



SHELBY COUNTY SCHOOLS
MODERN LANGUAGES

Level Two
Curriculum Frameworks

SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 2: Pre-Unit

Welcome Back to Language Class!

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/Reading

- I can understand the purpose and goals of proficiency and performance targets.
- I can synthesize the need for second language learning with proficiency.
- I can understand the rules, procedures and expectations in our classroom.
- I can understand a variety of reasons for learning a new language.
- I can understand where the target language is spoken and how it can be useful in my future.

INTERPERSONAL Person-to-Person

- I can explain what proficiency and performance are and how they affect my language learning.
- I can explain the importance of proficiency to language learning.
- I can explain the difference between performance assessment and other sorts of assessment.
- I can explain the rules, procedures and expectations in our classroom.
- I can persuade someone to learn a new language.

PRESENTATIONAL Speaking/Writing

- I can explain the course performance targets and describe what those performances look like.
- I can create a powerful rationale for second language learning that is aligned to proficiency and performance targets.
- I can present a convincing rationale to my peers for the rules, procedures and expectations in our classroom.
- I can present a convincing argument for learning a target language including why they should learn this language.

Culture

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

PRODUCTS

- I can identify important people and things that I am already familiar with from the target culture

CULTURAL INTERACTIONS

- I can explain why learning another language is more than just learning to speak another language.
- I can understand what people with different accents are communicating.
- I can recognize that people speak with different accents.
- I can acknowledge that having an accent is part of the language learning process.

PRACTICES

- I can identify cultural stereotypes and investigate their truthfulness.
- I can identify important traditions from the target culture.
- I can recognize the value of learning a new language in understanding a new culture and my own culture.



UNIT PERFORMANCE TASKS

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

<p>PRESENTATIONAL SPEAKING</p> <p>Create a PSA on the importance of learning this target language specifically and how to become proficient speakers and writers.</p>	<p>INTERPERSONAL</p> <p>Discuss with a classmate what your proficiency goal is and how you can use performance tools to help you reach that goal.</p>	<p>PRESENTATIONAL WRITING</p> <p>Create a visual to encourage your peers to use the performance scale in the language classroom.</p>
--	--	---

VOCABULARY

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



Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

LANGUAGE CHUNKS

Proficiency and Performance Review
Scaffold in Review Year One

ESSENTIAL VOCABULARY				
<u>Environment</u>	<u>Target Language</u>	<u>Proficiency</u>	<u>Performance</u>	<u>Modes of Communication</u>
Rules Procedures Expectations	Countries & cities Landmarks Iconic Products & practices	Novice Intermediate Advanced Sublevels	Novice 1 -4 Intermediate 1-5 Advanced Superior	Interpersonal Interpretative Presentational Performance assessment



SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 2: Unit 1

All About Me!

ANNUAL TARGET

How well are students expected to perform at the end of the year?



Unit Performance Targets

Teach to...

Intermediate Mid

Lowest acceptable performance...

Novice High

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- I can understand when a classmate talks about him/herself.
- I can understand an authentic message about personal descriptions.

Reading

- I can read e-mail messages about introductions.
- I can read about work and leisure activities of students in the target language country.

INTERPERSONAL

Person-to-Person

- I can introduce myself and tell basic information about my life, likes/dislikes, school, family, etc.
- I can ask/answer questions about myself (likes/dislikes, school, activities, family, etc).

PRESENTATIONAL

Speaking

- I can present information about myself and my activities.
- I can discuss similarities between my routines and those of students in the target language country.

Writing

- I can write an e-mail about my life, likes/dislikes, school, family, etc.
- I can write a formal introduction as part of an application.

Culture

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

PRODUCTS

- I can describe the daily routines of teens in target language countries.
- I can identify and name popular music/TV/technology in the target culture .

CULTURAL INTERACTIONS

- I can use culturally appropriate greetings and goodbyes.

PRACTICES

- I can identify and explain common gestures in target language country
- I can compare and contrast US vacation times with the target culture.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

You are applying to a study abroad program in a target language country. As part of your application process you will need to prepare a personal introduction video. Be sure to greet your audience, give name, age, where live, where study, what study, what you do outside of school, school and activity likes, dislikes, describe self physically, describe personality. Also, ask a minimum of 2 questions about the school or country where you'll study.

