



SHELBY COUNTY SCHOOLS  
**MODERN LANGUAGES**

Elementary  
Year Three  
Curriculum Frameworks

# SHELBY COUNTY SCHOOLS MODERN LANGUAGES

YEAR THREE: Unit 1

## A BLUSTERY DAY!

### 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?

<b>INTERPRETIVE</b> Listening	<b>INTERPERSONAL</b> Person-to-Person	<b>PRESENTATIONAL</b> Speaking
<ul style="list-style-type: none"> <li>❑ I can understand a weather report.</li> <li>❑ I can select the correct clothes to wear based on the weather.</li> <li>❑ I can identify what activity to do based on each season.</li> </ul>	<ul style="list-style-type: none"> <li>❑ I can ask and tell you which clothes I wear for different types of weather and why.</li> <li>❑ I can ask and tell you what (season/weather) I (don't) like and why.</li> <li>❑ I can ask and tell you what the weather is like today.</li> <li>❑ I can ask and tell you what the weather is like in each season.</li> <li>❑ I can ask you what you like to do and tell you what I like to do during each season.</li> <li>❑ I can ask and say what the weather is like on different days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>❑ I can present a weather report.</li> <li>❑ I can describe my perfect day based on the weather, including what I do and what I wear</li> </ul>

### Culture

What intercultural competencies will students be able to demonstrate?

<b>PRODUCTS</b>	<b>CULTURAL INTERACTIONS</b>	<b>PRACTICES</b>
<ul style="list-style-type: none"> <li>❑ I can compare weather norms in the US with those in other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>❑ I can make use of a cultural reference, such as a weather report, in a conversation.</li> </ul>	<ul style="list-style-type: none"> <li>❑ I can identify what is culturally appropriate to wear in specific situations.</li> </ul>



## UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
<p>Each day, one student gives the daily weather report in the TL during the morning announcement. The principal tells you, you will be the weathercaster for tomorrow. Tell what the weather is like today and what to wear for this type of weather.</p>	<p>Your class, wants to find out class's least favorite season. Ask each student about what season s/he doesn't like, what the weather is like in that season, and which clothes s/he wears for that type of weather.</p>	<p>You have a penpal in TL. Your penpal asked what season you like. Write back to your penpal. Tell what season you like, what the weather is like in that season, what you like to do during that season, and which clothes you wear for that type of weather.</p>

## VOCABULARY/FUNCTIONS

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><i>Questions:</i>                      What do you like to do in (season)?                      What is the weather like in (season)?                      What do you (need) to wear in (season) and why?                      What is the weather like today?                      What (weather/season) do you (not) like? Why?                      What is the weather like on (day of the week)?</p>	<p><i>Answers:</i>                      In (season) I like/don't like to (activity).                      It is (weather) in (season).                      In (season) I wear (clothing) because ...                      Today it is (weather/temperature).                      I (don't) like (weather/season) because...                      ON (day) the weather is...</p>	<p>Calendar/ days of the week                      Seasons                      Weather                      Clothing                      Seasonal Activities</p>



# SHELBY COUNTY SCHOOLS MODERN LANGUAGES

YEAR THREE: Unit 2

## Animal Planet!

### 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 High

### UNIT LEARNING TARGETS

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

#### INTERPRETIVE

##### Listening

- I can identify some habitats and animals that live there.

#### INTERPERSONAL

##### Person-to-Person

- I can ask and tell you what an animal is doing.
- I can ask and tell you where an animal lives.
- I can ask and tell you about the weather in different habitats.
- I can ask and tell you why I like certain animals and habitats.
- I can describe different animals and their habitats.

#### PRESENTATIONAL

##### Speaking

- I can present a report on an animal and its habitat.
- I can compare animals and their habitats.

### Culture

What intercultural competencies will students be able to demonstrate?

#### PRODUCTS

- I can identify some geographical features of other countries.

#### CULTURAL INTERACTIONS

- I can make use of cultural references, such as indigenous animals, in a conversation.

#### PRACTICES

- I can identify indigenous animals in other cultures and the geographical locations in which they live.

