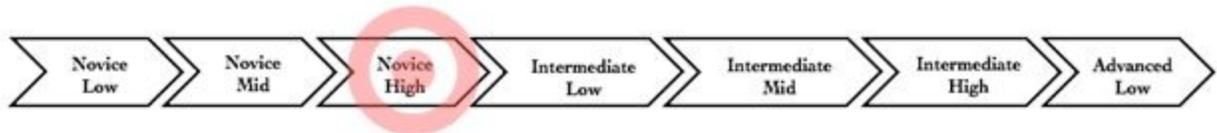




World Languages

Home & Family

Level 1 - UNIT 3 Overview: WHAT IF I GREW UP IN ANOTHER COUNTRY?



PERFORMANCE CONTINUUM (Semester 1)

| 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 HOME AND FAMILY.

SUMMATIVE ASSESSMENT

You're spending a summer in Venezuela/Québec/Singapore/Milan as part of a study abroad program, and are living with a local family. You're also taking classes as part of the program, and have been asked to put together a presentation about your Venezuelan/Québécois/Singaporean/Milanese family and home, which will be posted on the program's website to help promote it in future years. In order to prepare this presentation, you must first gather information about local families, family names, and what typical homes look like, imagining what the family you live with and their home is like. You will then discuss your findings with a classmate and interview them about their Venezuelan/Québécois/Singaporean/Milanese family and home. Finally, you will create a digital slideshow in which you present your Venezuelan/Québécois/Singaporean/Milanese family, their names, what they are like, and what their home looks like.

| Interpretive | Interpersonal | Presentational |
|--|---|---|
| You will read profiles of families and homes from the target culture. You will listen to conversations in which two people talk about their families and homes. 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's family and home life. | You will prepare a slideshow in which you present your Venezuelan/Québécois/Singaporean/Milanese family, their names, what they are like, and what their home looks like. |

ADVANCED PLACEMENT ALIGNED THEMES

Families & Communities



World Languages

Home & Family

Level 1 - Unit 3: WHAT IF I GREW UP IN ANOTHER COUNTRY?

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT MY HOME AND FAMILY.

PERFORMANCE OBJECTIVE 3.1: I can talk about my family.

PERFORMANCE INDICATOR 3.1A

I can say who my family members are, what each of them are 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 members of a family and what they are like based on what I hear. | <ul style="list-style-type: none"> • My mother is... • I have two sisters. They are both tall. • Our grandmother has gray hair. | <ul style="list-style-type: none"> • Members of a family • Descriptive adjectives (hair color, eye color, old, young, etc.) • There is/there are • My/your/our, etc. • To be | Listening check |
| | | I can identify members of a family and what they are like based on what I read. | | | Reading check |
| | OUTPUT: Interpersonal and/or Presentational | I can write about my family or someone else's family and say what each person is like. | | | <ul style="list-style-type: none"> • How many people are there in your family? • Who are the members of your family? • What is your family like? |
| | | I can present my family or someone else's family orally and describe what each person is like. | Presentational speaking check | | |
| | | I can ask and respond to basic questions about my family or someone else's family and what each person is like. | Interpersonal speaking check | | |

FORMATIVE PERFORMANCE ASSESSMENTS

| INTERPRETIVE | INTERPERSONAL | PRESENTATIONAL |
|---|--|--|
| You will listen to and read short descriptions of other people's families from the target culture and note important information. | You will have a conversation with a partner in which you find out about each other's families. | You will present your family and the family of one other student to the class sharing basic information. |



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Level 1 - Unit 3: WHAT IF I GREW UP IN ANOTHER COUNTRY?

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT MY HOME AND FAMILY.

PERFORMANCE OBJECTIVE 3.2: I can talk about my home.

PERFORMANCE INDICATOR 3.2A I can say what the different rooms are in my home, say a few things that I might do in each room, 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 types of homes, rooms of the house, and different activities that are done in each room based on what I hear. | <ul style="list-style-type: none"> • My home is... • In the dining room, we eat dinner together. • My friend lives in a ... His home is ... | <ul style="list-style-type: none"> • Types of homes • Rooms in a home • Places where homes are located (city, town, etc.) • Basic verbs (to eat, to write, to live, to sleep, etc.) | Listening check |
| | | I can identify types of homes, rooms of the house, and different activities that are done in each room based on what I read. | | | Reading check |
| | OUTPUT: Interpersonal and/or Presentational | I can write a short description of my home and what types of activities are done in each room. | | | Writing prompt |
| | | I can present my home or someone else's home orally and describe what types of things we do in each room. | <ul style="list-style-type: none"> • Where do you live? • What's your home like? | Presentational speaking check | |
| | | I can ask and respond to questions about my home or someone else's home and what types of things we do in each room. | | Interpersonal speaking check | |

FORMATIVE PERFORMANCE ASSESSMENTS

| INTERPRETIVE | INTERPERSONAL | PRESENTATIONAL |
|---|---|---|
| You will listen to and read short descriptions of various homes from the target culture and what types of activities are done in each room. | You will have a conversation with a partner in which you talk about what each of your homes is like and what types of things you do in each room. | You will present your home and the home of one other student, saying what types of thing you do in each room. |



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Level 1 - Unit 3: WHAT IF I GREW UP IN ANOTHER COUNTRY?

PERFORMANCE TARGET

I CAN HAVE A CONVERSATION ABOUT MY HOME AND FAMILY.

PERFORMANCE OBJECTIVE 3.3: I can talk about what I do to help out around the house.

PERFORMANCE INDICATOR 3.3A

I can say what chores I need to do to help around the house, as well as things I never do.

| | | 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 what household chores different family members do and don't do based on what I hear. | <ul style="list-style-type: none"> I have to wash the dishes in the kitchen. I never clean the bathroom! No one ever wants to cut the grass. Taking out the garbage seems like an easy task. | <ul style="list-style-type: none"> Basic household chores To seem, to be your turn, to have to Negative constructions (never, no one, nothing, etc.) | Listening check |
| | | I can identify what household chores different family members do and don't do based on what I read. | | | Reading check |
| | OUTPUT: and/or Presentational | I can write a short description of what chores me and my family members do and don't do. | | | Writing prompt |
| | | I can present orally what household chores me and my family do and don't do. | | | Presentational speaking check |
| | | I can ask and respond to basic questions about what chores me and my family do and don't do. | | | Interpersonal speaking check |

FORMATIVE PERFORMANCE ASSESSMENTS

| INTERPRETIVE | INTERPERSONAL | PRESENTATIONAL |
|---|--|---|
| You will listen to and read short descriptions of various people from the target culture talking about what household chores they do and what chores they never want to do. | You will have a conversation with a partner in which you talk about what household chores you do and what chores you never want to do. | You will present yourself and one other student to the class sharing what household chores you do and what chores you never want to do. |