



SHELBY COUNTY SCHOOLS
MODERN LANGUAGES

Level Three
Curriculum Frameworks

SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 3: 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?

PRESENTATIONAL SPEAKING

Create a PSA on the importance of learning this target language specifically and how to become proficient speakers and writers.

INTERPERSONAL

Discuss with a classmate what your proficiency goal is and how you can use performance tools to help you reach that goal.

PRESENTATIONAL WRITING

Create a visual to encourage your peers to use the performance scale in the language classroom.

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 Two

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 3: Unit 1

Daily Grind

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...

Intermediate
Low

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- I can understand when people talk about relationships.
- I can understand when someone is talking about a relationship problem.
- I can understand how someone is feeling.
- I can understand questions about my daily routine.

Reading

- I can understand a written passage (internet site, short story, magazine article, etc) about someone's childhood.
- I can read about the lives of famous people.
- I can understand a status update or a text about plans for meeting.

INTERPERSONAL

Person-to-Person

- I can talk about what's going on in my relationships.
- I can tell someone about my daily routines.
- I can complain about certain situations that happen in my

PRESENTATIONAL

Speaking

- I can talk about the daily routine in target language countries.
- I can talk about differences between men's and women's routines.
- I can talk about what I used to do when I was little including when, where, and why.
- I can talk about what I used to like and dislike when I was little.

Writing

- I can write about subcultures for which daily life is very different.
- I can write about changes in people as they move through phases of life (childhood, adulthood, citizenship.)



Culture

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

PRODUCTS

- I can identify target language communities in the United States and in other countries that hold on to their traditional songs, dances and/or clothing.
- I can identify common tokens of affection in the target language cultures.

CULTURAL INTERACTIONS

- I can compare and contrast relationship practices in my community to those in the target language countries.

PRACTICES

- I can describe relationship etiquettes in target language countries.
- I can describe coming-of-age ceremonies in target language countries.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

The language clubs in all of the schools are forming a roundtable so that all of the students can get together and practice their language skills and form new friendships. Discuss your daily routine and how it might be different from those in the target language country.

INTERPERSONAL

You are skypping with a girl from the target language country, and the two of you are discussing your childhoods and how they were the same or different. Answer her questions about your childhood and ask her about hers. Find similarities and differences in your childhood experiences.

PRESENTATIONAL WRITING

You are posting a blog on a website with teenagers who speak the target language. Since everyone is getting ready to graduate and go on to university, everyone has been thinking about their childhood. Describe what you were like when you were little and what you used to do.

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 have/had a (good/bad/meaningful) relationship with
He/She said
Forgive/Forgave me
You are right/wrong
You were right/wrong
It is/was my fault

I love...
I hate...
It is similar/different
It seems to me...
What do you prefer...
I won't do it again



Basic Vocabulary such as...

Descriptors

Liar	Cheater	Loyal	Faithful	Loving
Jealous	Gossip	Mature	Mischievous	Conceited
Understanding	Trustworthy	Curious	Talkative	Selfish

Activities

To swing	To jump rope	To have fun	To explore	To play (with)
To collect	To run/race	To share	To ride a bike	To get along with

Relationship status

Married	Engaged	Single	Dating	Broken up
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Relating with others

Get along with	Fight with	Bothers	Problems	Best friends
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COMMUNICATIVE STRUCTURES

- Present tense verbs (regular & irregular)
- Past tense (simple past, regular structures)



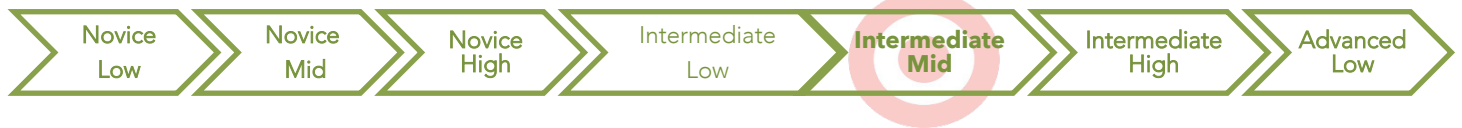
SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 3: Unit 2

The Arts & Me!

ANNUAL TARGET

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



Unit Performance Targets

Teach to...

Intermediate High

Lowest acceptable performance...

