



SHELBY COUNTY SCHOOLS
MODERN LANGUAGES

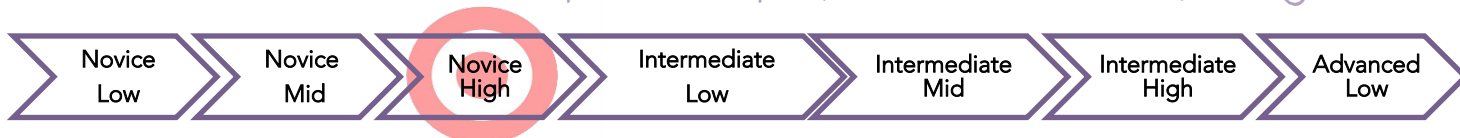
Exploratory Curriculum Frameworks

SHELBY COUNTY SCHOOLS WORLD LANGUAGES

EXPLORATORY: 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 understand basic information given such as name, age, origin as well as likes and dislikes.

Reading

- I can identify and appropriately use cognates.

INTERPERSONAL

Person-to-Person

I CAN ...

- Greet and bid farewell in a culturally appropriate manner.
- Tell you about what I like and do not like and ask you about yours.
- I can give you basic biographical information and ask you for yours.

PRESENTATIONAL

Speaking

- I can present myself and tell my likes and dislikes.

Writing

- I can write basic biographical information about myself.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- I can identify some popular first and last names in the target language.
- I can identify some flags of countries that speak the target language.
- I can identify some important symbols of the target culture.

CULTURAL INTERACTIONS

- I can identify culturally appropriate greetings and leave takings.
- I can respectfully address someone in a way that is culturally appropriate.

PRACTICES

- I can greet someone in a culturally appropriate manner.
- I can use the appropriate title in addressing someone in the target language.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

You have been selected to participate in this semester's bilingual Bridge program. At your first meeting you are asked to stand up and give a brief presentation about yourself.

INTERPERSONAL

It is your first week back to school and you are still discussing your summer trip to _____ with your friends. Greet them and tell them about what you liked and did not like to do on your trip. Be sure to ask them about their summer activities too!

PRESENTATIONAL WRITING

You are preparing to host an exchange student. Excited to meet them you begin to email back and forth in order to get to know each other. In your first email you decide to tell him or her about yourself before asking about them.

VOCABULARY CHUNKS

What will prepare students to demonstrate what they can do?



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

My name is.../ What is your name?
I am.../ How are you?
I am from.../ Where are you from?
My birthday is.../When is your birthday?
I like.../ What do you like?
I do not like.../What do you not like?
I am.../He or she is...(description)

ESSENTIAL VOCABULARY

Greetings and Leave takings
Foods
Activities
Physical descriptions
Personality descriptions
Months of year
Days of week
Numbers 0-31

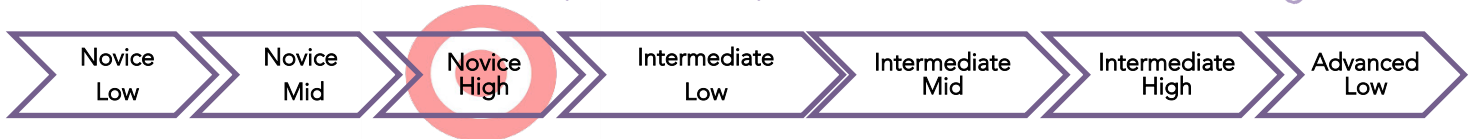


SHELBY COUNTY SCHOOLS WORLD LANGUAGES

EXPLORATORY: Unit 2 MY SCHOOL

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 understand what people say about school schedules, subjects and class supplies
- I can understand when people talk about places in a school

Reading

- I can understand information about school supplies and classes
- I can understand short readings about school and teachers

INTERPERSONAL

Person-to-Person

- I can tell what classes I have and ask others what classes they have
- I can tell you what supplies I need for my classes
- I can tell you about places in my school
- I can tell you about my favorite class.

PRESENTATIONAL

Speaking

- I can tell you about my classes
- I can tell you what supplies I need for my classes
- I can describe my school, my classes and my teachers.

Writing

- I can write about my schedule
- I can write a description of my school, my classes and my teachers.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- Recognize some similarities and differences my school and my school schedule and that of a peer in another culture.

CULTURAL INTERACTIONS

- Imitate appropriate greetings and signs of respect shown to teachers and principals in another culture

PRACTICES

- Recognize and imitate the levels of respect used toward teachers in my school and in schools in another culture.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

Your family volunteered to host an exchange student from for two weeks as part of an international program for your school. You have just been introduced to She will be attending classes with you for a week. In, tell her what to expect as she shadows you throughout the week.

INTERPERSONAL

You and your friend are trying to set up a study group. Before you begin the study group you need to figure out what classes you have in common. Ask your friend what classes she has and tell her about your classes.

PRESENTATIONAL WRITING

The guidance counselor has asked you to write an email to a new student who is moving to Memphis from He will be coming to your school in a few weeks, and wants to know about some of the classes and what materials he will need. Write him an email giving him the information about the classes offered at your school and what supplies he will need for each class.

VOCABULARY

What will prepare students to demonstrate what they can do?

 **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 classes do you have?
In period I have.....
What do you need for.....?
I need
What is like.
It is
He/she is.....

ESSENTIAL VOCABULARY

Classes
School supplies
Places in the school
People in the school
Adjectives to describe classes and teachers
Ordinal numbers



SHELBY COUNTY SCHOOLS WORLD LANGUAGES

EXPLORATORY: Unit 3

My family

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		INTERPERSONAL Person-to-Person	PRESENTATIONAL	
Listening	Reading		Speaking	Writing
<ul style="list-style-type: none"> I can understand descriptions of family members. I can understand what people say in a simple conversation about family members. 	<ul style="list-style-type: none"> I can understand emails or readings about family. 	<ul style="list-style-type: none"> I can ask and answer questions about what family members look like and their personalities. I can tell what members of my family like to do and don't like to do in their free time. 	<ul style="list-style-type: none"> I can describe my family. I can talk about what my family members like to do and don't like to do. 	<ul style="list-style-type: none"> I can describe my family. I can write about what my family members like to do and don't like to do.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS	CULTURAL INTERACTIONS	PRACTICES
<ul style="list-style-type: none"> Recognize some locations and that families in different cultures spend time together. 	<ul style="list-style-type: none"> Recognize that gender and age determine one's role in a family. 	<ul style="list-style-type: none"> Recognize similarities and differences between the levels of respect shown to family members based on age and gender.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

Your e-pal is coming to visit and needs to be picked up at the airport. You are not able to pick him up, but two of your family members will be there to pick him up. You call his cell phone, but it goes to voicemail. Leave him a message in that describes your family members so that he will recognize them.

INTERPERSONAL

You are at a friend's party and meet an exchange student from He sees a picture of your favorite family member on your cell phone and wants to know about him/her. Tell him all about your favorite family member including what they are like and what activities they like to do. Be sure to ask him about his family also.

PRESENTATIONAL WRITING

Your e-pal is coming to visit. In his last email, he asked you about your family so that he would have an idea of who he will be staying with at your house. Write him back in, and describe your family to him with as much information as you can.

VOCABULARY

What will prepare students to demonstrate what they can do?



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

He/She is (descriptor)

He/she has _____

He /she likes/doesn't like

ESSENTIAL VOCABULARY

Family members

Hair and eye colors

Physical Descriptors

Personality descriptors

Activities

