



SHELBY COUNTY SCHOOLS
MODERN LANGUAGES

Level Four
Curriculum Frameworks

SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 4: 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 in 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 looks 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 Three

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 MODERN LANGUAGES

Level Four : Unit 1

History and 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

INTERPRETIVE

Listening & Reading

- ❑ I can understand what other people say about historical events that have shaped their country.
- ❑ I can understand articles and short readings about how current events in the target language countries have been influenced by historical events.

INTERPERSONAL

Person-to-Person

- ❑ I can discuss with my classmates how people in the target language culture interact with their environment (human geography).
- ❑ I can discuss with my classmates the influences of the human geography of the target language countries.

PRESENTATIONAL

Speaking & Writing

- ❑ I can talk about how *past political regimes* in the target language countries have affected current events.
- ❑ I can talk about how colonialism or *immigration* has affected the human geography of the target language countries.
- ❑ I can write about how *past political regimes* in the target language countries have affected current events.
- ❑ I can write about how colonialism or *immigration* has affected the human geography of the target language countries.



Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS	CULTURAL INTERACTIONS	PRACTICES
<ul style="list-style-type: none"> I can explain who the political and economic allies of the target language countries are. 	<ul style="list-style-type: none"> I can explain how the political or economic partnerships between target language countries or regions have affected current political or economic policies. 	<ul style="list-style-type: none"> I can explain how folkloric practices have emerged in the target language countries. I can explain how traditional cultural practices (such as family relations, shopping in markets, vacations, etc) changed since the change of the 21st century.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
How has the use of the target language spread from the originating region/country to others? What were factors that contributed to its success, or are there regions that maintain autonomous languages?	You and a classmate are investigating the relationship of a target language country with the United States since 1990. Discuss the relationship, with one person talking from the viewpoint of the target language country and the other from the United States.	Discuss the migration of target language communities in the United States as well as the factors that in the original target language country that may have contributed to the initial wave of immigration.

VOCABULARY CHUNKS

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		ESSENTIAL VOCABULARY
<ul style="list-style-type: none"> I believe that... It seems to me... It affected... It contributed to... 	<ul style="list-style-type: none"> Have moved / Had moved They have been shaped by... They would have (done/moved/changed, etc)... 	<ul style="list-style-type: none"> History Geography Migration, Emigration, Immigration Ally, Alliance Politics Economics Folklore



SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Level Four : Unit 2

Religion and Philosophy

ANNUAL TARGET

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



Unit Performance Targets

Teach to...

Advanced

Lowest acceptable performance...

**Intermediate
Mid**

INTERPRETIVE

Listening & Reading

- I can understand newscasts and commentaries about major religious movements in the target language countries.
- I can understand newscasts and commentaries about major philosophical movements in the target language countries.
- I can understand articles and short readings about major religious movements in the target language countries.
- I can understand articles and short readings about major philosophical movements in the target language countries.

INTERPERSONAL

Person-to-Person

- I can ask and answer questions about how religion and philosophy in the target language countries have been influenced by history and geography and compare these issues to the US.
- I can discuss with my classmates how religion and philosophy in the target language countries have been influenced or continue to influence current events and compare these issues to the US.

PRESENTATIONAL

Speaking & Writing

- I can present on how mainstream religions and philosophies have been accepted or challenged in both target language communities and US communities in the 21st century.
- I can present on how migration shifts have affected the implementation of religions and philosophies in the target language communities and in the US.
- I can write about how mainstream religions and philosophies have been accepted or challenged in both target language communities and US communities in the 21st century.
- I can write about how migration shifts have affected the implementation of religions and philosophies in the target language communities and in the US.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS	CULTURAL INTERACTIONS	PRACTICES
<ul style="list-style-type: none"> I can explain the religions and philosophies that are common in the target language countries/communities and why. 	<ul style="list-style-type: none"> I can discuss how religions or philosophies have affected political policies in the target language countries. 	<ul style="list-style-type: none"> I can explain how mainstream religions and philosophies have been integrated into daily living in the target language communities/countries.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
Your school's target language club is forming a student symposium of representatives of different countries that speak the same target language. Choose a target language country to present about how religious and philosophical practices are adapted to that country/culture.	You have a classmate whose grandparents emigrated from a target language country. Interview the grandparents to find if there are more differences or similarities in philosophy or ideology now in the target language country than when they first emigrated.	Compare and contrast religious and philosophical thought between the United States and the target language countries.