INTERPERSONAL

Your application for your study abroad program includes an interview. Working with a classmate you will perform an interview where you will both ask and answer questions about who you are, where you are from, what and where you study, what you do in your free time and your personality.

PRESENTATIONAL WRITING

You are applying to study the target language as an exchange student in the spring semester. Part of your application involves writing a letter to the school where you would study in order to introduce yourself, describe your family, to describe what you like to do, what your life is like in your hometown, and what kinds of things you want to do in the target language country. Also be sure to ask some questions about what classes you need to take or what you should visit while there.

VOCABULARY

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



Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

LANGUAGE CHUNKS

Review level one – focus on putting it all together for meaningful performances.

ESSENTIAL VOCABULARY

Review Level one - focus on putting it all together with language chunks

(Good spot to introduce Clothing)



SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 2: Unit 2

MY DAILY LIFE

ANNUAL TARGET

How well are students expected to perform at the end of the year?



Unit Performance Targets

Teach to...

Intermediate Mid

Lowest acceptable performance...

Novice High

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- I can understand when someone describes his/her activities and routines.
- I can understand a message about someone's daily activities and routines.

Reading

- I can understand emails and messages about someone's daily activities and routines.
- I can understand when I read something telling me what needs to be done on a daily basis.

INTERPERSONAL

Person-to-Person

- I can ask and answer simple questions about daily routines and activities and day-to-day activities.
- I can describe what I do daily in emails, texts and conversations.

PRESENTATIONAL

Speaking

- I can talk about what I have to do at school, work and/or home on a regular basis.

Writing

- I can write about what I have to do at school, work and/or home on a regular basis.

Culture

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

PRODUCTS

- I can compare and contrast typical products I use in my daily morning routine with those from a typical routine in the target culture.

CULTURAL INTERACTIONS

- I can compare and contrast my daily morning routine with the typical routine in the target culture.

PRACTICES

- I can compare and contrast my daily morning routine with the typical routine in the target culture.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

You and a school friend that is from (insert TC here) have tickets to go to a concert this weekend. Your mother has told you that you cannot go until you finish all of your chores. There is no way that you can get all of your chores finished in time to leave for the concert. You call your friend to ask him to help you with your chores, but you don't want your mother to know that you are asking him for help, so you decide to speak in (insert TL) when you ask for his help. Tell him each of your specific chores and how to complete them.

INTERPERSONAL

You are going to go to (insert TC) for a summer exchange program. Your roommate is from (insert TC) and doesn't speak a lot of English. He sends you a message on Facebook asking you about a normal day in your life in the United States. Explain your normal routine to him from the time you wake up until you go to bed. Be sure to ask him about his normal routine!

PRESENTATIONAL WRITING

Your (TL) club has adopted a daycare near your school, because the children at the daycare are learning (TL). You have been asked to create a brochure about daily routines for the students at the daycare.

VOCABULARY

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



Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

LANGUAGE CHUNKS

Daily Routines (e.g. I wake up, I wash my hair...)
I have to...

ESSENTIAL VOCABULARY

Chores
Other vocab (e.g. boyfriend, girlfriend)
Sequencing

Language Chunks such as...

- I wake up at...
- I do not feel like getting up.
- I am tired/sleepy.
- I (have to) wake up early.
- I (have) overslept.
- First I wash my face.
- I take a shower.
- I wash my hair.
- I dry off.
- Then I brush my teeth.
- I get a face towel.
- I take a bath/shower.
- I do not like waking up early.
- I prefer not to go to bed early.
- I make myself breakfast.
- I enjoy eating ...
- I eat breakfast with ...
- I grab my back-pack.
- I take the bus to school.
- My parent(s) drive me to school.
- After school, I participate in ...(insert club/organization/sport).
- I make up my bed.
- I iron my clothes for the week (or on/or at (insert time)).



Basic Vocabulary such as...

