



<p>Unit 1 Essential Question: What is the purpose of a home?</p>	<p>Performance Indicator 1: I can classify items in the home as necessities or desires</p>	<p>Proficiency Target: Strong Intermediate Mid</p>
<p>Performance Assessments:</p> <ul style="list-style-type: none"> • Interpretive Reading- Students will read an excerpt from the article <i>Dónde Duermen Los Niños</i> and answer some interpretive questions. 		
<p>Authentic Resources:</p> <ul style="list-style-type: none"> • Article Cosas que no puedes faltar si te mudas a un nuevo lugar <ul style="list-style-type: none"> • Video on Las Islas Uro • Article Los Electrodomésticos amigos o enemigos del medio ambiente <ul style="list-style-type: none"> • Article Dónde Duermen Los Niños 		
<p>Targeted Structures:</p> <ul style="list-style-type: none"> • Review of present tense 		
<p>Learning Target 1</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>
<p>I can identify items that belong in different rooms of a house (living room, dining room, kitchen, bedroom, bathroom) <i>Interpretive</i></p>	<p>Students will view several photos of different items in a home identify which room of the house they belong in. Then they will have a quick conversation about whether their homes have these items.</p>	<p>✓</p>
<p>Learning Target 2</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>
<p>I can explain what someone does in different rooms of the house <i>Presentational</i></p>	<p>Students will do a quick write discussing what they do in each room of their house and what their family members also do in those rooms. This will be a tiered writing task.</p>	<p>✓</p>
<p>Learning Target 3</p>	<p>Check For Understanding</p>	<p>Language Chunks & Vocabulary</p>
<p>I can categorize items of a house based on necessity <i>Interpretive</i></p>	<p>Students will read the article <i>Cosas Que No Puedes Faltar Si Te Mudas A Un Nuevo Lugar</i> and</p>	<p>✓</p>



	categorize the items mentioned as either necessities or desires. Then they will compare lists and discuss with their partners what is really needed in a home.	
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
I can argue which items are the most needed in a home <i>Interpersonal</i>	Students will list the top 8 furniture items and appliances that are needed in a home and will put those on a bracket. Then they will play bracketology to determine which furniture and which appliance are the most important in a house.	✓
Learning Target 5	Check For Understanding	Language Chunks & Vocabulary
I can justify which items in a house I could not live without and explain why <i>Presentational</i>	Students will receive a list of a few items that could be needed in a house and first explain how they use them and then justify whether they are truly needed for a house and explain why.	✓
Learning Target 6	Check For Understanding	Language Chunks & Vocabulary
I can list items that people in another community have in their homes <i>Interpretive</i>	Students will watch a video on Las Islas Uros and list the items that the people have in their homes. They will then view photos of those homes and describe what there is in the house.	✓
Learning Target 7	Check For Understanding	Language Chunks & Vocabulary
I can compare and contrast what I have in my home to what someone else has in their home <i>Presentational</i>	Students will compare their own homes to the homes that are presented in the video of Las Islas Uros. They will then do a side by side of Google Maps of their house with pictures of Las Islas Uros.	✓
Learning Target 8	Check For Understanding	Language Chunks & Vocabulary
I can argue in favor or against having certain appliances in the home <i>Interpersonal</i>	Students will each receive a role and a personality and have a discussion about what kinds of	✓



	appliances are really needed in a home.	
Learning Target 9	Check For Understanding	Language Chunks & Vocabulary
I can match descriptions of kids bedrooms to their pictures <i>Interpretive</i>	Students will read the article <i>Dónde Duermen Los Niños</i> and match photos of the rooms to the descriptions from the article.	✓
Learning Target 10	Check For Understanding	Language Chunks & Vocabulary
I can describe what there is and isn't in different bedrooms around the world <i>Presentational</i>	Students will do a formative writing comparing and contrasting what there is their bedroom with the bedrooms of the children in <i>Dónde Duermen Los Niños</i>	✓

