

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

Listening

- I can understand descriptions of family members.
- I can understand what people say in a simple conversation about family members.

Reading

- I can understand emails or readings about family.

INTERPERSONAL

Person-to-Person

- 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.

PRESENTATIONAL

Speaking

- I can describe my family.
- I can talk about what my family members like to do and don't like to do.

Writing

- 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

- Recognize some locations and that families in different cultures spend time together.

CULTURAL INTERACTIONS

- Recognize that gender and age determine one's role in a family.

PRACTICES

- 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	INTERPERSONAL	PRESENTATIONAL WRITING
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.	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.	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