



Information For Unit:

Unit Ended On October 3rd last year

<p>Unit # 1 Essential Question: What makes a good friendship?</p>	<p>Performance Indicator 1: I can explain why I am a good friend to someone else</p>	<p>Proficiency Target: Weak Intermediate Mid</p>
<p>Performance Assessment:</p> <ul style="list-style-type: none"> Presentational Writing- One of your friends just entered you in a contest for the best friend in Wellesley. Obviously you accept and as part of the application process you need to write a short essay explaining why you are that person's best friend. In your essay you should describe yourself and explain why those are good qualities. You should also talk about what you do that makes you a good friend. 		
<p>Authentic Resources:</p> <ul style="list-style-type: none"> Article on what makes a good friend <ul style="list-style-type: none"> Test- Are you a good friend El Hormiguero Fragment on Me Gusta 		
<p>Targeted Structures And Approaches:</p> <ul style="list-style-type: none"> Present Tense Verbs in The Yo and Tú Forms Emphasis on: <i>soy, estoy, voy, hago, hay, quiero, tengo</i> Verbs Like Gustar In Yo and Tú Forms 		
<p>Learning Target 1</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>
<p>I can present basic information about myself <i>Presentational</i></p>	<p>Students will introduce themselves to their partner</p>	<ul style="list-style-type: none"> Hola, me llamo Tengo ___ años Soy de Me gusta No me gusta Soy un freshman/sophomore/junior/senior
<p>Learning Target 2</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>
<p>I can explain proficiency in my own words <i>Presentational</i></p>	<p>Students will complete the Taco Activity talking about Wellesley High School in English. They will do so at the different proficiency levels.</p>	<ul style="list-style-type: none"> Novice (low, mid, high) Intermediate (low, mid, high) Performance Assessment Can Do Statement Feedback Súperfrases
<p>Learning Target 3</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>



<p>I can classify characteristics of a person as either positive or negative <i>Interpretive</i></p>	<p>Students will read an article that talks about qualities of a good or bad friend. While reading they will write the qualities in a chart as either good or bad. Then, they will say whether they do those things or not and provide an example.</p>	<ul style="list-style-type: none"> •Simpático •Confiable •Antipático •Dramático •Manipulativo •Perezoso •Cómico •Egoista •Te llaman •Te animan •Te aceptan •Te critica •Te juzga •Guardar un secreto •Dudar •Triunfos •Admitir •Nunca •Respetar •Privacidad •Tener la razón •Te quiere
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
<p>I can respond to questions to determine if I am a good or bad friend <i>Interpretive</i></p>	<p>Students will take a fake test asking them questions about whether they are a good or bad friend. They will share their examples with a partner</p>	<p>Same as above</p>
Learning Target 5	Check For Understanding	Language Chunks & Vocabulary
<p>I can describe why I am a good friend to someone <i>Presentational</i></p>	<p>Students will do a quick write asking them to describe themselves and what makes them a good friend. This will be a tiered writing task.</p>	<ul style="list-style-type: none"> •Soy •List of adjectives of personality •Buen amigo •Amistad •Confiar, Divertirse, Hacer Bromas, Charlar, Pasar El Rato •Chismear, Causar Drama, Mentir, Contar Secretos •Porque •Así que •También •Y
Learning Target 6	Check For Understanding	Language Chunks & Vocabulary
<p>I can have a conversation about</p>	<p>Students will receive a role with a</p>	<ul style="list-style-type: none"> •Buen/mal amigo



what I do to help my friends <i>Interpersonal</i>	personality that puts them in a situation where one person is a good friend and another is a bad friend. They will discuss and try to resolve the problem.	<ul style="list-style-type: none"> •Recomiendo/as •Necesito/as •Cambiar •Ser diferente
Learning Target 7	Check For Understanding	Language Chunks & Vocabulary
I can list what someone else likes/dislikes <i>Interpretive</i>	Students will watch a fragment of El Hormiguero and list which person likes what. They will then think of a few normal and abnormal things that they really like or dislike in their lives and share with the class.	<ul style="list-style-type: none"> •Me gusta •Huellas •Ventanilla •Pueblo con mar •Pillar •Perrete •Quedarse bien •Rollo de cinta •Mandarina •Como si fuera •Boxeador
Learning Target 8	Check For Understanding	Language Chunks & Vocabulary
I can ask and answer questions about what people do with their friends <i>Interpersonal</i>	Students will do a mini TALK where they will ask questions to each other about their social lives and what they do with their friends.	<ul style="list-style-type: none"> •Me gusta/te gusta •Qué te gusta? •Por qué? •Con quién? •Cuándo?