VOCABULARY CHUNKS

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		ESSENTIAL VOCABULARY
<ul style="list-style-type: none"> Was converted to / from... Believed... Have/Had been influenced by... 	<ul style="list-style-type: none"> To immigrate / emigrate Major religious movements They have/had been incorporated 	<ul style="list-style-type: none"> Religion Philosophy Ideology Practices To convert / A convert



SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Level Four : Unit 3

Arts and Culture

ANNUAL TARGET

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



Unit Performance Targets

Teach to...

Advanced

Lowest acceptable performance...

**Intermediate
Mid**

INTERPRETIVE

Listening

- ❑ I can understand other's opinions about the arts.
- ❑ I can understand a short video or commentary about the arts.

INTERPERSONAL

Person-to-Person

- ❑ 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 of a piece of art.

PRESENTATIONAL

Speaking

- ❑ I can talk about what arts I'm 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.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- ❑ I can identify the forms of art that are particular to countries of the target culture.

CULTURAL INTERACTIONS

- ❑ I can discuss how countries of the target culture define beauty in art.

PRACTICES

- ❑ I can identify the types of literature that countries of the target culture produce.
- ❑ I can identify and explain the driving forces behind art in countries of the target culture.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
<p>Talk about art from a traditional point of view. Discuss if you visit art museums often. Which one have you visited last?</p> <p>Have you created your own art? What did you create?</p> <p>Do you know different artists?</p>	<p>Discuss art from a modern standpoint. What is considered modern art? How do you define modern art? What role does music play in art?</p> <p>What different types of media play a role in art?</p>	<p>Write about how art is produced now and how it was traditionally produced. Elaborate on the traditional and modern differences there are.</p>

VOCABULARY CHUNKS

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		ESSENTIAL VOCABULARY such as...	
<ul style="list-style-type: none"> · I am fond of... · My favorite art is... · The name of the artist is... · His/Her artwork is · The style is... · The colors used... · In my opinion... · I think... · I believe... · I interpreted that as.. · Which piece of art do you prefer? · The artist was inspired by... · The following ideas were exchanged when producing the artwork... · One produced ... 	<ul style="list-style-type: none"> · One usedas materials to create the piece of art. · In comparison to ... there is/are... · This is made out of... · The purpose of this creation was... · The music was written in order to... · I describe the musician as... · The instruments played were... · Do you feel like attending the event? · What is your opinion on...? · What did the artist mean by ...? · What do you think about when viewing or listening to this piece of art/music? 	<ul style="list-style-type: none"> the autobiography the poetic work the rhyme the novel the verse/stanza to quote classical humorous comical objective award-winning paint fine arts painting opera orchestra rehearsal 	<ul style="list-style-type: none"> to narrate to show the playwright the composer the songwriter the writer aesthetic to sketch stage applause choir stage fright concert hall realistic satirical subjective tragic



SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Level Four : Unit 4

Science and Technology

ANNUAL TARGET

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



Unit Performance Targets

Teach to...

Advanced

Lowest acceptable performance...

**Intermediate
Mid**

INTERPRETIVE

Listening & Reading

- ❑ I can understand news commentaries about the affect of technology on such issues as medical care, pollution, education, etc.
- ❑ I can understand articles, short readings and commentaries about the effect of technology on such issues as medical care, pollution, education, etc.

INTERPERSONAL

Person-to-Person

- ❑ I can ask and answer questions about access to technology in target language countries.
- ❑ I can ask and answer questions about how access to technology affects daily life in target language countries and in the US.

PRESENTATIONAL

Speaking & Writing

- ❑ I can present on common technologies among countries where the same language is spoken, including what they are, where they are produced, etc.
- ❑ I can write about common technologies among countries where the same language is spoken, including what they are, where they are produced, etc..

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- ❑ I can identify technologies and/or scientific advances that characterize target language countries.

CULTURAL INTERACTIONS

- ❑ I can discuss research being conducted for advances in science and medicine that affect the target language countries that might not get media attention in the United States.

