



SHELBY COUNTY SCHOOLS
MODERN LANGUAGES

Elementary
Year Four
Curriculum Frameworks

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Year Four : Unit 1

My Community

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

INTERPRETIVE

Listening

- I can identify important places in a community.
- I can identify different types of transportation.

INTERPERSONAL

Person-to-Person

- I can ask and tell you how to get to different places in a community and why.
- I can tell you some occupations people have in my community.
- I can ask and tell you where people in my community work.
- I can ask and tell you where something is using basic directional words.
- I can ask and tell you what family members do.

PRESENTATIONAL

Speaking

- I can tell you what I want to be when I grow up.
- I can present on the neighborhood around my school.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- I can recognize some similarities and differences between the designs of houses, buildings, or towns in other cultures.

CULTURAL INTERACTIONS

- I can understand some directions and signs to help me find my way.

PRACTICES

- I can identify common forms of transportation in other cultures.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
<p>It is career day at your school. Your TL teacher thought it would be great for your class to also present in TL about what they want to be. Tell the class what you want to be and where that person works in the community.</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. Write directions from one place to another based where they need to go.</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
<p>Questions:</p> <ul style="list-style-type: none"> · Where is the (place/transportation)? · How do you get to the (place) and why? · Where does (occupation)work? · What does (person/family) do? · What do you want to be when you grow-up? 	<p>Answers:</p> <ul style="list-style-type: none"> · The (place/transportation) is (direction) of the (other place/transportation) · I go to the (place) by (transportation), because (distance) · (Occupation) works at (place) · (Person/family) is (occupation) · When I grow up I want to be (occupation) 	<p>Occupations Locations Modes of transportation Direction words</p>



SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Year Four : Unit 2

At the Store

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

INTERPRETIVE

Listening

- I can identify an item by its description.
- I can identify where I buy things.
- I can identify the price of items.

INTERPERSONAL

Person-to-Person

- I can ask and tell you some things I want/need to buy and why.
- I can ask and tell you what I prefer and why.
- I can ask and tell you how much something costs
- I can describe items.
- I can ask and tell you which item costs less or more.
- I can ask and tell you where I want/need to go.

PRESENTATIONAL

Speaking

- I can role play a shopping trip

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- I can tell you what currency is commonly used in the Target Country, and their denominations

CULTURAL INTERACTIONS

- I can be culturally appropriate in what I say and do to make a simple purchase

PRACTICES

- I can identify some things people say or do while shopping in the Target Country

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
<p>Your class is having a garage sale to raise money for the school. You are asked to describe some of the items for sale in the TL in a video. Be sure to give the price, size and color.</p>	<p>Your friend is going shopping with his/her mom for their outfit for the dance. You don't think you'll have time to go find an outfit. Call your friend and talk to them about the outfit you want. Give them the item and a basic description. Also, ask them about prices so you know if you can afford it.</p>	<p>At the dance, there will be some items for sale that were donated by local community places, and the money will be donated to a local charity. Make a flyer that describes the items, the store they are from, their prices, and a basic description.</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
<p><i>Questions:</i></p> <p>What do you want/need to buy and why?</p> <p>Which (item) do you want to buy?</p> <p>How much is (item)?</p> <p>Which (item) costs less/more?</p> <p>Can you describe it?</p> <p>Where do you want/need to go?</p> <p>What do you prefer (item) or (item)... why?</p>	<p><i>Answers:</i></p> <p>I want/need to buy (item) because...</p> <p>I want to buy (descriptive) (item). (Item) is (price).</p> <p>(Item) costs less/more. (item).....</p> <p>I want/need to go to (place)</p> <p>I prefer (item), because...</p>	<p>Shopping Items</p> <p>Places</p> <p>Descriptive Adjectives</p> <p>Numbers</p> <p>Money</p>



SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Year Four : Unit 3

My Busy Schedule

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

INTERPRETIVE Listening

- I can identify three major timeframes of day
- I can identify different activities that happen during the day

INTERPERSONAL Person-to-Person

- I can ask and tell you what I want to do at major time frames.
- I can ask and tell you when school starts and ends..
- I can sequence daily activities.
- I can ask and tell you when I do different activities.

PRESENTATIONAL Speaking

- I can narrate my daily routine

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- I can interpret a TL school schedule

CULTURAL INTERACTIONS

- I can greet appropriately depending on the time of day

PRACTICES

- I can identify a difference in a TL student's daily schedule

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
<p>You have entered a contest to try to win a dream trip to (a target language country). You have to give a presentation about each day of your dream trip in the TL. To practice, start from the beginning of your trip tell the class what you want to do each day.</p>	<p>You are doing a group project about a dream trip in your TL class. Your group needs to find a time that everyone can meet to work on the project. You are the group leader and must ask your group members what they do each day of the week and schedule a time during the week that everyone is available to work on the project.</p>	<p>When planning your dream trip, you decide to make an itinerary to manage your busy schedule. Create a weekly schedule by writing all the activities you will do, and in what time frames you will do them. You can use your itinerary to guide your presentation.</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
<p><i>Questions:</i> When do you do (activity)? What do you do in/at/on (major time frames; time; during the week/weekend)? (When does schools start/end? Tell me about....</p>	<p><i>Answers:</i> I do (activity) in/at/on (major time frames; during the week/weekend). I want to (activity) on/at (time frame), but.... (Adverb) I do (activity). School starts/ends at/in (time frame). First, then, later, at last...</p>	<p>Timeframes (morning, afternoon, evening) Activities Days of the Week Adverbs (sequence)</p>



SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Year Four : Unit 4

Let's Plan a Party!

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

INTERPRETIVE

Listening

- I can identify time by the hour.
- I can identify activities at specific times.
- I can identify food/party items.

INTERPERSONAL

Person-to-Person

- I can ask and tell you where I am from
- I can ask and tell you when the party is.
- I can ask and tell you what time the party is
- I can ask and tell you who will be at the party
- I can ask and tell you about what we will do at the party.
- I can ask you what you prefer and tell you what I prefer to do.

PRESENTATIONAL

Speaking

- I can invite a group to a party.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- I can identify items/foods from the target culture found at parties.

CULTURAL INTERACTIONS

- I can congratulate someone in a culturally appropriate way.

PRACTICES

- I can identify how people celebrate parties in the target culture.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
You are organizing a TL celebration for a group of younger students also studying (TL). Present your plan for the celebration including all of the important information students will need and want to attend.	A (TL nationality) friend invites you to a party. Find out all the important information about the party.	You are preparing for your school's international festival. Create a target language specific invitation for speakers of (TL) who you wish to encourage to attend.

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
<p>Questions:</p> <ul style="list-style-type: none"> What time is your party? Who is at the party? What do you do at the party? What do you want/need to buy? What do you prefer? How much is (item)? Which (item) costs less/more? Where do want/need to go? Where is (place)? How do you get to (place) and (place)? Why do you take (transportation) to (place)? Where are you from? When is your birthday/party? 	<p>Answers:</p> <ul style="list-style-type: none"> Party starts at (1 o'clock...) and ends at (5 o'clock...) There will be We will... I want/need to buy (item) I like...but I prefer (Item) is (price) (Descriptive) (item) costs less/more I want/need to go to... The place is (direction) of the (other place) I go by (transportation) to (place), (but...)/and I take (transportation) to place, because (distance). I am from.... My birthday/party is (month/day of the week).
	<ul style="list-style-type: none"> Months/days Time Place People Party items Party Activities Locations Direction words Party Food