Intermediate Low

UNIT LEARNING TARGETS

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand other's opinions about the arts. I can understand a short video or commentary about the arts. 	<ul style="list-style-type: none"> I can understand a critique or review about the arts. I can understand a description of an art form in a magazine or website. 	<ul style="list-style-type: none"> I can ask and answer questions about the arts. I can give my opinions about an art form or a piece of art. I can give and explain my interpretation to a piece of art. 	<ul style="list-style-type: none"> I can talk about what arts I'm (not) interested in and how they impact my life. I can express how I feel when I see/experience certain arts. I can describe what I see or hear in a work of art. 	<ul style="list-style-type: none"> I can describe a work of art in an e-mail, blog, or note. I can write a review about an art form and express my opinion.

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 artwork in my culture and other cultures. I can recognize and reference famous authors and their works. I can identify characters of traditional folk tales. 	<ul style="list-style-type: none"> I can compare and contrast the importance of the arts in target language culture with my own. 	<ul style="list-style-type: none"> I can usually accept and refuse invitations in a culturally accepted way. I can respond in a way that is culturally polite when someone sneezes, toasts, or pays me a compliment, etc.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

1. You recently watched a dance troupe (or musical group) from TC on TV and want to share what you saw with your friends. When you get TL class you start to tell your friends about the performance and what you thought of it. Your TL teacher tells you that you must do it in TC. Tell your friends what you saw and how you felt during the performance.
2. What forms of art are particular to countries of the target language?
3. How do countries of the target culture define beauty in art?

INTERPERSONAL

You are working at a local art gallery to help hang paintings and prepare for an exhibit of American art. The gallery owner has received an e-mail from a collector who lives in TC and wants to sell the gallery owner some of his pieces. Unfortunately, the collector does not speak or write much English. Since you are studying TL in school, your boss asks you to answer the e-mail in TL and tell him about the pieces the gallery owner is interested in. Be sure to describe the paintings in detail –to make certain the collector understands the ones you are referring to – and tell why the gallery owner is interested in each one.

PRESENTATIONAL WRITING

1. Your level 3 class has decided to publish a monthly newsletter in the language for all the TL students at your school. You have been assigned to write a monthly column about the arts. You recently attended an art exhibit at the Dixon Gallery. Write a review of the exhibit, and give your opinion about he works that you saw.
2. What types of literature do countries of the target culture produce?
3. What are the driving forces behind art in countries of the target culture?

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 such as...

How does it make you feel?
What is your opinion on ...?
It interests me (It does not interest me)
It fascinates me.
It makes me feel...
I makes me think about...
It reminds me of...
I have seen this piece of art before.
You can compare it to...
It made me feel...
It interested me.
It (didn't) fascinated me.
What museums and where have you visited?
How much is the entrance fee at the museum?
What exhibits are offered?
Do they offer a student discount?
Are you available to go visit the museum?
Where in the world are famous museums?
What type of museums are their in your home town/Memphis?
What is your favorite type of art?

ESSENTIAL VOCABULARY such as...

To talk about theater:
Play, Musical, Tragedy, Stage, Main character, Theme, Costume, Color Design, Song Selection, Instruments, Decorations
To talk about dance:
Body, Movement, Rhythm, Time, Energy
To talk about music:
Beat, Harmony, Melody, Orchestra
To talk about art:
Color, Texture, Style, Sculpture, Abstract, Design, Line, Background, Painting, Landscape, Space, Value, Foreground, Portrait, Tattoo, Form, Shape, Work of Art, Still-life
Recycled Vocabulary such as ...
Descriptions: Physical and personality
Activities and Past-times
Likes and dislikes

COMMUNICATIVE STRUCTURES

- Reflexive verbs and object pronouns
- Past tense: Regular verbs



SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 3: Unit 3

History & Geography

ANNUAL TARGET

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



Unit Performance Targets

Teach to...

Intermediate High

Lowest acceptable performance...

Intermediate Low

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- I can follow a simple conversation when individuals talk about their vacations (what they did/saw/visited/ate).
- I can understand when someone talks about activities they enjoy doing on vacation.
- I can understand the main idea & some details in a travel show, commercial, audio tour.

Reading

- I can find and use tourist information from city guides.
- I can understand a message about travel plans.
- I can understand signs with travel information.
- I can understand information I find on an internet travel site and in travel magazines.

