



SHELBY COUNTY SCHOOLS
MODERN LANGUAGES

Elementary
Year One
Curriculum Frameworks

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Year 1 : 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

Lowest acceptable performance...

Novice
Mid

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- I can identify activities
- I can identify colors

INTERPERSONAL

Person-to-Person

- I can tell you my name
- I can tell you my age
- I can tell you what I like to do and do not like to do
- I can tell you what colors I like and do not like
- I can tell you how I am

PRESENTATIONAL

Speaking

- I can tell you about myself
- I can count to 10

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- I can recognize the differences between the flag of another country and my own.

CULTURAL INTERACTIONS

- I can imitate appropriate greetings.

PRACTICES

- I can identify and imitate some common cultural rules of etiquette.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

It is the first month of school and you and your classmates are getting to know each other a little better. Introduce yourself to the class! Tell them your name, age, which colors you like and what you like to do and don't like to do.

INTERPERSONAL

Your teacher wants to get to know you a little better and asks you some questions about yourself. Tell your teacher your name, age, which colors you like and what you like and don't like to do.

PRESENTATIONAL WRITING

You are your class' Star of the Week and your teacher asks you to create a Star of the Week poster. Label your poster with your name, age, which colors you like and what you like to do.

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

Questions:

What is your name?
How old are you?
What do you (not) like to do?
What color do you (not) like?
How are you?

Answers:

My name is ____.
I am ____ years old.
I (don't) like ____.
I (don't) like ____.
I am ____ years old.

BASIC VOCABULARY

Numbers
Colors
Activities
State of Being



SHELBY COUNTY SCHOOLS MODERN LANGUAGES

YEAR 1 : Unit 2

My Family is Special

ANNUAL TARGET

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



Unit Performance Targets

Teach to...

Intermediate

Lowest acceptable performance...

**Novice
Mid**

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- I can identify family members
- I can identify pets
- I can recognize what family members like or do not like to do

INTERPERSONAL

Person-to-Person

- I can name family members and pets
- I can tell you what family members and pets I have or do not have
- I can tell you if my family and pet is big or small
- I can describe a pet by size and color
- I can tell you what family member likes and does not like to do.

PRESENTATIONAL

Speaking

- I can tell you about my family
- I can describe a pet according to size and color

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- I can identify typical pets in other cultures.

CULTURAL INTERACTIONS

- I can sometimes tell the way people address each other differently based on age and place in the family.

PRACTICES

- I can recognize diversity in family structures in other cultures.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

Your pet (or pretend pet) is lost and you have to describe it to your classmates to see if they have seen it.

INTERPERSONAL

Your teacher is planning a class party for your class and your families. Your teacher asks you questions about your family and what your family members like to do.

PRESENTATIONAL WRITING

Your teacher asks you to create your family tree and label each member of your family, including pets. Create your family tree.

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

Questions:

Who is this?
What is this?
What does (family member) (not) like to do?
Do you have (pet, family member)?
Is your (family, pet) big or small?
What color is the (pet)?

Answers:

This is ____.
This is ____.
(Family member) (doesn't) like ____.
I (don't) have ____.
My (family, pet) is (big, small).
The (pet) is ____.

BASIC VOCABULARY

Family Members
Pets
Activities
Size
Colors
Numbers



SHELBY COUNTY SCHOOLS MODERN LANGUAGES

KINDERGARTEN: Holiday Unit

Happy Holidays

ANNUAL TARGET

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



Unit Performance Targets

Teach to...

Intermediate

Lowest acceptable performance...

Novice
Mid

UNIT LEARNING TARGETS

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

INTERPRETIVE Listening

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

INTERPERSONAL Person-to-Person

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

PRESENTATIONAL Speaking

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

Culture

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

PRODUCTS

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

CULTURAL INTERACTIONS

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

PRACTICES

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

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

There is a holiday talent show at your school. You want to sing a TL Holiday Song in the show. Today you are trying out, and will sing your song for your teacher.