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Unit 1 Essential Question: What is the purpose of a home?	Performance Indicator 2: I can describe how homes used to be in different parts of the world	Proficiency Target: Strong Intermediate Mid
Performance Assessments: <ul style="list-style-type: none"> Interpersonal Speaking (TALK)- Students will be in groups of 4 and each person will receive a picture of a home and a description of their life. Only using questions, students will have a conversation to learn more about how each others' lives used to be when they were younger. (If crunched for time this will be formative and not for a grade) 		
Authentic Resources: <ul style="list-style-type: none"> Article and Video on El Patio Central Article on how housing used to be during the Incas 		
Targeted Structures: <ul style="list-style-type: none"> Review of present tense Review of imperfect tense Some preterite tense review 		



Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can match descriptions of houses and places to their pictures <i>Interpretive</i>	Students will read descriptions of houses/cities from the past in different parts of the world. The students will read the descriptions and match up the pictures (this will be a PACE activity)	✓
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can compare houses in the United States from years ago to houses now <i>Presentational</i>	Students will receive a side by side comparison of houses today with houses from years ago and compare how houses used to be to how houses are now.	✓
Learning Target 3	Check For Understanding	Language Chunks & Vocabulary
I can answer true/false questions about a Patio Central <i>Interpretive</i>	Students will read an article on the Patio Central and answer true/false questions about its function. Then students will view photos of different patio centrales from different parts of the world and discuss what people used to do in these parts of the house.	✓
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
I can compare and contrast the Patio Central to a feature found in houses in the U.S. <i>Presentational</i>	Students will receive a Venn Diagram and compare and contrast the Patio Central to any part of their house.	✓
Learning Target 5	Check For Understanding	Language Chunks & Vocabulary
I can summarize how different ancient civilizations used to live <i>Interpretive</i>	Students will each be assigned either a Mayan, Incan or Aztec video on architecture. They will each take notes on their video and present the information to their group. The groups will then debate which civilization's architecture was more impressive and why.	✓
Learning Target 6	Check For Understanding	Language Chunks & Vocabulary
I can describe how my house used to be when I was younger	Students will do a tiered writing task talking about how their house	✓



<i>Presentational</i>	used to be when they were younger.	
Learning Target 7	Check For Understanding	Language Chunks & Vocabulary
I can exchange information about my home when I was younger <i>Interpersonal</i>	Students will first play a game of Ask Ask Switch to ask questions about how life used to be when they were younger. A separate day they will participate in interviews to discuss how their homes were when they were younger.	
Learning Target 8	Check For Understanding	Language Chunks & Vocabulary
I can ask and answer questions about housing in different parts of the world <i>Interpersonal</i>	Students will each receive a picture of a house with a description of their life when they were younger. The other students will have to ask questions to find out information about their life and their home from years ago. (This could be a formative conversation or could count as a grade)	

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Unit 1 Essential Question: What is the purpose of a home?	Performance Indicator 3: I can explain what someone did to help out in their hometown	Proficiency Target: Strong Intermediate Mid
Performance Assessments: <ul style="list-style-type: none"> Presentational Writing- Students will write a short scholarship essay in which they choose a hometown hero and explain how that person impacted their community 		
Authentic Resources: <ul style="list-style-type: none"> Article on Meghan Markle helping out her community Video of Spanish celebrity helping out their community 		
Targeted Structures:		



● Preterite vs Imperfect		
Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
I can isolate what someone did to help out their community last year <i>Interpretive</i>	Students will read a PACE style article written by their teacher about someone who helped their community. The article will be written in the first person. Students will read the article and isolate what the person did. They will then write a quick summary explaining what the person did and why it was important.	✓
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
I can list different things that a famous celebrity did to help their local community <i>Interpretive</i>	Students will read an article on Meghan Markle and the impact she had on her local community. Students will list the different actions and then compare if they did those actions in their past.	✓
Learning Target 3	Check For Understanding	Language Chunks & Vocabulary
I can summarize what someone did to help their local community <i>Presentational</i>	Students will do a write up for the local newspaper highlighting the life of Meghan Markle and talking about all of the actions that she did in her life.	✓
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
I can list what a Spanish celebrity did to help their community improve <i>Interpretive</i>	Students will watch a short video of a Spanish celebrity helping out their community and will list what the person did. They will then do a quick write up explaining what the person did and why it was important.	✓
Learning Target 5	Check For Understanding	Language Chunks & Vocabulary
I can compare and contrast two celebrities actions in giving back to their community	Students will complete a Venn Diagram comparing what the two celebrities did to help their communities.	✓
Learning Target 6	Check For Understanding	Language Chunks & Vocabulary