INTERPERSONAL

Person-to-Person

- I can ask and answer questions about transportation needs while traveling.
- I can make a reservation (restaurant, tour, hotel).
- I can ask questions to get information while traveling.
- I can ask and answer questions about basic travel needs (directions, supplies, food).

PRESENTATIONAL

Speaking

- I can talk about the target language countries' positions on the global stage.
- I can discuss the relationship between the U.S. and target language countries.
- I can talk about major geographical features in target language countries.

Writing

- I can write about human geography of the target language countries.
- I can write about how history and geography have influenced our place in the world.
- I can write about our culture and target language cultures been influenced by religions and philosophies.



Culture

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

PRODUCTS

- I can find specific locations to have a meal, purchase a ticket, or buy something that I need.

CULTURAL INTERACTIONS

- I can identify diversity in leisure activities in other cultures.

PRACTICES

- I can explain why target language countries have been shaped by historical events.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

You have just returned home from a trip to a target language country. Your best friend, who is from that country, has stopped by to hear all about your experience. You are so eager to tell him/her about your trip, so you decide to talk in the target language. Tell your friend about the places you visited, the people you met, the foods you ate, etc.

INTERPERSONAL

You are an intern at a local tourist office working with target language clients. You are to plan and discuss the travel itinerary with the group for their five-day trip, including arrival, things to do and see, accommodations, and departure. Your job is to make suggestions to the client and get feedback in order to make the trip the best possible. The client will express their preferences for your suggestions and personal requests for types of transportation and accommodations.

PRESENTATIONAL WRITING

You and your e-pal in the target language country are collaborating on a project about your countries' relationship. Your part of the project is to write about the difficulties that influence the relationships between your two countries.

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 do on vacation?	I had fun
Went	It was fun
Bought	Did you like...?
Tried	How do I get to...?
Saw	What is the best place for...?
Watched	

- To relax
- To go site-seeing
- To take a tour
- To ride (bus, train, plane, etc)
- To rent
- To try (as in food)
- To arrive
- To change



Basic Vocabulary such as...

Basic Vocabulary such as...				
Modes of transport	Airport	Market	Places	Modes of transport
Airplane	Airport	Street vendor	Internet café	Airplane
Train	Long lines	Cathedral	Exchange (house)	Train
Subway	Missed flight	Palace	ATM	Subway
Taxi	Lost luggage	Ruins, castle, temple	Post office	Taxi
(Rental) car	Suitcases	Train station	Hotel	(Rental) car
Boat	Carry-on	Taxi/bus stop	Flat/Apartment	Boat
Bike	Security	Museum	Embassy/consulate	Bike
Things		People		
Tip	Towels	Tour guide	Room service	Walking tour
Cash	Elevator	Customs	Customs agent	Maid
Stamps	Sheets	Staying abroad		
Bed	Bottled water	Private bathroom	Room service	Wake up call
Post cards	Batteries	Authentic food	Typical foods	Arts & crafts

COMMUNICATIVE STRUCTURES

- Past tense: irregular verbs
- Paragraph structure



LEVEL 3: Unit 4

What do You Think About...?

Current Events, Religion and Philosophy

ANNUAL TARGET

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



Unit Performance Targets

Teach to...

Intermediate High

Lowest acceptable performance...

Intermediate
Low

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- I can follow a simple conversation when individuals talk about their opinions.
- I can understand what I hear from a TV or radio program dealing with current events.

Reading

- I can understand what I read about current events from various media sources.
- I can understand when I read someone else's opinion.

INTERPERSONAL

Person-to-Person

- I can tell someone about something that's going on in my community, the nation or the world.
- I can give and provide reasons for my opinion.
- I can ask for someone's opinion and ask him or her why he or she thinks that way.
- I can agree or disagree with someone about his or her opinion and say why.
- I can explain what I am trying to say even if I don't know the specific word.
- I can show interest in what others say by using appropriate interjections.

PRESENTATIONAL

Speaking

- I can state my opinion about something going on in my community, the nation or the world and support my opinion with details.

Writing

- I can write about something going on in my community, the nation or the world and support my opinion with details.



Culture

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

PRODUCTS

- I can compare and contrast artwork in my culture and other cultures.
- I can recognize and reference famous authors and their works.