## UNIT PERFORMANCE TASKS

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

<b>PRESENTATIONAL SPEAKING</b>	<b>INTERPERSONAL</b>	<b>PRESENTATIONAL WRITING</b>
<p>In your TL class, your teacher is having students present about their favorite wild animal. Present a report to the class about your favorite animal, where it lives, it's description, and what it does.</p>	<p>The zoo just announced they are starting a new international program where there are student guides who can speak TL, so that TL visitors can hear about the exhibits in their native language. You have been selected for the (animal) exhibit. Your teacher is helping you prepare by asking you questions about (animal) and its habitat, and having you answer.</p>	<p>You think it will be informative for your visitors at the zoo if you create a flyer about the animal from your exhibit that you can hand out. Be sure to include what the animal is, information about its habitat, it's description and what it does.</p>

## VOCABULARY/FUNCTIONS

*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.**

<b>LANGUAGE CHUNKS</b>		<b>BASIC VOCABULARY</b>
<p><i>Questions:</i></p> <p>What is the weather in the (habitat)?</p> <p>What is the animal doing?</p> <p>Where does the (animal) live?</p> <p>What habitat/animal is this?</p> <p>Why do you like (animal/habitat)?</p> <p>Tell me about (animal/habitat)...</p>	<p><i>Answers:</i></p> <p>It is (weather) is (habitat).</p> <p>The (animal) (verb).</p> <p>The (animal) lives in the (habitat).</p> <p>This is (animal/habitat)</p> <p>I like animal/habitat) because....</p> <p>Animal...but (animal)...</p>	<p>Habitats</p> <p>Animals</p> <p>Locomotion verbs</p> <p>Descriptions</p>



# SHELBY COUNTY SCHOOLS MODERN LANGUAGES

## YEAR THREE: Holiday Unit It's Time to Celebrate!

### 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 High

### 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?

#### 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?*

<b>PRESENTATIONAL SPEAKING</b>	<b>INTERPERSONAL</b>	<b>PRESENTATIONAL WRITING</b>
<p>Your new friend thinks you're such an expert on TL Holiday after you explained the picture book. They invited you to visit their class to talk more about it, but you can't go because you have school. You ask your classmate/teacher to video you singing a TL Holiday song to send to your friend to show at school.</p>	<p>You have a new friend in your neighborhood. They go to a different school, but they also have TL Class. They got a picture book at the library about TL Holiday, but have some questions about it. Explain to them who/what are in the pictures and when TL Holiday is.</p>	<p>When you email the song recording to your friend, you decide to include a TL Holiday message. Write a short email with a holiday greeting to your friend to include with the video.</p>

## VOCABULARY/FUNCTIONS

*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.**

<b>LANGUAGE CHUNKS</b>		<b>BASIC VOCABULARY</b>
<p><b>Questions:</b>                      Who is this?                      What is this?                      What do you like to do on TL Holiday?                      When is TL Holiday?</p>	<p><b>Answers:</b>                      This is ____.                      This is ____.                      I/we like to (verb).                      TL Holiday is (month/date).                      Happy TL Holiday!</p>	<p>Holiday Greetings                      Holiday Items                      Date/Time</p>



# SHELBY COUNTY SCHOOLS MODERN LANGUAGES

YEAR THREE: Unit 3

## Let's Travel!

### 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 High

### UNIT LEARNING TARGETS

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

<b>INTERPRETIVE</b> <b>Listening</b>	<b>INTERPERSONAL</b> <b>Person-to-Person</b>	<b>PRESENTATIONAL</b> <b>Speaking</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify places.</li> <li><input type="checkbox"/> I can identify items for travel</li> <li><input type="checkbox"/> I can identify activities.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can ask and tell you where I want to travel and why.</li> <li><input type="checkbox"/> I can ask and tell you when I want to travel.</li> <li><input type="checkbox"/> I can ask and tell you who I want to travel with.</li> <li><input type="checkbox"/> I can ask and tell you what I need to travel</li> <li><input type="checkbox"/> I can ask and tell you what I want to do at (location).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can present my travel plans.</li> </ul>

### Culture

What intercultural competencies will students be able to demonstrate?