To relax	To put on make-up	Kitchen
To get undressed	To tidy up	Living room
To go to bed	To make the bed	Bedroom
To eat breakfast/lunch/dinner	To set the table	Bathroom
To cook breakfast/lunch/dinner	To go grocery shopping	Lotion
To vacuum	To tidy up	Perfume
To cut the grass	To make the bed	Cologne
To clean	To set the table	Makeup

COMMUNICATIVE STRUCTURES

- Writing sentences & paragraphs
- Using sequencing words to tell the order you do things
- Using reflexive pronouns, as needed.
- Differentiating between past tenses
- Using appropriate past tense effectively



SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 2: Unit 3

Healthy Living

ANNUAL TARGET

How well are students expected to perform at the end of the year?



Unit Performance Targets

Teach to...

Intermediate Mid

Lowest acceptable performance...

Novice High

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- ▣ I can understand when someone describes to me what is in a meal.
- ▣ I can understand a food advertisement.
- ▣ I can understand simple news stories about food and health.

Reading

- ▣ I can understand nutrition labels.
- ▣ I can understand flyers from a grocery store and food packages.
- ▣ I can understand an article about food and nutrition.

INTERPERSONAL Person-to-Person

- ▣ I can talk about ingredients in a dish.
- ▣ I can say whether something is healthy and unhealthy and why.
- ▣ I can talk about healthy food choices using healthy eating guidelines.
- ▣ I can talk to someone about my dietary needs.

PRESENTATIONAL

Speaking

- ▣ I can describe my eating habits, including traditional foods.
- ▣ I can express my dietary needs.
- ▣ I can give advice about healthy eating habits.
- ▣ I can present information on eating habits of people in other countries.

Writing

- ▣ I can write a description of traditional and/or typical foods.
- ▣ I can describe my eating habits and dietary needs.
- ▣ I can write out a daily diet for a healthy lifestyle.

Culture

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

PRODUCTS

- ▣ I can compare and contrast US menus with those from the target culture.
- ▣ I compare and contrast typical food products from the US and the target culture.

CULTURAL INTERACTIONS

- ▣ I can use healthy eating guidelines from different countries to describe eating habits.
- ▣ I can describe traditional meals from different countries. (i.e. French cheese, ratatouille, gazpacho, paella, flan, etc.)

PRACTICES

- ▣ I can compare and contrast dining practices between the US and the target culture.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

You are going to visit the target language country over fall break and your host mother sent you an email asking about foods that you like and don't like so that she will know what to prepare when you are there. You call her Skype number and leave a voice message describing your eating habits and telling her what types of food you prefer to eat and why.

INTERPERSONAL

You and your friend are at the mall and decide to eat at the food court. You have become very health conscious, but your friend still prefers to eat junk food. Since you are both studying the target language and you don't want to embarrass your friend in public, you give her advice about food choices that are healthy and unhealthy and why certain food choices would be better.

PRESENTATIONAL WRITING

You have recently been blogging with a group of target language-speaking teenagers to work on your language skills. They have all been describing the foods that they eat, talking about the ingredients and whether these foods are healthy or unhealthy. Write a blog post about the foods that you typically eat and describe them in detail.

VOCABULARY

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



Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

LANGUAGE CHUNKS

What did you eat?/ I ate...
What did you drink/ I drank...
You should/I should...

ESSENTIAL VOCABULARY

Meals
Food
Nutrition
Quantity

COMMUNICATIVE STRUCTURES

- Telling people what they should and shouldn't do. (should + inf.)
- Writing descriptions using a series of sentences or short paragraphs
- Using connector words
- Using the appropriate past tense



SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 2: Unit 4

It's Good to be Young!

ANNUAL TARGET

How well are students expected to perform at the end of the year?



Unit Performance Targets

Teach to...

Lowest acceptable performance...