CULTURAL INTERACTIONS

- I can describe major events or inventions.

PRACTICES

- I can understand the main idea of a popular song.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

The TL club in your school has decided to start a debate team and debate other teams from TL clubs in other schools. Give your opinion about (current event, such as gun control) along with supporting details to defend your position.

What are the major religious movements in countries of the target culture?

What are the major philosophical movements in countries of the target culture?

INTERPERSONAL

You are at the library studying and overhear two teenagers speaking TL. Since you are studying TL in school, you listen to their conversation to see if you can understand what they are talking about. They are talking about the upcoming elections! Join the conversation and give your opinion about the candidates. Be sure to agree and disagree with their opinions and to ask questions.

How have religion and philosophy been influenced by history and geography?

How have religion and philosophy in turn influenced/continue to influence arts and culture and current events?

PRESENTATIONAL WRITING

The AAT__has started a website that allows____-speaking students to blog about current events. Everyone is blogging about (current event, such as gun control). Write about your feeling on this topic and support your opinion with as much detail as possible.

Who are the leaders of the countries of the target culture?

What are the major headlines right now in countries of the target culture?

What are the issues young people in countries of the target culture?

What are the issues young people in countries of the target culture are talking about?



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 such as...

What do you think?	What does...mean?
What do you prefer?	Explain yourself, please.
What's your opinion?	As I was saying...
And you?	That is to say...
You know a lot about this, don't you?	The important thing is ...
Whose turn is it?	You have to take into account...
It's my (your) turn	How should I put it?
Who is going to start?	I have to insist that...
Go ahead.	I think that...
It's a kind of ...	Oh, you know, it's a thing that...
It's something like...	Well, I forget how to say it, but it is...
Tell me more	

ESSENTIAL VOCABULARY

Transition words
Words of agreement and disagreement

Basic Vocabulary such as...

Listen	Agreed	No way!	Nevertheless
Agreed	Yes, you're right	Just a minute	However
Wait a minute	Exactly!	Let me think	Above all
Look	Just like that	Let's see	At the beginning
Excuse me, but...	Of course	Now then...	Before
Really?	It's obvious that...	That's why, for that reason	After
Seriously? For sure?	For me...	Is known as	When all is said and done, all in all
Well (Indeed!; Fancy that!)	In spite of...	However (On the other hand)	In effect
I believe it! (You bet!)	Is like (Looks like; Resembles)	For the most part	In short (to summarize)
In addition, also	That's not so	In the first (second) place	Therefore
From time to time	I'm sorry but I think you're wrong	Whereas	Finally
Unlike	On the contrary	Almost always	Never
Since	At the same time	In contrast to	On the other hand
Without a doubt	Above all	Even though	Is characterized by

COMMUNICATIVE STRUCTURES

- Paragraph structure and organization of a piece of writing
- Past tense



SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 3: Unit 5

My Education

ANNUAL TARGET

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



Unit Performance Targets

Teach to...

Intermediate High

Lowest acceptable performance...

Intermediate Low

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- I can understand what other people say about their plans for future education.
- I can understand information about universities and courses of study.

Reading

- I can understand what I read about future plans and education plans.
- I can understand what is written in a university or study abroad catalog.

INTERPERSONAL

Person-to-Person

- I can ask someone about his or her plans for university.
- I can answer questions about my plans for university.
- I can participate in a mock interview for a college/university during which I have to use my language skills.
- I can discuss with someone the advantages and disadvantages of a certain major in college. I can suggest to someone what he or she should do in order to be successful in the future.

PRESENTATIONAL

Speaking

- I can talk about the high school experience in the target language countries.
- I can talk about what higher education is like in target language countries.

Writing

- I can write about what classes are mandatory for getting a job in a target language country.
- I can write about the types of education opportunities people have in a target language country.