I can exchange information about what I did in my life to give back to the community <i>Interpersonal</i>	Students will play the game Ask Ask Switch talking about a time they volunteered and helped their local community.	
Learning Target 7	Check For Understanding	Language Chunks & Vocabulary
I can explain to someone why volunteering is important <i>Interpersonal</i>	Students will read an email from someone who asks questions about volunteering. Students will respond explaining how they volunteered and what one of their friends did as well.	✓
Learning Target 8	Check For Understanding	Language Chunks & Vocabulary
I can present information about someone I believe to be a hero in my local community <i>Presentational</i>	Students will select someone from their life that they believe to be a hero. They will create a short presentation using only pictures to describe this person's life and what they did for the community. They will present this to their group members who will take notes and write a thank you card to one of those people.	✓
Learning Target 9	Check For Understanding	Language Chunks & Vocabulary
I can narrate what someone else did to impact their local community <i>Presentational</i>	Students will write about a teacher, student or parent in Wellesley who has made a significant impact on their lives. They will write a nomination speech of why this person should win person of the year.	✓
Learning Target 10	Check For Understanding	Language Chunks & Vocabulary
I can argue which famous person had the greatest impact on the world <i>Interpersonal</i>	Students will participate in a mini TALK Conversation and discuss which famous person in the world had the greatest impact.	✓

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<p>Unit 1 Essential Question: What is the purpose of a home?</p>	<p>Performance Indicator 4: I can explain why it is important to help people who don't have homes</p>	<p>Proficiency Target: Strong Intermediate Mid</p>
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<p>Performance Assessments:</p> <ul style="list-style-type: none"> ● Presentational Writing- Students will write a short essay as part of their college application detailing a time that they volunteered and helped out a local organization (this would be a polished writing assessment meaning that students have access to all of their resources and write a draft before submitting a final copy.) ● Interpersonal Speaking (TALK)- WHS is contemplating the idea of adapting a graduation requirement of 50 hours that need to be completed by the end of senior year. Do you think this is a good idea and explain your point of view. Do you see any value in doing volunteer work? Are there alternatives to forcing kids to do volunteer work 		
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<p>Authentic Resources:</p> <ul style="list-style-type: none"> ● Video on the differences between Casa and Hogar ● Article Personas Sin Hogar. Causas Y Clasificación <ul style="list-style-type: none"> ● Video Reporteros 360: Personas Sin Hogar ● Article Definition of a Homeless Student ● Article Barcelona Abre Un Centro Para Alojara Jóvenes Sin Hogar 		
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<p>Targeted Structures:</p> <ul style="list-style-type: none"> ● Preterite vs Imperfect ● Present Subjunctive in Impersonal Expressions 		
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Learning Target 1	Check For Understanding	Language Chunks & Vocabulary
<p>I can explain the difference between a home and a house <i>Presentational</i></p>	<p>Students will watch the video Casa vs Hogar and take notes on the difference between the two terms. They will then write definitions for what a Casa and Hogar are. They will then discuss the question of which one is better to have and why.</p>	<p>✓</p>
Learning Target 2	Check For Understanding	Language Chunks & Vocabulary
<p>I can list the causes and classifications of homelessness <i>interpretive</i></p>	<p>Students will read the article <i>Personas Sin Hogar. Causas y Clasificaciones</i> and list the causes and classifications mentioned in</p>	<p>✓</p>



	the article. Then the class will discuss the differences.	
Learning Target 3	Check For Understanding	Language Chunks & Vocabulary
I can isolate reasons that it is important to help the homeless <i>Interpretive</i>	Students will read a teacher written PACE talking about why it is important to help out people without homes. Students will isolate the reasons mentioned in the reading to then discover the formation of the subjunctive. Students will then hypothesize other reasons that it is important, difficult, good, bad, interesting to help out the homeless population.	
Learning Target 4	Check For Understanding	Language Chunks & Vocabulary
I can exchange information about my opinion of volunteer work <i>Interpersonal</i>	Students will play the game Ask Ask Switch to learn more about the opinions of other students in regards to doing volunteer work.	
Learning Target 5	Check For Understanding	Language Chunks & Vocabulary
I can answer questions about homelessness in the United States <i>Interpretive</i>	Students will watch a video on homelessness in the United States. They will answer questions about the situation in the United States and react using new subjunctive expressions	✓
Learning Target 6	Check For Understanding	Language Chunks & Vocabulary
I can express my opinion about the living situations of homeless people <i>Presentational</i>	Students will answer guided questions about people living without homes.	✓
Learning Target 7	Check For Understanding	Language Chunks & Vocabulary
I can present my opinion on the importance of helping out people without homes <i>Presentational</i>	Students will complete a tiered writing practice to present their opinion on helping out people without homes.	✓
Learning Target 8	Check For Understanding	Language Chunks & Vocabulary
I can list ways that Spanish speaking countries have helped	Students will read the article <i>Barcelona Abre Un Centro Para</i>	