Intermediate Mid

Novice High

UNIT LEARNING TARGETS

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

INTERPRETIVE		INTERPERSONAL		PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing	
I Can <ul style="list-style-type: none"> Understand simple instructions from a doctor. Understand information about being healthy and/or recovering from illness/injury. Understand when someone talks about what is wrong or what happened. 	<ul style="list-style-type: none"> Read and understand instructions from a prescription. Read and understand simple pamphlets on health issues and/or treatment of injuries. Understand basic terminology on health history form. 	<ul style="list-style-type: none"> Ask and answer basic personal questions needed for paper work at a hospital or doctor's office. Explain what is wrong with me or someone else. Ask about and tell what happened to me or someone else. Get clarification about a prescription or medical instructions. 	<ul style="list-style-type: none"> Tell what happened to make me sick or someone else sick. Tell how I or someone else got hurt. 	<ul style="list-style-type: none"> Write about what happened to make sick or someone else sick. Write about how I or someone else got hurt. 	

Culture

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

PRODUCTS	CULTURAL INTERACTIONS	PRACTICES
<ul style="list-style-type: none"> I can compare and contrast overarching health products and health care in the US and the target culture. 	<ul style="list-style-type: none"> I can tell you how to make an appointment to see the doctor in the target culture. 	<ul style="list-style-type: none"> I can compare and contrast overarching health care practices in the US and the target culture.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

You are in _____ on exchange and get hurt on your first day there. You look up a doctor on the phone book and call to try to get an appointment. When the receptionist answers the phone, you explain your symptoms to her in _____ and ask for an appointment.

INTERPERSONAL

You are sitting in the waiting area of your doctor's office when a _____-speaking person comes in. The two of you start talking in _____ to pass the time while you are waiting to see the doctor. Explain to him what is wrong with you and why you need to see the doctor.

PRESENTATIONAL WRITING

You start feeling sick during the school day and need to go home. You know that you will miss a writing assessment in your _____ class. You decide to write your teacher a note in _____ explaining to her what happened to make you sick and that you are going home, hoping that you won't have to make up the writing assessment if you write your note to her in _____.

VOCABULARY

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



Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

LANGUAGE CHUNKS

How are you feeling?

What is the matter?/What do you have?

I am .../ I feel....

I do not feel well.

ESSENTIAL VOCABULARY

Body Parts

Illnesses and injuries

medical professionals

healthy activities

unhealthy activities

COMMUNICATIVE STRUCTURES

- Writing sentences and paragraphs
- Using reflexive pronouns
- Using formal vs informal language
- Using expressions of necessity
- Using expressions with to have
- Using modal verbs



SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 2: Unit 5

Travel

ANNUAL TARGET

How well are students expected to perform at the end of the year?



Unit Performance Targets

Teach to...

Intermediate Mid

Lowest acceptable performance...

Novice High

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- I can understand the main idea and some details presented in a travel show, commercial, audio tour.
- I can understand the main idea when I hear people talking about places in a city and when and where events happen.
- I can follow directions to go somewhere.

Reading

- I can understand information about places in a city, such as maps, brochures, travel web sites, magazines, ads, etc.
- Find and use tourist information from city guides.
- Follow written directions to get from one place to another.
- Understand a note from my friend about travel plans.

INTERPERSONAL

Person-to-Person

- I can ask and answer questions about where one can go to do things in a city.
- Talk with someone else and share opinions about places in a city.
- Tell someone what to do in Memphis and/or Tennessee based on likes/dislikes.
- I can ask someone about their city and compare my city to theirs.
- I can ask for and give directions to go from one place to another

PRESENTATIONAL

Speaking

- I can describe places in a city.
- I can tell where I want to go and why.
- I can describe and express my opinion about places to visit.
- I can give recommendations about where to go in Memphis and/or Tennessee and what to do there.

Writing

- I can describe what I can do in different places in a city.
- I can express my opinion on places to go in Memphis/Tennessee.
- I can compare places in my city to places in another city.



Culture

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

PRODUCTS

- I can write a travel brochure for a target language country.
- I can identify some iconic products from the target language culture and explain why they are iconic.

CULTURAL INTERACTIONS

- I can compare and contrast vacation interactions between my previous vacations can typical vacations from the target culture.

