: Interpersonal and/or Presentational	I can write my own class schedule and what I need for each class.		Writing prompt	
		I can present myself orally providing my own class schedule and say what is needed for each class.		Presentational speaking check	
		I can ask and respond to basic questions about my school schedule and what is needed for each class.		Interpersonal speaking check	

FORMATIVE PERFORMANCE ASSESSMENTS

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
You will listen to and read short descriptions of class schedules and necessary class supplies for other people.	You will have a conversation with a partner in which you ask about each other's class is scheduled and what is needed for each class.	You will present yourself and one other student to the class sharing your class schedule and what is needed for each class.



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Unit 3: WHAT IF I WERE A STUDENT ABROAD?

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT MY LIFE AT SCHOOL.

PERFORMANCE OBJECTIVE 3.2: I can give my opinion each of my classes at school.

PERFORMANCE INDICATOR 3.1A: I can describe different classes, say which I prefer, explain why, 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 understand information about a class and whether someone likes it or not based on what I hear.	<ul style="list-style-type: none"> I like (don't like) my ... class. I prefer my ... class. My ... class is boring/difficult /fun, etc. I take ... class because it is interesting/ easy, etc. 	<ul style="list-style-type: none"> Descriptive adjectives: interesting, boring, fun, difficult, etc. To prefer, to like 	Listening check
		I can understand information about a class and whether someone likes it or not based on what I read.			Reading check
	OUTPUT: Interpersonal and/or Presentational	I can write about each of my classes, saying which I like or don't like and state why. I can fill out my own class schedule.			Writing prompt
		I can present myself orally saying what my classes are like, why I am taking them, and which classes I prefer.			Presentational speaking check
		I can ask and respond to basic questions about what my classes are like, why I am taking them, and which classes I prefer.			Interpersonal speaking check

FORMATIVE PERFORMANCE ASSESSMENTS

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
You will listen to and read short descriptions of various people talking about their classes, which ones they like and don't like, and what each of their classes are like.	You will have a conversation with a partner in which you talk about your classes, which ones you like and don't like, and what each of your classes are like.	You will present yourself and one other student to the class sharing what you think of each of your classes, which ones you like and don't like, and explain why.



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Unit 3: WHAT IF I WERE A STUDENT ABROAD?

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT MY LIFE AT SCHOOL.

PERFORMANCE OBJECTIVE 3.3: I can talk about after-school activities.

PERFORMANCE INDICATOR 3.3A I can say which after-school activities I participate in, which ones I am going to participate in, 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 am going to ... after school. On Mondays after school, I do activity. I study/work/talk on the phone, etc. after school. 	<ul style="list-style-type: none"> Basic activities and sports Locations where activities may take place (beach, pool, etc.) Regular verbs used for activities To want, to go (to), to do, to play With whom 	Listening check		
				INPUT: Interpretive Reading/Listening	I can identify which after-school someone participates in and which ones they are going to do based on what I hear.	Reading check
	OUTPUT: Interpersonal and/or Presentational				I can identify which after-school someone participates in and which ones they are going to do based on what I read.	Writing prompt
				I can write a short description of I which after-school I participate in and which ones I am going to do this week.	<ul style="list-style-type: none"> What do you do after school? What are you going to do after school? 	Presentational speaking check
				I can present myself orally stating which activities I participate in after school and which ones I am going to do this week.		Interpersonal speaking check
				OUTPUT: Interpersonal and/or Presentational		I can ask and respond to basic questions about which activities I participate in after school and which ones I am going to do this week.

FORMATIVE PERFORMANCE ASSESSMENTS

INTERPRETIVE	INTERPERSONAL	PRESENTATIONAL
You will listen to and read short descriptions of various people and make note of where they go after school and with whom.	You will have a conversation with a partner in which you talk about what you do after school, and what you are doing after school this week and with whom.	You will present yourself and one other student sharing what do after school , and where you are going after school this week..