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 analyze a CV.I can read college/study abroad applications in the target language.I can identify the elements of a formal letter in the target language.	<p>I can describe the paths to college and their impact on the post-secondary lives of target language speakers.</p> <p>I can identify the traditional progression of study from compulsory education to career.</p>	<ul style="list-style-type: none">I can identify universities that offer study abroad programs in the target language countries.I can identify some major universities in target language countries.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
<p>A group of students from a target language country is coming to visit your school. Since you are one of the top students in your language class, your teacher has asked you to speak to the group. Tell them about your school and extracurricular activities, your college plans, and what your plans are to achieve your goals.</p>	<p>There is a new study abroad opportunity in a target language country, and you have the opportunity to interview for a full scholarship. You have a Skype interview with the program director. Tell the director why you would like to attend this program, and answer his questions.</p>	<p>You are applying to study at a university in a target language country. To verify the applicant's language abilities, they admissions director asks that the cover letter be written in the target language. Write a letter that describes your goals, plans for studies, and how your classes in high school in Memphis have prepared you for studying at a university in a target language country.</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

What would you like to do?
What do you plan to do?
I am interested in studying...
I have always wanted to study...

I would like to be...
I intend to...
I dream of...



Basic Vocabulary such as...

Profession	Medicine	Education	Minister	Artist	Goals
Service Industry	Doctor	Principal	Pilot	Musician	To become
Beautician	Physical Therapist	Counselor	Flight Attendant	College/University	To get a job
Barber	Nurse	Teacher	Administrator	University	
Business	Researcher	Writer	Coach	Trade/Technical School	Additional vocabulary as needed based on professions, courses of study
Entrepreneur	Lawyer	Photographer	Trainer	Military	
Manager	Paralegal	Actor/Actress	Athlete	To plan	
Sales Person	Politician	Model	Architect	To work	
Soldier	Police Officer	TV Reality Star	Journalist	Vision	

Discussing Major Courses of Study

Medicine	Education	Aviation	Music	Cosmetology	Physical Therapy
Counseling	Nursing	Business	Languages	Athletics / Kinesiology	Certification
Business	Law	Criminal Justice	Architecture	Journalism	Fashion Design
Graphic Design	Culinary Arts	Training	Computer Engineering	Programming	Fine Arts
Medicine	Education	Aviation	Music	Cosmetology	Physical Therapy

COMMUNICATIVE STRUCTURES

- Narrative structure
- Near future and future tense
- Past tenses
- Hypothetical, causation



Science and Technology

ANNUAL TARGET

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



Unit Performance Targets

Teach to...

Intermediate High

Lowest acceptable performance...

Intermediate Low

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- I can understand what other people say about science and technology.
- I can follow an interview of what science and technology is used, how and why.

Reading

- I can understand an article about new or old technology.
- I can understand when I read someone else's opinion.

INTERPERSONAL

Person-to-Person

- I can tell someone what type of technology I use.
- I can ask someone what type of technology they use on a daily basis and why.
- I can give my opinion on the advantages and disadvantages of how science and technology are used in my community/country.
- I can agree or disagree with someone about his or her opinion and explain why.

PRESENTATIONAL

Speaking

- I can talk about the how technology affects my life.
- I explain the differences between old and new technology.
- I can discuss how science is used to improve the world.

Writing

- I can write about what type of technology I use on a daily basis.
- I can write about my experiences with science and how I would change it to benefit students more.

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 explain what tech products are produced locally or imported and where they are imported from. 	<ul style="list-style-type: none"> I can describe what technologies are most common in countries of the target language. 	<ul style="list-style-type: none"> I can understand how universal the access is to technology in countries of the target culture. I can explain how this access has affected my daily life and how it affects larger issues such as medical care/pollution/education?

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
<p>You received a new phone for your birthday. Describe to your teacher and friends in the TL what it is and what features it has.</p>	<p>Your TL teacher has received a new piece of equipment (you choose what kind) and needs assistance with how to use it. Explain to him/her in the TL how to use it.</p>	<p>Create a blog and describe in the TL what your most favorite piece of technology is. Write about who created it, when it was created, and what its purpose is. Describe how you use it in your every day life and explain why you like it.</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

I use...	How is this useful?
I use... for...	When was it created?
I find...beneficial, because...	Why was it created?
I do not find...beneficial, because...	What are the benefits of using ...?
The...is convenient.	Who created it?
The newest... is neat/cool.	Some similar inventions are...
I have used ...since.	
It is good for...	
I do not understand how to use.	

ESSENTIAL VOCABULARY such as....

electronics	screen	username
technology	mother board	plug
science	flash drive	unplug
power on/off	television	mouse
not working	remote	cable(s)
operating	password	out of order
purpose	applications (apps)	electricity
keyboard	download	internet
hard drive	install	connection (loss)