PRACTICES

- I can compare and contrast vacation practices between the US and the target culture.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

You are working at the Peabody Hotel, and a group of tourists from the target language country is staying at the hotel. Since you are studying the target language, you have been asked to speak to the group about places to go in Memphis. Using your language skills, you suggest three places to go and give your opinion about which places the tourists might prefer. Also tell them how to get there.

INTERPERSONAL

One of your Twitter friends from the target language country is thinking about coming to Memphis this summer with his family. He has sent you a message asking about places to go and things to do in Memphis. Using your target language skills, you suggest three places to go and give your opinion about which place the tourists might prefer. Also tell them how to get there.

PRESENTATIONAL WRITING

Your next door neighbor works for a travel agency, and he has been asked by a tour group from the target language country to submit a proposal outlining places to go in Memphis and in Tennessee. Since the tour group has asked for many proposals, your neighbor wants to impress the tour director by submitting his proposal in the target language. Since you are studying the target language, he has asked you to help. Describe what the tourists can do in various places in Memphis, as well as across the state.

VOCABULARY

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



Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

Language Chunks

Where is...? / It is...
How do I get to...?
How long does it take to get to...?
What is your town like?
I am looking for...
Do you know where...is located?

Can/Could you tell me where there is a...?
What do/would you like to do?
What do you prefer...or...?
I prefer...
Where do I have to go?
Where can I find...?

COMMUNICATIVE STRUCTURES

- Writing sentences & paragraphs
- Giving and understanding directions
- Asking for and giving information
- Planning activities
- Using sequencing words
- Command forms (formal, informal)



SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 2: Unit 6

Let's Celebrate!

ANNUAL TARGET

How well are students expected to perform at the end of the year?



Unit Performance Targets

Teach to...

Lowest acceptable performance...

Intermediate Mid

Novice High

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- I can understand what I hear when someone describes a celebration.
- I can understand what I hear when someone describes what happened at a celebration.

Reading

- I can understand what I read about celebrations.
- I can understand a description of what happened at a celebration

INTERPERSONAL

Person-to-Person

- I can ask and answer questions about celebrations.
- I can discuss celebrations in my community with someone from another culture.
- I can talk about a celebration (or celebrations) in which I participated.

PRESENTATIONAL

Speaking

- I can give a presentation that describes celebrations in my community.
- I can talk about a specific past celebration.

Writing

- I can develop a presentation that describes celebrations in my community.
- I can tell about a celebration in which I participated.
- I can compare celebrations in other countries with those in my community.

Culture

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

PRODUCTS

- I can compare and contrast party supplies from the US and the target culture.

CULTURAL INTERACTIONS

- I can compare and contrast holiday celebrations in the US and the target culture.
- Compare and contrast French and American holidays, customs, and traditions.

PRACTICES

- I can compare and contrast celebratory practices in the US and in the target culture.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

You are at a really terrific birthday party with your family, and you want to share every moment and every detail of the party with your friends who are not there. You want to keep everyone informed through Twitter. You don't want your parents to know what you are tweeting, so you decide to post your tweets in French about the celebration.

INTERPERSONAL

You are at a really terrific birthday party with your family, and you want to share every moment and every detail of the party with your friends who are not there. You want to keep everyone informed through Twitter. You don't want your parents to know what you are tweeting, so you decide to post your tweets in French about the celebration.

PRESENTATIONAL WRITING

Your aunt recently got married and you were part of the wedding party. Your e-pal from Guadeloupe asks you about the wedding. Write your e-pal with as many details as possible about the wedding.

VOCABULARY

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



Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

LANGUAGE CHUNKS

I hope you have...
Have fun!
Have a good evening!
Enjoy...
Can you help me...?
Do you mind...?
No problem.
Ok.
Did you already...?
Are there still...?
Are you sure you...?
Have you thought of...?
...not yet.
It's all taken care of.
But of course!
I totally forgot!

ESSENTIAL VOCABULARY

Celebrations
Activities associated with celebrations
Negative expressions

COMMUNICATIVE STRUCTURES

- Writing sentences & paragraphs
- Asking for and giving information
- Using negative expressions
- Narrating a holiday story using the appropriate past tenses

