



SHELBY COUNTY SCHOOLS
MODERN LANGUAGES

ELEMENTARY YEAR TWO

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

YEAR TWO: Unit 1 MY FUN DAY AT SCHOOL

PROFICIENCY GOAL

How well are students expected to perform?



UNIT LEARNING TARGETS

What will students be able to do with what they know?

INTERPRETIVE Listening	INTERPERSONAL Person-to-Person	PRESENTATIONAL Speaking
<ul style="list-style-type: none"> I can identify places in my school. 	<ul style="list-style-type: none"> I can tell you what school supplies I have and ask you what school supplies you have. I can ask and tell you who people are in my school. I can describe an object by its size and color. I can tell you what school subjects I like or dislike and why. I can tell you where someone or something is in the school. 	<ul style="list-style-type: none"> I can tell you about my school.

What intercultural competencies will students be able to demonstrate?

PRODUCTS	PRACTICES	CULTURAL INTERACTIONS
<ul style="list-style-type: none"> I can compare school in my culture with school in other cultures. 	<ul style="list-style-type: none"> I can identify and imitate some common cultural rules of etiquette. 	<ul style="list-style-type: none"> I can imitate appropriate greetings.

UNIT PERFORMANCE TASKS

How will students demonstrate what they can do with what they know?

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
<p>Your (TL) friend has lost their backpack and all of their school supplies. Luckily, you think you know where it is! Tell them some of the supplies that you saw in the backpack and describe them. Then tell your friend where it is in the school and who has it.</p>	<p>A new student from Target Country has just joined your class at your school. Your teacher knows you speak target language really well so he/she asks you to help out the new student.</p>	<p>The (TL) consulate is coming to visit your school. Welcome your guest by providing a map of your school labeled in TL.</p>

VOCABULARY/FUNCTIONS

What will prepare students to demonstrate what they can do with what they know?

LANGUAGE CHUNKS		ESSENTIAL VOCABULARY
<p>Questions:</p> <p>What/Who is this?</p> <p>Describe the (school supply).</p> <p>What (school supply) do you (not) have?</p> <p>Who is in (school place)?</p> <p>What subject do you (not) like?</p> <p>Why do you like (subject)?</p>	<p>Answers:</p> <p>This is (school place/school person).</p> <p>The (school supply) is (color) and (size).</p> <p>I (do not) have (school supply).</p> <p>(School person) is in the (school place).</p> <p>I like (subject).</p> <p>I like (subject) because (verb).</p>	<p>Places in the school</p> <p>People in the school</p> <p>School supplies</p> <p>School subjects</p> <p>Verbs</p>

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

YEAR TWO: Unit 2 WELCOME HOME!

PROFICIENCY GOAL

How well are students expected to perform?



UNIT LEARNING TARGETS

What will students be able to do with what they know?

INTERPRETIVE Listening	INTERPERSONAL Person-to-Person	PRESENTATIONAL Speaking
<ul style="list-style-type: none"> I can identify rooms and items in a home. 	<ul style="list-style-type: none"> I can ask you where you live and tell you where I live. I can tell you whom I live with [family members/pets]. I can ask you what you like to do and tell you what I like to do. I can ask you or tell you where someone or something is. I can tell you what rooms are in my home. 	<ul style="list-style-type: none"> I can present my dream home.

What intercultural competencies will students be able to demonstrate with what they know?

PRODUCTS	PRACTICES	CULTURAL INTERACTIONS
<ul style="list-style-type: none"> I can recognize some similarities and differences between the designs of homes in my culture and other cultures. 	<ul style="list-style-type: none"> I can identify some common habits of living in homes associated with specific cultures. 	<ul style="list-style-type: none"> I can sometimes tell the way people address each other differently based on age and social standing.

UNIT PERFORMANCE TASKS

How will students demonstrate what they can do with what they know?

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
<p>You have a new TL exchange student in your class and you want to find out where he/she lives, who he/she lives with and that he/she likes to do. You also want to share your information with him/her.</p>	<p>You have a school-wide contest where you have to present your dream house. Talk about your house, family, pets, rooms and objects in your dream house. Judges of the contest do not speak any English. Try to persuade them that your dream house is the best house.</p>	<p>Your teacher wants you to create your own family tree/portrait and label your family members under the picture frames.</p>

VOCABULARY/FUNCTIONS

What will prepare students to demonstrate what they can do with what they know?

LANGUAGE CHUNKS	ESSENTIAL VOCABULARY
<p>Questions:</p> <p>What rooms are in your house? Where do you live? Who do you live with? What do you like to do? Where is (person/object)?</p>	<p>Answers:</p> <p>In my (home) there are (rooms). I live in (home). I live with (family/pets). I like to (activity). (Person/object) is in (place).</p>
	<p>House/apartment Rooms Household objects Family members Pets</p>

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

FIRST GRADE/YEAR TWO: Holiday Unit

TL Holiday is Coming

PROFICIENCY GOAL

How well are students expected to perform?