the homeless population <i>Interpretive</i>	<i>Alojar A Los Jóvenes Sin Hogar</i> and list the ways that center is helping homeless teens. Students will then think of other local organizations that help people that are facing similar problems.	
Learning Target 9	Check For Understanding	Language Chunks & Vocabulary
I can have a conversation about how to help homeless people <i>Interpersonal</i>	Students will participate in a formative TALK Conversation to discuss the problems facing homeless people and the solutions that could exist to help them overcome these problems.	✓
Learning Target 10	Check For Understanding	Language Chunks & Vocabulary
I can persuade someone to consider volunteering to help the homeless population <i>Interpersonal</i>	Each student will receive a role and a personality and they will have a conversation about volunteering to help at a local homeless shelter.	

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Aug 28	I can present basic information about myself
Aug 29	I can explain proficiency in my own words
Aug 30	X
Sep 2	I can identify items that belong in different rooms of a house
Sep 3	I can explain what someone does in different rooms of the house
Sep 4	I can categorize items of a house based on necessity I can argue which items are the most needed in a home
Sep 5	I can justify which items in a house I could not live without and explain why
Sep 6	X
Sep 9	I can list items that people in another community have in their homes I can compare and contrast what I have in my home to what someone else has in their home
Sep 10	I can argue in favor or against certain appliances in the home
Sep 11	X
Sep 12	I can match descriptions of kids bedrooms to their pictures I can describe what there is and isn't in different bedrooms around the world
Sep 13	Interpretive Assessment
Sep 16	I can match descriptions of houses and places to their pictures
Sep 17	X
Sep 18	I can compare houses in the U.S. from years ago to houses now
Sep 19	I can answer true/false questions about a Patio Central I can compare and contrast the Patio Central to a feature found in houses in the U.S.
Sep 20	X
Sep 23	I can summarize how different ancient civilizations used to live
Sep 24	I can exchange information about my home when I was younger I can ask and answer questions about housing in different parts of the world



Sep 25	Interpersonal Assessment
Sep 26	X
Sep 27	I can isolate what someone did to help their community last year
Oct 1	I can list different things that a famous celebrity did to help their local community
Oct 2	X
Oct 3	I can summarize what someone did to help their local community
Oct 4	I can list what a Spanish celebrity did to help their community
Oct 7	I can compare and contrast two celebrities actions in giving back to their communities
Oct 8	X
Oct 10	I can exchange information about what I did to give back to my community I can explain to someone why volunteering is important
Oct 11	I can present information about someone I believe to be a hero in my local community
Oct 15	X
Oct 17	I can narrate what someone else did to impact their local community
Oct 18	I can argue which famous person had the greatest impact on the world
Oct 21	Presentational Assessment / Assign Presentational Assessment
Oct 22	X
Oct 23	I can explain the difference between a home and a house
Oct 24	I can list the causes and classifications of homelessness
Oct 25	X
Oct 28	I can isolate reasons that it is important to help the homeless
Oct 29	I can exchange information about my opinion of volunteer work
Oct 30	I can answer questions about homelessness in the U.S. / Presentational Assessment Due
Oct 31	X



Nov 1*	I can express my opinion about living situations of homeless people I can present my opinion on the importance of helping out people without homes
Nov 4	I can list ways that Spanish speaking countries have helped the homeless population
Nov 5	X
Nov 7	I can have a conversation about how to help homeless people
Nov 8	I can persuade someone to consider volunteering to help the homeless population
Nov 12	Interpersonal Assessment