INTERPERSONAL

It is TL Holiday time and you have a new student in your class from TL Country. You want to show off your TL skills, so you introduce yourself and wish them a Happy TL Holiday and tell them something you like about it.

PRESENTATIONAL WRITING

TL Holiday is quickly coming. You want to make a card for a family member. Make a TL Holiday card with a basic greeting for them.

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

Questions:

Who is this?

What is this?

What do you (not) like?

Answers:

This is ____.

This is ____.

I (don't) like ____.

Happy TL Holiday!

BASIC VOCABULARY

Holiday Greetings

Holiday Items

Holiday People/Characters



SHELBY COUNTY SCHOOLS MODERN LANGUAGES

YEAR 1 : Unit 3

Let's Go to the Zoo!

ANNUAL TARGET

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



Unit Performance Targets

Teach to...

Intermediate

Lowest acceptable performance...

Novice
Mid

UNIT LEARNING TARGETS

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

INTERPRETIVE Listening	INTERPERSONAL Person-to-Person	PRESENTATIONAL Speaking
<ul style="list-style-type: none"> I can identify zoo animals and what zoo animals are doing 	<ul style="list-style-type: none"> I can name zoo animals I can tell you what zoo animals I like and do not like I can describe zoo animals based on size, and color I can tell you what an animal is doing. 	<ul style="list-style-type: none"> I can talk about zoo animals that I like and do not like.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS	CULTURAL INTERACTIONS	PRACTICES
<ul style="list-style-type: none"> I can identify a national animal (e.g. China, panda; Japan, crane; Russia, Bear) 	<ul style="list-style-type: none"> I can identify animal sounds in other cultures. 	<ul style="list-style-type: none"> I can sometimes identify diversity in leisure activities in other cultures.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

Oh, no...a cage was left open at the zoo!
Help the zookeeper find the missing animal by giving a description of the animal and what he may be doing.

INTERPERSONAL

Your teacher is taking a survey to see which zoo animal is the class favorite. Answer your teacher's survey questions to cast your vote America's Next Top Zoo Animal.

PRESENTATIONAL WRITING

You and your class are at the zoo for a fieldtrip! Your teacher wants you to write down the animals you see.

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

Questions:

What animal is this?
What animal do you (not) like?
Is the (animal) big or small?
What color is the (animal)?
What is the animal doing?

Answers:

This is a(n) ____.
I like.../don't like....?
The (animal) is ____.
The (animal) is ____.
The (animal) is ____.

BASIC VOCABULARY

Zoo Animals
Activities
Size
Colors



SHELBY COUNTY SCHOOLS MODERN LANGUAGES

YEAR 1 : Unit 4

We are Different!

ANNUAL TARGET

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



Unit Performance Targets

Teach to...

Intermediate

Lowest acceptable performance...

Novice
Mid

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- I can identify body parts.
- I can identify the animal when described.

INTERPERSONAL

Person-to-Person

- I can tell you what body parts animals have.
- I can describe based on body parts.
- I can describe my family members.

PRESENTATIONAL

Speaking

- I can present about an animal.
- I can present about my family members.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- I can identify national animals.

CULTURAL INTERACTIONS

- I can identify family roles in other cultures.

PRACTICES

- I can identify different places animals live in other cultures.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
Your friend from (target culture) wants to know how your family looks. Draw a picture of your family and use it to describe your family to your friend.	You and your teacher are at the zoo. Your teacher asks what animal you want to see. Describe the animal you want to see to the teacher.	Draw a picture of your favorite animal and label its body parts in _____. Then describe your animal to your class as they guess what animal you are describing!

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	BASIC VOCABULARY
<p>Questions:</p> <p>What parts of the body does the animal have?</p> <p>Is the (body part) (adjective)?</p> <p>Describe your (family member)</p>	<p>Answers:</p> <p>The animal has ____.</p> <p>The (body part) is (adjective).</p> <p>(Family member) is (description)</p> <p>Animals</p> <p>Family members</p> <p>Body Parts</p> <p>Adjectives</p>