UNIT LEARNING TARGETS

What will students be able to do with what they know?

INTERPRETIVE

Listening

- I can identify important figures and elements of the holiday season from the target culture.

INTERPERSONAL

Person-to-Person

- I can greet my classmates and teacher in a seasonally and culturally appropriate way.

PRESENTATIONAL

Speaking

- I can sing a traditional holiday song from the target culture.

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- I can identify important people and things for holiday celebrations in the target culture.

PRACTICES

- I can identify important holiday traditions in the target culture.

CULTURAL INTERACTIONS

- I can wish my teacher and classmates seasons greetings in a culturally appropriate way.

UNIT PERFORMANCE TASKS

How will students demonstrate what they can do with what they know?

INTERPERSONAL

It is TL Holiday time. Your mom/dad has a new friend from work that is from TL Country, and are coming over for dinner. You are excited because you are learning TL in school. When they arrive, introduce yourself and your family, and wish them a Happy TL Holiday.

PRESENTATIONAL SPEAKING

After dinner, you want to show your guest that you can sing a song in TL. Tell them you like to sing, and sing the new TL Holiday song you learned in TL Class for your guest.

PRESENTATIONAL WRITING

Before your new friend leaves to go home, you want to surprise them with something. Give them the TL Holiday Card you made for them at school. Inside you wrote a short message and a Holiday Greeting.

VOCABULARY/FUNCTIONS

What will prepare students to demonstrate what they can do with what they know?

LANGUAGE CHUNKS

Questions:

Who is this?
What is this?
What do you like to do on TL Holiday?

Answers:

This is ____.
This is ____.
I/we like to (verb).
Happy TL Holiday!

ESSENTIAL VOCABULARY

Holiday Greetings
Holiday Items
Holiday Verbs (sing, eat, dance, give gift, visit family)
Holiday Activities

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

YEAR TWO: Unit 3 MY HEALTHY LIFE

----- PROFICIENCY GOAL -----

How well are students expected to perform?



----- UNIT LEARNING TARGETS -----

What will students be able to do with what they know?

INTERPRETIVE Listening	INTERPERSONAL Person-to-Person	PRESENTATIONAL Speaking
<ul style="list-style-type: none"> <input type="checkbox"/> I can identify healthy and unhealthy foods. <input type="checkbox"/> I can identify typical foods for different meals. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can tell you what day of the week it is. <input type="checkbox"/> I can ask you what you like to eat and tell you what I like to eat. <input type="checkbox"/> I can ask you what you eat for breakfast/lunch/dinner and tell you what I eat for breakfast/lunch/dinner. <input type="checkbox"/> I can tell you what food is healthy and unhealthy. <input type="checkbox"/> I can tell you what food I should (not) eat and why. <input type="checkbox"/> I can compare what I eat to what people in (Target Language country) eat. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can describe a healthy meal.

What intercultural competencies will students be able to demonstrate?

PRODUCTS	PRACTICES	CULTURAL INTERACTIONS
<ul style="list-style-type: none"> <input type="checkbox"/> I can identify some common food across cultures. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify some common habits of eating associated with specific cultures. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can follow appropriate mealtime etiquette appropriate in other cultures.

----- UNIT PERFORMANCE TASKS -----

How will students demonstrate what they can do with what they know?

INTERPERSONAL	PRESENTATIONAL SPEAKING	PRESENTATIONAL WRITING
<p>One of the students in class brought pictures of food from International Food Fair. Discuss with your partners foods that are healthy and unhealthy and what you can eat for different meals of the day.</p>	<p>You just found out about a new restaurant close to school. Describe a healthy meal that you could have at this restaurant, what you like and do not like to eat and what you should and shouldn't eat. Present it to the class, because students at your school want to go there for international cooking club day.</p>	<p>You are a student in TL country and your host family asks you to create a breakfast menu for Monday through Friday, so they can make you breakfast before you go to school in the morning.</p>

----- VOCABULARY/FUNCTIONS -----

What will prepare students to demonstrate what they can do with what they know?

LANGUAGE CHUNKS		ESSENTIAL VOCABULARY
<p><i>Questions:</i> What day is it? What do you (not) like to eat? Is it healthy or unhealthy? What do you like to eat for breakfast/lunch/dinner? What do you eat in (Target Language country)?</p>	<p><i>Answers:</i> Today is (day). I (do not) like to eat (food). Food is healthy/unhealthy For breakfast/lunch/dinner I eat (food). In (Target Language country) they eat (food).</p>	<p>Days of the Week Food Target Culture food</p>