***Unit 1:  My Friends &  I?***Context for the Integrated Performance AssessmentA small group of exchange students will be arriving soon at your school and will be in your class. You are curious about what students are like in their home country and how they are similar to or different from you and your friends.Interpretive Task :  First, read about new students who give information about themselves.  Use a graphic organizer to take notes about the personalities, physical characteristics, and activities of each person as you listen to the tape or clip.Interpersonal Task :  Using the notes that you have taken about the exchange students’ friends, talk with three of your classmates about the characteristics and interests of their own friends. Your goal is to figure out who might be the best person in your class to orient the newcomer to your school based on similarities in personalities, likes, dislikes, and favorite activities.                  Presentational Task:  Write a note or e-mail to the exchange student explaining who his or her orientation buddy is and why. ***Unit 2:  My School Life***Context for the Integrated Performance AssessmentYou are part of a “buddy system” for exchange students coming to your school from a target-language country. In order to be a good mentor and buddy, you must learn more about school life in your buddy’s native country.  Interpretive Task:  First, listen to or watch a tape that the exchange students brought of fellow students talking about their schools and classes in their native country. Complete a checklist about the information heard on the tape.Interpersonal Task:  Now that you have heard the exchange students talk about their schools, look at some of their school schedules.  Talk with a classmate about the schedules to determine similarities and differences. Then create an ideal schedule using elements from your school’s current schedule and the schedule of the exchange student.  You will propose this ideal schedule  to the School Improvement Council.Presentational Task:  Finally, create a graphic organizer illustrating the ideal schedule that you created with your partner. Use the organizer as a prop for your presentation to the School Improvement Council in which you recommend its implementation.

***Unit 3:  My Free Time***Context for the Integrated Performance AssessmentYour school is organizing a two-week exchange program to a target language country. Since you will be spending a lot of time with the students at the exchange school, you want to know more about how you might spend your free time together.Interpretive Task:  First, read a target language school Web site or other authentic materials such as newspapers, leisure guides, etc. to find out about the extracurricular activities that are available to students in the target language country.Interpersonal Task:  With a partner, discuss what you usually do after school in your town and whether or not you will be able to do the same activities in the target. Decide how you will spend your time after school since you will be staying with the same family and spending your free time togetherBased on what you learned in the previous activity (in the interpretive task), make plans with a classmate about how you might spend several afternoons.Presentational Task:  Write a blog entry for future exchange students comparing how teens spend their time free time in the United States and in the target language country. ***Unit 4:  My Community***Context for the Integrated Performance AssessmentYou are preparing for your class trip to a target language city. You will be staying with a host family during your time there but will also have some time to visit the town with your classmates. In order to maximize your experience, you would like to learn more about the city in which you will stay.Interpretive Task:  First, read information from the Web site of the tourism office of the city that you will visit in order to learn about the tourist attractions and cultural activities there. Fill in a chart with information about the activities and locations.Interpersonal Task:  In small groups, use the information from the chart to plan a possible afternoon excursion to present to your teacher or chaperone. You will be departing from a central meeting point and need to figure out where you want to go, how you will get there, and the costs involved. Presentational Task:  Since your homestay classmate will stay with you and your family next year, you need to share information about your city or hometown. Bring photos, postcards or other items from your community and use them to talk about your town and the activities in your region. Point out similarities and differences between activities available in your hometown and those of target language city you visited with your class.