

SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 3: Unit 1

Daily Grind

ANNUAL TARGET

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



Unit Performance Targets

Teach to...

Intermediate Mid

Lowest acceptable performance...

Intermediate
Low

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- ☐ I can understand when people talk about relationships.
- ☐ I can understand when someone is talking about a relationship problem.
- ☐ I can understand how someone is feeling.
- ☐ I can understand questions about my daily routine.

Reading

- ☐ I can understand a written passage (internet site, short story, magazine article, etc) about someone's childhood.
- ☐ I can read about the lives of famous people.
- ☐ I can understand a status update or a text about plans for meeting.

INTERPERSONAL

Person-to-Person

- ☐ I can talk about what's going on in my relationships.
- ☐ I can tell someone about my daily routines.
- ☐ I can complain about certain situations that happen in my

PRESENTATIONAL

Speaking

- ☐ I can talk about the daily routine in target language countries.
- ☐ I can talk about differences between men's and women's routines.
- ☐ I can talk about what I used to do when I was little including when, where, and why.
- ☐ I can talk about what I used to like and dislike when I was little.

Writing

- ☐ I can write about subcultures for which daily life is very different.
- ☐ I can write about changes in people as they move through phases of life (childhood, adulthood, citizenship.)

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 identify target language communities in the United States and in other countries that hold on to their traditional songs, dances and/or clothing. I can identify common tokens of affection in the target language cultures. 	<ul style="list-style-type: none"> I can compare and contrast relationship practices in my community to those in the target language countries. 	<ul style="list-style-type: none"> I can describe relationship etiquettes in target language countries. I can describe coming-of-age ceremonies in target language countries.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
You volunteered to participate in a local fundraiser. You will participate in a date auction to raise money. Make a video entry about your ideal mate to hopefully ensure a great time with the right person!	You are skypping with a girl from the target language country, and the two of you are discussing your significant others and how they were the same or different. Answer her questions about your significant other and ask her about hers. Find similarities and differences in your experiences with your significant others.	You are posting a blog on a website with teenagers who speak the target language. Since several people are posting messages about their ideal mate. Describe what your ideal mate is and is not like.

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

I have/had a (good/bad/meaningful) relationship with
 He/She said
 Forgive/Forgave me
 You are right/wrong
 You were right/wrong
 It is/was my fault

I love...
 I hate...
 It is similar/different
 It seems to me...
 What do you prefer...
 I won't do it again



Basic Vocabulary such as...

Descriptors				
Liar	Cheater	Loyal	Faithful	Loving
Jealous	Gossip	Mature	Mischievous	Conceited
Understanding	Trustworthy	Curious	Talkative	Selfish
Activities				
To swing	To jump rope	To have fun	To explore	To play (with)
To collect	To run/race	To share	To ride a bike	To get along with
Relationship status				
Married	Engaged	Single	Dating	Broken up
Relating with others				
Get along with	Fight with	Bothers	Problems	Best friends

COMMUNICATIVE STRUCTURES

- Present tense verbs (regular & irregular)
- Past tense (simple past, regular structures)

