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| Macintosh HD:Users:alyssavillarreal:Dropbox (Personal):Humanities:2014 SCS Logo:SCS New Logo _D:Blue:SCS WL LOGO purple.jpg | what is my School like? |
| UNIT two: school DAYS | |

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| Performance Continuum | | |
| NOvice Mid | Novice high | Intermediate |
| below expectations | 🞋 lowest acceptable performance | 🞋teach to… |
| Approaching Expectations  I can use memorized words and phrases about learned topics. I can speak using simple sentences, but I often use sentence fragments. I can answer simple questions that are tied to those topics that I have learned using simple sentences. | Meeting Expectations  I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.. | Exceeding Expectations  I can maintain conversations about me and my life. I can get what I need and express my self. I connect some sentences together but I use more than one sentence at a time. I use transitional words between thoughts. Finally I can ask and answer a variety of questions. |
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| PERFORMANCE TARGET | | | | | | | | | | | | | |
| I can have a conversation about what makes each of us unique. | | | | | | | | | | | | | |
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| Summative Assessments | | | | | | | | | | | | | |
| Interpersonal Interview | | | | | | | Presentational Writing | | | | | | |
| Your teacher wants you and your classmates to get to know each other better. Ask your partner about his/her school day, including classes, teachers, and after-school activities. Be sure to answer all of your partner’s questions so that the two of you can see how much you have in common. | | | | | | | The guidance counselor has asked you to write another letter to the exchange student that you will host this year. He wants to know about the classes he will be taking and what supplies he will need. Write him an email giving him the information about classes offered at your school, and what supplies he will need for each class. Describe the classes and the teachers for him. | | | | | | |
|  | | Rubric | |  | | |  | | | Rubric | |  | |
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| Advanced Placement Aligned themes | | | | | | | | | | | | | |
| Family and Community; Contemporary Life | | | | | | | | | | | | | |
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| “school day” Chuck Berry | | | | | | | | | | | | | |
| Lyrics & Songhttps://genius.com/Chuck-berry-school-day-ring-ring-goes-the-bell-single-version-lyrics | | | | | | | | | | | | | |
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| UNIT two: school DAYS | | | | | | | | | | | | | |
| PERFORMANCE TARGETS | | | | | | | | | | | | | |
| I can have a conversation about Myself. | | | | | | | | | | | | | |
| Performance Objective 2.1: | | | | **I can talk about my classes.** | | | | | | | | | |
| Performance INDICATOR 2.1A: | | | | I can tell you about my classes and supplies that I need for my classes. | | | | | | | | | |
| SKILL DEVELOPMENT | | | | | | | | | | | | | |
| Learning Targets  What will learners be able to do? | | | LANGUAGE CHUNKS  & VOCABULARY  What will learners need to know? | | | | | | CHECK FOR LEARNING  How will learners demonstrate what they can do with what they know? | | | | |
|  | Students identify information about school supplies and classes when they hear it. (IL) | | * In.. period I have…. * I need… for…. * My school starts at… * My ….class starts at… * My favorite class is… * I like it because…. * The teacher is… | | | * Classes * School supplies * Days of week * Time * Ordinal numbers * Descriptors | | | Listening Check 2.1A | | | | |
| Spanish | | French | | LCTL |
| Students identify information about classes and supplies based on what they read. (IR) | | Reading Check 2.1A | | | | |
| Spanish | French | | | LCTL |
| Students write about their schedule. (PW) | | Writing Prompt 2.1A | | | | |
| Students answer questions about their schedule. (IS) | | * What classes do you have? * What do you need for…? * When do you have…? * Who teaches…? * What is …. like? | | | **Level UP LANGUAGE** | | | Answer your partner’s questions | | | | |
| Transition words like “and”, “but”, “because” | | |
| Students ask questions about their schedule. (IS) | | Interview Questions 2.1A | | | | |
| Spanish | French | | | LCTL |
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| FORMATIVE ASSESSMENTS | | | | | | | | | | | | | |
| INTERPERSONAL | | | | | | PRESENTATIONAL WRITING | | | | | | | |
| You and your friend are trying to set up a study group for all of your classes. Before you begin, you need to find out what classes you have in common. Ask your friend about what classes he or she is taking and answer your friend’s questions about what classes you are taking. | | | | | | Your mother is going shopping before she picks you up after school today. There are a few items that you need for some of your classes. Send your mom a text telling her what supplies she should buy for you for each of your classes. | | | | | | | |
|  | | Rubric | | |  |  | | Rubric | | | |  | |

