

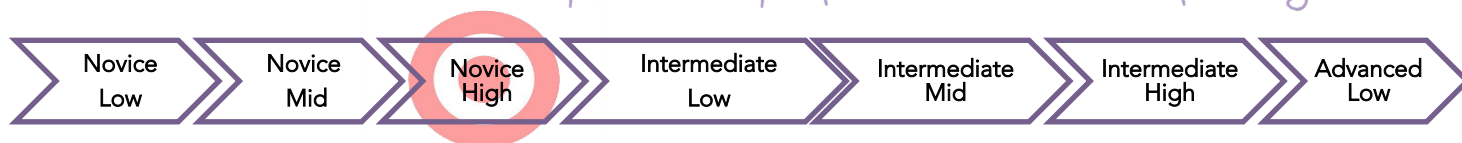
SHELBY COUNTY SCHOOLS WORLD LANGUAGES

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