

# SHELBY COUNTY SCHOOLS

**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?



### What intercultural competencies will students be able to demonstrate?

PRODUCTS	PRACTICES	CULTURAL INTERACTIONS
I can compare school in my culture with school in other cultures.	<ul> <li>I can identify and imitate some common cultural rules of etiquette.</li> </ul>	I can imitate appropriate greetings.
	NIT PERFORMANCE	ΤΔςκς

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

### **INTERPERSONAL**

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.

## **PRESENTATIONAL SPEAKING**

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.

### **PRESENTATIONAL WRITING**

The (TL) consulate is coming to visit your school. Welcome your guest by providing a map of your school labeled in TL.

## VOCABULARY/FUNCTIONS

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

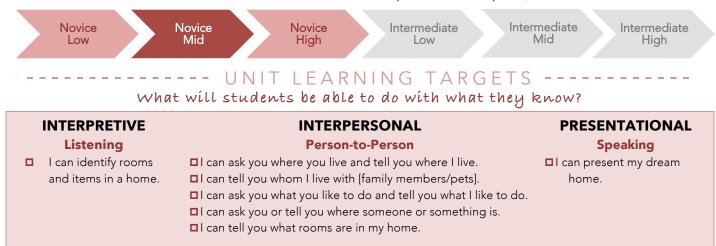
LANGUAGE CHUNKS		ESSENTIAL VOCABULARY	
Questions:	Answers:		
What/Who is this?	This is (school place/school person).	Places in the school	
Describe the (school supply).	The (school supply) is (color) and	People in the school	
What (school supply) do you (not)	(size).	School supplies	
have?	l (do not)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

## SHELBY COUNTY SCHOOLS **MODERN LANGUAGES**

# YEAR TWO: Unit 2 WELCOME HOME!

--- PROFICIENCY GOAL -

## How well are students expected to perform?



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

know?

## PRACTICES

#### **CULTURAL INTERACTIONS**

 I can recognize some similarities and differences between the designs of homes in my culture and other cultures.

**PRODUCTS** 

- I can identify some common habits of living in homes associated with specific cultures.
- I can sometimes tell the way people address each other differently based on age and social standing.

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

## INTERPERSONAL

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.

## **PRESENTATIONAL SPEAKING**

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.

## **PRESENTATIONAL WRITING**

Your teacher wants you to create your own family tree/portrait and label your family members under the picture frames.

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

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

#### LANGUAGE CHUNKS

Questions: 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)?

#### Answers: In my (home) there are (rooms). I live in (home). I live with (family/pets). I like to (activity). (Person/object) is in (place).

## ESSENTIAL VOCABULARY

House/apartment Rooms Household objects Family members Pets

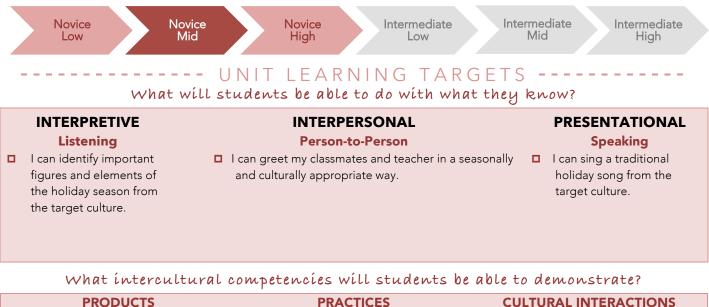
## SHELBY COUNTY SCHOOLS **MODERN LANGUAGES**

## FIRST GRADE/YEAR TWO: Holiday Unit

## **TL Holiday is Coming**

PROFICIENCY GOAL -

## How well are students expected to perform?



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

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)

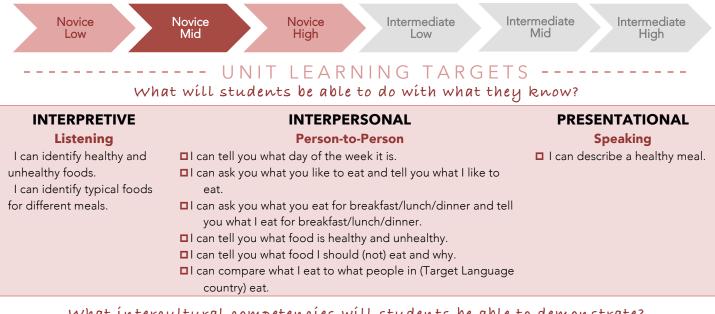
Holiday Activities

## SHELBY COUNTY SCHOOLS **MODERN LANGUAGES**

## YEAR TWO: Unit 3 **MY HEALTHY LIFE**

PROFICIENCY GOAL

## How well are students expected to perform?



## what intercultural competencies will students be able to demonstrate?

## **PRODUCTS**

PRACTICES

### **CULTURAL INTERACTIONS**

I can identify some common habits of I can identify some common food across eating associated with specific etiquette appropriate in other cultures. cultures. cultures.

## I can follow appropriate mealtime

UNIT PERFORMANCE TASKS --

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

## **INTERPERSONAL**

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.

## PRESENTATIONAL SPEAKING

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.

## PRESENTATIONAL WRITING

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.

## VOCABULARY/FUNCTIONS ---

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

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