PRACTICES

- ❑ I can explain how target language cultures shaped the use of technology within their countries, or how the technology has shaped the culture.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
<p>Your language club is applying for a grant to raise money in order to provide medicine or technology in an underserved region of the target language country. Make a presentation that states what you need, for what purpose, how much it would cost, and how this would help the community.</p>	<p>You are applying for an internship at Google this summer, and since you are studying this target language, a supervisor from their office in the target language country wants to interview you. Tell him or her what you've studied about scientific and technological advances and how they can be applied in a culturally appropriate way in the target language country.</p>	<p>You are working for a tech start-up here in Memphis that is working to facilitate the access of patients' medical records from their home countries with Memphis-area companies. Since you speak the target language, your colleagues ask you to write a proposal for the target language countries' ministries of medicine to convince them to invest in this project. Make sure to let them know how it would work, how it would be administrated, and how it would help the overall relationship between the United States and the target language countries.</p>

VOCABULARY CHUNKS

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	ESSENTIAL VOCABULARY
<ul style="list-style-type: none"> · Advances in science/technology/medicine · Operating system · It affects/affected/would affect · To produce / to manufacture · Technology has shaped... · Culture has shaped... · To apply for a grant 	<ul style="list-style-type: none"> · To administer · To facilitate · Mobile / desktop · An advancement / invention · Technology · Medicine · Infrastructure · To research/investigate



SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Level Four: Unit 5

The Daily Grind

ANNUAL TARGET

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



Unit Performance Targets

Teach to...

Advanced

Lowest acceptable performance...

**Intermediate
Mid**

INTERPRETIVE

Listening & Reading

- ❑ I can understand a short video or audio clip about daily routines.
- ❑ I can understand articles, short readings and commentaries about daily routines in different countries.
- ❑ I can understand commentaries about the effect of globalization on day-to-day life.

INTERPERSONAL

Person-to-Person

- ❑ I can ask and answer questions about daily routines in target language countries and in the US.
- ❑ I can discuss regional similarities and differences in daily routines in each target language country.

PRESENTATIONAL

Speaking & Writing

- ❑ I can present on how routines change as a person moves through phases of life.
- ❑ I can write about how routines change as a person moves through phases of life.
- ❑ I can present how daily routines in the US and the target cultures are similar or different.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS	CULTURAL INTERACTIONS	PRACTICES
<ul style="list-style-type: none"> ❑ I can explain which products (foods/drinks, transportation, etc) are significant parts of life in the target language countries. ❑ I can compare and contrast the high school experience in the US and the target culture. 	<ul style="list-style-type: none"> ❑ I can explain how subcultures within the target language countries (rural vs. urban, working class vs. middle or upper class, migrant vs. national, etc.) might differ in their daily routines. ❑ I can compare and contrast similarities in customs amongst target language cultures no matter which country, or are the customs unique to a specific country. 	<ul style="list-style-type: none"> ❑ I can compare how different subsets of the target language country/countries prepare for the same major festival or holiday. ❑ I can explain what comprises mandatory education in the target culture. ❑ I can compare and contrast levels of education attained in the US and the target culture as well as between target language countries. ❑ I can compare and contrast higher education in countries of the target culture and with the US.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
<p>You are applying to study abroad in a target language country that is well known for a specific cultural festival. As a part of your application, create a presentation in which you compare and contrast this well-known festival with something from Memphis or the United States.</p>	<p>You and your e-pal are messaging online about how your school year is progressing. Make sure to ask him/her what kinds of things he/she does on a regular basis and answer his/her questions about your routines and activities.</p>	<p>You have an assignment to write for the Memphis area newspaper for the target language community here, which also has readers in the home country. Write an article in which you write about your daily routine, as well as what schools are like and what kinds of activities teenagers like to do in Memphis in order to let teenagers who might be moving here know what to expect. Also, make connections to culturally appropriate activities in the target language country.</p>
<p>You earned free admission at one of your local universities to a seminar on what high school education is like at TC. Your classmates are excited to hear about what you learned. Present to your class what you have learned and elaborate with details of how high school graduation is reached in TC.</p>	<p>You are hosting an exchange student from the TC who is a senior. The guidance counselor is having difficulty with explaining what required courses the exchange student has to take and needs your assistance. Explain to the student what the requirements are to graduate from high school in the US and elaborate on the options after high school that they may have.</p>	<p>You are spending the summer in the TC and want to earn some income to help pay for your stay. You find an ad in the paper for a position available at the local ice cream café. Create a resume and write why you would be the best candidate for the job.</p>