<b>PRODUCTS</b>	<b>CULTURAL INTERACTIONS</b>	<b>PRACTICES</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify important places of attraction in the target culture.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can make use of a cultural reference when talking about pictures from the target culture.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> I can identify different activities people do when they travel in the target culture.</li> </ul>





## UNIT PERFORMANCE TASKS

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

<b>PRESENTATIONAL SPEAKING</b>	<b>INTERPERSONAL</b>	<b>PRESENTATIONAL WRITING</b>
<p>You have a pen pal in the TL country who will host your family during your travel. Share your dream travel plans with your pen pal in a video message.</p>	<p>You won a trip to (TL Country). You want to help your family plan since you speak (TL). You call the travel agency with a family member to make arrangements. Be sure to share what your family wants to do see and do while in the target country.</p>	<p>Your pen pal is coming to visit. Make a map of important local places you want your pen pal to visit. Be sure to label the map and write a brief reason why they should visit each identified place.</p>

## VOCABULARY/FUNCTIONS

*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.**

<b>LANGUAGE CHUNKS</b>		<b>BASIC VOCABULARY</b>
<p>Questions:</p> <ul style="list-style-type: none"> <li>· Where do you want to go/travel and why?</li> <li>· When do you want to go/travel?</li> <li>· Who do you want to go/travel with?</li> <li>· What do you need for travel?</li> <li>· What do you want to do at the (place); (JAP: What do you do at the place)?</li> <li>· Tell me about your travel?</li> </ul>	<p>Answers:</p> <ul style="list-style-type: none"> <li>· I want to go/travel to (place), because (reason)</li> <li>· I want to go in (season/month)</li> <li>· I want to go/travel with (family members)</li> <li>· I need (item) for travel but I don't need (item)</li> <li>· I want to (activities) at the (place); (JAP: I activities at the place)</li> </ul>	<ul style="list-style-type: none"> <li>Places</li> <li>Seasons</li> <li>Months</li> <li>Family members</li> <li>Items for travel</li> <li>Activities</li> </ul>



# SHELBY COUNTY SCHOOLS MODERN LANGUAGES

YEAR THREE: Unit 4

## Around Town!

### 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 High**

### UNIT LEARNING TARGETS

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

<b>INTERPRETIVE</b> <b>Listening</b>	<b>INTERPERSONAL</b> <b>Person-to-Person</b>	<b>PRESENTATIONAL</b> <b>Speaking</b>
<ul style="list-style-type: none"> <li>❑ I can identify important places in a community.</li> <li>❑ I can identify different types of transportation.</li> <li>❑ I can identify directions.</li> </ul>	<ul style="list-style-type: none"> <li>❑ I can ask and tell you how to get to different places in a community.</li> <li>❑ I can tell you where something is using basic directional words.</li> </ul>	<ul style="list-style-type: none"> <li>❑ I can present what is around my school.</li> </ul>

### Culture

What intercultural competencies will students be able to demonstrate?

<b>PRODUCTS</b>	<b>CULTURAL INTERACTIONS</b>	<b>PRACTICES</b>
<ul style="list-style-type: none"> <li>❑ I can recognize some similarities and differences between the designs of houses, buildings, or towns in other cultures.</li> </ul>	<ul style="list-style-type: none"> <li>❑ I can understand some directions and signs to help me find my way.</li> </ul>	<ul style="list-style-type: none"> <li>❑ I can identify common forms of transportation in other cultures.</li> </ul>



## UNIT PERFORMANCE TASKS

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

<b>PRESENTATIONAL SPEAKING</b>	<b>INTERPERSONAL</b>	<b>PRESENTATIONAL WRITING</b>
<p>Your TL country pen pal is coming to visit your school. Create a video message to tell him/her what places are in the neighborhood, where they are and how to get there.</p>	<p>Your parents signed up to have a student from TL Country live with your family for a few months. You decide to take them on a tour of your neighborhood. Answer their questions about what places are in the neighborhood, where they are and how you get there.</p>	<p>Your new friend that is living with you is still having a little trouble getting around the neighborhood. Create a basic map of the community, label all the places and who works there. Tell them how to get from one place to another place.</p>

## VOCABULARY/FUNCTIONS

*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.**

<b>LANGUAGE CHUNKS</b>		<b>BASIC VOCABULARY</b>
<p><i>Questions:</i> How do you get to (place)? Where is [place/transportation]?</p>	<p><i>Answers:</i> I go by (transportation) to (place). The [place] is in [direction] of the [other place]</p>	<p>Community places Modes of transportation Directional words</p>

