

SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 2: Unit 4

It's Good to be Young!

ANNUAL TARGET

How well are students expected to perform at the end of the year?



Unit Performance Targets

Teach to...

Lowest acceptable performance...

Intermediate Mid

Novice
High

UNIT LEARNING TARGETS

What will students be able to do with what they know?

INTERPRETIVE		INTERPERSONAL		PRESENTATIONAL	
Listening	Reading	Person-to-Person		Speaking	Writing
I Can <ul style="list-style-type: none">Understand simple instructions from a doctor.Understand information about being healthy and/or recovering from illness/injury.Understand when someone talks about what is wrong or what happened.	<ul style="list-style-type: none">Read and understand instructions from a prescription.Read and understand simple pamphlets on health issues and/or treatment of injuries.Understand basic terminology on health history form.	<ul style="list-style-type: none">Ask and answer basic personal questions needed for paper work at a hospital or doctor's office.Explain what is wrong with me or someone else.Ask about and tell what happened to me or someone else.Get clarification about a prescription or medical instructions.		<ul style="list-style-type: none">Tell what happened to make me sick or someone else sick.Tell how I or someone else got hurt.	<ul style="list-style-type: none">Write about what happened to make sick or someone else sick.Write about how I or someone else got hurt.

Culture

What intercultural competencies will students be able to demonstrate with what they know?

PRODUCTS	CULTURAL INTERACTIONS	PRACTICES
<ul style="list-style-type: none">I can write an e-mail telling you what happened at the doctor's office.I can journal my symptoms.	<ul style="list-style-type: none">I can make an appointment to see the doctor when I am sick.I can tell the nurse what is wrong with me.	<ul style="list-style-type: none">Tell the doctor/nurse my symptoms.Understand what the doctor tells me.Tell you about my doctor's visit.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

You are in _____ on exchange and get hurt on your first day there. You look up a doctor on the phone book and call to try to get an appointment. When the receptionist answers the phone, you explain your symptoms to her in _____ and ask for an appointment.

INTERPERSONAL

You are sitting in the waiting area of your doctor's office when a _____-speaking person comes in. The two of you start talking in _____ to pass the time while you are waiting to see the doctor. Explain to him what is wrong with you and why you need to see the doctor.

PRESENTATIONAL WRITING

You start feeling sick during the school day and need to go home. You know that you will miss a writing assessment in your _____ class. You decide to write your teacher a note in _____ explaining to her what happened to make you sick and that you are going home, hoping that you won't have to make up the writing assessment if you write your note to her in _____.

VOCABULARY

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

How are you feeling?
What is the matter?/What do you have?
I am .../ I feel....
I do not feel well.

ESSENTIAL VOCABULARY

Body Parts
Illnesses and injuries
medical professionals
healthy activities
unhealthy activities

Language Chunks such as....

How are you feeling?
What is the matter?/What do you have?
You seem ...
I am advising you to...
It is important that you disinfect...
You must...
You must, you must only...
You should take care of yourself.
You should take your medicine.
I recommend that you...
Can you pick up my prescription?
I need to make an appointment.
Could you buy me some cough drops/syrup?

I do not feel well.
I am nauseas.
I have a headache.
I have a cold.
My nose is running.
I have allergies.
I have been sneezing.
I have a stomach-ache.
I am on a diet./ I gained weight.
I hurt everywhere.
I have the flu.



Basic Vocabulary such as...

Body parts

foot	neck	foot	ears	bone	thigh
finger	knee	teeth	stomach	cheek	forehead
mouth	nose	heart	eyebrow	head	waist
brain	muscle	lip	wrist	back	teeth
face	eye/the eyes	arm	toe	tongue	
hand	shoulder	ankle	cheek	chin	

Illnesses and injuries

to have the flu	to cough	to have a fever	to be tired	to sprain the wrist	medicine
to break one's foot	to sneeze	to burn oneself	to take one's temperature		forehead

medical professionals

doctor	provider	dentist	technician	nurse	pharmacist
--------	----------	---------	------------	-------	------------

healthy activities

to do body-building	to do yoga	to work one's abs	to do push-ups	to eat lighter	to have a balanced diet
to rest	to relax	to take vitamins	to weigh	to eat	to be on a diet
to lose/gain weight	to be in shape	to eat organic products			

unhealthy activities

to deprive oneself of sleep	to smoke	to consume too many fatty foods	to skip meals	to use too much technology	to stay at home all day
-----------------------------	----------	---------------------------------	---------------	----------------------------	-------------------------

COMMUNICATIVE STRUCTURES

- ▣ Writing sentences and paragraphs
- ▣ Using reflexive pronouns
- ▣ Using formal vs informal language
- ▣ Using expressions of necessity
- ▣ Using expressions with to have
- ▣ Using modal verbs