Adapted from Williamson County Schools World Languages for Wellesley Public Schools

Unit # 1 Essential Question: What makes a good friendship?	Performance Indicator 2: I can classify actions with friends as either positive or negative based on their impact	Proficiency Target: Weak Intermediate Mid
Performance Assessment:		
<ul style="list-style-type: none"> • Interpretive Reading- Read an infographic that talks about bullying and answer the interpretive questions 		
Authentic Resources:		
<ul style="list-style-type: none"> • Infographics on Bullying (tiered reading tasks) <ul style="list-style-type: none"> • Song- Échame La Culpa • Video on what you can do with friends 		



Targeted Structures and Approaches:

- Present Tense Verbs In The Yo, Tú, Él/Ella, Ellos/Ellas Forms
 - Structured Input Activities To Help With Differentiation
- Emphasis On: Ser, Estar, Tener, Ir, Hacer, Saber, Dar, Ver

Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can summarize ideas on what you can do with your friends <i>Interpretive</i>	Students will watch a video that talks about what to do when having friends over. Students will summarize the main points and then generate a list of the best activities to do when hanging out with friends.	<ul style="list-style-type: none"> •Pasar el rato con amigos •Salir con amigos •Durante el fin de semana/las vacaciones •Invitar •Cuéntame •Divertido •Divertirte
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can explain what I do with my friends on a typical weekend <i>Presentational</i>	Students will write a photo journal discussing what they normally do or don't do during the weekend with their friends.	<ul style="list-style-type: none"> •Típicamente •Por lo general •Chatear •Pasar el rato con amigos •Jugar deportes •Explorar •Jugar videojuegos
Learning Target 3	Check For Understanding	Language Chunks & Vocabulary
I can determine whether someone is in a good relationship or not based on a song <i>Interpretive</i>	Students will listen to the song <i>Echame La Culpa</i> with interpretive questions and the lyrics. They will then determine whether they have a good or bad relationship. They will end the class role playing Demi Lovato and Luis Fonsi having a conversation.	<ul style="list-style-type: none"> •Échame la culpa •Tengo que •Olvidar
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
I can list the causes and effects of bullying <i>Interpretive</i>	Students will receive a tiered reading on bullying and complete the graphic organizer asking for the causes and effects of bullying. Then, students will compare answers and discuss whether bullying is present in their school and why.	<ul style="list-style-type: none"> •El acoso •Ciberbullying
Learning Target 5	Check For Understanding	Language Chunks & Vocabulary



I can have a conversation about why bullying is an issue in schools <i>Interpersonal</i>	Students will do a role play activity where each person will be a different community member (young kid, teacher, parent, bully) and discuss why bullying is an issue in schools.	
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Unit # 1 Essential Question: What makes a good friendship?	Performance Indicator 3: I can exchange information about what I do with my friends	Proficiency Target: Weak Intermediate Mid
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Performance Assessment:

- Interpersonal Writing- Read an email from a new student coming to WHS who wants to know more information. Read her email and respond.

Authentic Resources:

- Weather Report and Video

Targeted Structures And Approaches:

- Present Tense Verbs With Emphasis On All Forms
 - First Time Working With Nosotros
- Emphasis On: Ser, Estar, Tener, Hacer, Ir, Pensar, Jugar, Dar, Ver, Saber

Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can match activities to the weather needed for the activity <i>Interpretive</i>	Students will visit the weather website for Spain and determine whether certain activities would be logical or illogical for different parts of the country. Then they will come up with other activities that you could do in those cities.	<ul style="list-style-type: none"> •Hace sol/calor/frío/viento/buen tiempo/mal tiempo/fresco •Está lloviendo/nevando/nublado
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can describe what I do throughout the year to have fun with my friends <i>Interpersonal</i>	Students will receive an email from someone asking about what there is to do for fun in Wellesley throughout the year. Students will respond to the email.	<ul style="list-style-type: none"> •Querido •Gracias por •Normalmente •Durante el invierno / otoño / verano / primavera •Típicamente



		<ul style="list-style-type: none"> •Por lo general •Nunca •Sinceramente •Atentamente
Learning Target 3	Check For Understanding	Language Chunks & Vocabulary
I can explain what I do with my friends throughout the year. <i>Presentational</i>	Students will receive a calendar with different events and months and write about what they do with their friends during those times and why they do them.	<ul style="list-style-type: none"> •Cumpleaños •Fiesta •Todos los años
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
I can debate the most fun activity to do with my friends <i>Interpersonal</i>	Students will create a list of 8 activities that they do with their friends and will fill them in on a bracket. Then they will debate which one is the most fun and why.	<ul style="list-style-type: none"> •Yo creo que •Yo pienso que •yo opino que •En mi opinión •A mi parecer

Adapted from Williamson County Schools World Languages for Wellesley Public Schools

- Tiered Reading Task
- Level Ups Created For Students
- Transition Words Decided
- Structured Input Activities Created
- Can Do Checks Created



Aug 28	I can present basic information about myself
Aug 29	I can explain proficiency in my own words
Aug 30	X
Sep 3	I can classify characteristics of a person as either positive or negative
Sep 4	X
Sep 5	I can respond to questions to determine if I am a good or bad friend
Sep 6	I can describe why I am a good friend to someone
Sep 9	X
Sep 10	I can have a conversation about what I do to help my friends
Sep 11	I can list what someone else likes/dislikes
Sep 12	I can ask and answer questions about what people do with their friends
Sep 13	X
Sep 16	Assessment
Sep 17	I can summarize ideas on what you can do with your friends
Sep 18	X
Sep 19	I can explain what I do with my friends on a typical weekend
Sep 20	I can determine whether someone is in a good relationship or not based on a song
Sep 23	I can list the causes and effects of bullying I can have a conversation about why bullying is an issue in schools
Sep 24	X
Sep 25	Assessment
Sep 26	I can match activities to the weather needed for the activity
Sep 27	X
Oct 1	I can describe what I do throughout the year to have fun with my friends
Oct 2	I can explain what I do with my friends throughout the year
Oct 3	I can debate the most fun activity to do with my friends



Oct 7	Assessment
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