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| UNIT two: school DAYS | | | | | | | | | | | | |
| PERFORMANCE TARGETS | | | | | | | | | | | | |
| I can have a conversation about MYself. | | | | | | | | | | | | |
| Performance Objective 2.1: | | | | I can tell you about people and places in my school. | | | | | | | | |
| Performance INDICATOR 2.1B: | | | | I can describe my school. | | | | | | | | |
| SKILL DEVELOPMENT | | | | | | | | | | | | |
| Learning Targets  What will learners be able to do? | | | LANGUAGE CHUNKS  & VOCABULARY  What will learners need to know? | | | | | | CHECK FOR LEARNING  How will learners demonstrate what they can do with what they know? | | | |
|  | S­tudents understand when people talk about places in a school. (IL) | | * My school is…. * The…. is ……. * The ….. is ……the…. | | | | * Places in the school * People in the school * Location (behind, next to, in front of, close to, far from) | | Listening Check 2.1B | | | |
| Spanish | French | | LCTL |
| Students identify places in a school based on a description that they read. (IR) | | Reading Check 2.1B | | | |
| Spanish | French | | LCTL |
| Students write a description of their school. (PW) | | **Level UP LANGUAGE** | | Writing Prompt 2.1B | | | |
| Students answer questions about places in a school. (IS) | | * What class meets in…. * Where is……? * Who is ……? * …. meets in….. * …… is in the ……. * ….. is the …… | | | | Use Transition words like “and”,”also” | | Answer your partner’s questions | | | |
| Students ask questions about places in a school. (IS) | | Interview Questions 2.1B | | | |
| Spanish | French | | LCTL |
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| FORMATIVE ASSESSMENTS | | | | | | | | | | | | |
| INTERPERSONAL | | | | | | PRESENTATIONAL WRITING | | | | | | |
| You and your partner want to find out how much each of you knows about the places in your school. Think about a place in your school. Then answer your partner’s questions about that place to see if they can guess what place in the school you are thinking of. Then ask your partner questions so that you can guess what place they are thinking of. | | | | | | The exchange student has replied to your email about the classes he will take and the supplies that he needs. He is nervous about the size of your school and where everything is located. Answer his email by telling him about the places in your school and where they are located. | | | | | | |
|  | | Rubric | | |  |  | | Rubric | | |  | |

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| PERFORMANCE TARGETS | | | | | | | | | | | | |
| I can have a conversation about Myself. | | | | | | | | | | | | |
| Performance Objective 2.1: | | | | I can tell you what I do after school. | | | | | | | | |
| Performance INDICATOR 2.1C: | | | | I can tell about activities that I like to do. | | | | | | | | |
| SKILL DEVELOPMENT | | | | | | | | | | | | |
| Learning Targets  What will learners be able to do? | | | LANGUAGE CHUNKS  & VOCABULARY  What will learners need to know? | | | | | | CHECK FOR Learning  How will learners demonstrate what they can do with what they know? | | | |
|  | Students can understand a description of someone’s favorite class when they hear it. (IL) | | * After school I like to…. * I like it because…. * I do not like …. * I prefer…. * I ….. at….with…. | | | | * Activities * Places | | Listening Check 2.1C | | | |
| Spanish | French | | LCTL |
| Students can understand a description of of someone’s favorite class when they read it. (IR) | | Reading Check 2.1C | | | |
| Spanish | French | | LCTL |
| Students can write about their favorite class. (PW) | | Writing Prompt 2.1C | | | |
| Level UP LANGUAGE | |
| Students can answer questions about their favorite class and why they like it. (IS) | | * What do you do after school? * Where do you do it? * Who do you do it with? * Why do you like it? | | | | Transition words: “and”, “because” | | Answer your partner’s questions | | | |
| Students can ask questions about what someone’s favorite class and why they like it. (IS) | | Interview Questions 2.1C | | | |
| Spanish | French | | LCTL |
|  | | | | | | | | | | | | |
| FORMATIVE ASSESSMENTS | | | | | | | | | | | | |
| INTERPERSONAL INterview | | | | | | PRESENTATIONAL WRITING | | | | | | |
| Let’s find out a little more about your partner. Ask your partner what activities he /she does after school. Be sure to answer your partner’s questions so that your partner learns about your after- school activities, too. | | | | | | Your teacher has created a blog so that you and your classmates can share information about your school with students in schools in other countries. It is your turn to write a blog post. Write about your after-school activities, including where you go to do these activities, who you do them with, and why you like these activities. | | | | | | |
|  | | Rubric | | |  |  | | Rubric | | |  | |