

# SHELBY COUNTY SCHOOLS WORLD LANGUAGES

## LEVEL 2: UNIT 4

### Standards Crosswalk

#### Interpersonal Communication

**National & TN Standard 1.1:** In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Unit Can Do	Course Level Expectation	Common Core Standard	21 <sup>st</sup> Century Skills	Content Connections
I can ask and answer basic personal questions needed for paperwork at a hospital or doctor's office.	1.1C Ask about someone's health in a variety of ways.	<b>Speaking &amp; Listening 1:</b> Prepare for and participate effectively in a range of conversation and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  <b>Speaking and Listening 2:</b> Integrate and evaluate information presented in diverse media and format, including visually, quantitatively, and orally.	Communication	Health and Wellness
I can explain what is wrong with me or someone else.	1.1D Respond to greetings and questions about your health in a variety of ways.		Collaboration	Culture
I can ask about and tell what happened to me or to someone else.	1.1K Give simple descriptions with supporting details.		Critical thinking and Problem Solving	
I can get clarification about a prescription or medical instructions.	1.1F Ask simple questions and provide responses based on a variety of topics		Creativity and Innovation	
	1.1J Express lack of comprehension; ask for repetition or clarification.		Social & Cross Cultural Skills	



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## Interpretative Communication

**National & TN Standard 1.2:** Understand and interpret both written and spoken forms of the target language on a variety of topics.

Unit Can Do	Course Level Expectation	Common Core Standard	21 <sup>st</sup> Century Skills	Content Connections
<b>Listening</b>				
<p>I can understand simple instructions from a doctor.</p> <p>I can understand information about being healthy and /or recovering from illness/injury.</p> <p>I can understand when someone talks about what is wrong or what happened.</p>	<p><b>1.2A</b> Identify main ideas and some details when listening.</p> <p><b>1.2C</b> Demonstrate understanding of instructions in a variety of contexts.</p>	<p><b>Listening 2:</b> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Listening 3:</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>Communication</p> <p>Information Literacy</p> <p>Media Literacy</p>	<p>Health and Wellness</p> <p>Sociology</p> <p>Culture</p>
<b>Reading</b>				
<p>I can read and understand instructions from a prescriptions.</p> <p>I can read and understand simple pamphlets on health issues and/or treatment of injuries.</p> <p>I can understand basic terminology on a health history form.</p>	<p><b>1.2A</b> Identify main ideas and some details when reading/listening</p> <p><b>1.2B</b> Demonstrate understanding of a variety of simple culturally authentic announcements, messages and ads.</p> <p><b>1.2C</b> Demonstrate understanding of instructions in a variety of contexts.</p>	<p><b>Reading 1:</b> Read Closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>Reading 2:</b> Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.</p> <p><b>Reading 3:</b> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p><b>Reading 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><b>Reading 6:</b> Assess how point of view or purpose shapes the content and style of text.</p>	<p>Communication</p> <p>Information Literacy</p> <p>Media Literacy</p> <p>Critical Thinking and Problem Solving</p>	<p>Health and Wellness</p> <p>Sociology</p> <p>Culture</p>



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## Presentational Communication

**National & TN Standard 1.3:** Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Unit Can Do	Course Level Expectation	Common Core Standard	21 <sup>st</sup> Century Skills	Content Connections
<b>Speaking</b>				
I can tell what happened to make me sick or someone else sick.	<b>1.3A</b> Give short informal presentation (spoken or written) on a familiar topic.	<b>Speaking and Listening 4:</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style appropriate to task purpose and audience.	Communication  Creativity and Innovation  Social & Cross Cultural Skills	Health and Wellness  Sociology
I can tell how I or someone else got hurt.	<b>1.3D</b> Tell or retell a short simple story.	<b>Speaking and Listening 5:</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <b>Speaking and Listening 6:</b> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal (English) language when indicated and appropriate		
<b>Writing</b>				
I can write about what happened to make me sick or someone else sick	<b>1.3A</b> Give short informal presentation (spoken or written) on a familiar topic.	<b>Writing 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Communication  Creativity and Innovation  Social & Cross Cultural Skills	Health and Wellness  Sociology  ELA
I can write about how I or someone else got hurt.	<b>1.3C</b> Write a short simple narrative.  <b>1.3D</b> Tell or retell a short simple story.	<b>Writing 3:</b> Write narratives to develop real or imagined experience or events using effective technique, well-chosen details, and well-structured event sequences.  <b>Writing 4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose and audience.		