VOCABULARY CHUNKS

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		ESSENTIAL VOCABULARY such as...	
<ul style="list-style-type: none"> · To celebrate / to observe · To wake up / to get up · To go to bed / to go to sleep · I like to do... · I would like to do... · I would feel like... · I would have time for... · I would have fun... · I wish ... · I plan on... · It would be good for me to... · It is necessary to ... · It would be important for me to... · What is possible to accomplish? · It is forbidden to.. · I must sign up for... · I have to request reference letters... · I have to complete the applications for college. · Why don't you try... · One can... · It would help, if you... 	<ul style="list-style-type: none"> · I like to go... · I would like to go... · It is a part of... · Traditional customs · Phases in life · You must... · I can only advise you to... · The best thing to do, would be to... · The differences/similarities between my high school and that of the TC is... · The path to graduate from high school/college in the US is... · The path to graduate from high school/college in the TC is... · I am not sure if... · I can understand how... · For many it is difficult to... · I have to take...in order to graduate. · 	<ul style="list-style-type: none"> · Daily routine · Special holiday · Festival · Meals, snacks, drinks · Leisure activities · Culture / subculture · responsibility · classes · to sign-up · to be determined · to be flexible · to apply · to create a resume · apprentice · instructors · professors · application · career 	<ul style="list-style-type: none"> · major/minor · ordinal numbers · times · years · to attend · to be accepted · to be rejected · salary · income · career choices · to decide · decision



SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Level Four : Unit 6

Current Events

ANNUAL TARGET

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



Unit Performance Targets

Teach to...

Advanced

Lowest acceptable performance...

**Intermediate
Mid**

INTERPRETIVE

Listening and Reading

- ❑ I can understand newscasts and commentaries about current events in the target language countries.
- ❑ I can understand articles and short readings about current events in the target language countries.

INTERPERSONAL

Person-to-Person

- ❑ I can ask and answer questions about the leaders of the countries of the target language.
- ❑ I can discuss with my classmates the roles or the leaders of the target language countries and compare them with the roles of leaders in the US.

PRESENTATIONAL

Speaking and Writing

- ❑ I can talk about issues that young people in the target language countries are talking about and compare them to the issues important to young people in the US.
- ❑ I can write about issues that young people in the target language countries are talking about and compare them to the issues important to young people in the US.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- ❑ I can discuss the main political parties of the TC.
- ❑ I can share about the voting process of the TC.
- ❑ I can explain the historical information about the TC discussed.

CULTURAL INTERACTIONS

- ❑ I can describe what role media plays in politics and current events.
- ❑ I can explain how current events are reported and shared around the world.

PRACTICES

- ❑ I can name popular products that are mainly consumed and created in the target country.
- ❑ I can share positive and negative roles that economic factors play in the TC.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
<p>After living in the TC for four years, you are running for an office and want to gain many votes. Create and present a speech that will persuade your voters to vote for you.</p>	<p>You are a reporter for a magazine. Your class partner is a political figure. Create an interview including the following questions: Have you always wanted to work in politics? What motivated you to run? How did you begin running for office? What issues have you tackled? What issues are on your to do list? Do you speak any other languages other than TL? Have you often worked out of the country?</p>	<p>Explain what the political differences are in your country and the TC. Discuss what the voting process is and any positive and negative factors that play a role.</p>

VOCABULARY CHUNKS

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		ESSENTIAL VOCABULARY such as...	
<ul style="list-style-type: none"> · In my opinion.... · I agree/disagree with... · What could be done is... · What cannot be resolved is... · Many people are oppressed... · You have the right to vote. · The deadlines to be met are... · Those elected for office are... · The government requires... 	<ul style="list-style-type: none"> · The president/leader/chancellor stated ... · The political parties differ in that... · In order to lead a country effectively, one must... · Some mistakes from the past are... 	<ul style="list-style-type: none"> Politician(s) Leaders to overthrow to oppress victory slavery election victory to lead to vote system of government globalization to struggle to appear/to disappear 	<ul style="list-style-type: none"> to overcome journalist publisher editor newspaper comic book radio listener partial biased influential live (pre-)recorded to remain informed

