

SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 3: Unit 3

History & Geography

ANNUAL TARGET

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



Unit Performance Targets

Teach to...

Intermediate High

Lowest acceptable performance...

Intermediate
Low

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- ❑ I can follow a simple conversation when individuals talk about their vacations (what they did/saw/visited/ate).
- ❑ I can understand when someone talks about activities they enjoy doing on vacation.
- ❑ I can understand the main idea & some details in a travel show, commercial, audio tour.

Reading

- ❑ I can find and use tourist information from city guides.
- ❑ I can understand a message about travel plans.
- ❑ I can understand signs with travel information.
- ❑ I can understand information I find on an internet travel site and in travel magazines.

INTERPERSONAL

Person-to-Person

- ❑ I can ask and answer questions about transportation needs while traveling.
- ❑ I can make a reservation (restaurant, tour, hotel).
- ❑ I can ask questions to get information while traveling.
- ❑ I can ask and answer questions about basic travel needs (directions, supplies, food).

PRESENTATIONAL

Speaking

- ❑ I can talk about the target language countries' positions on the global stage.
- ❑ I can discuss the relationship between the U.S. and target language countries.
- ❑ I can talk about major geographical features in target language countries.

Writing

- ❑ I can write about human geography of the target language countries.
- ❑ I can write about how history and geography have influenced our place in the world.
- ❑ I can write about our culture and target language cultures been influenced by religions and philosophies.

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 find specific locations to have a meal, purchase a ticket, or buy something that I need. | <ul style="list-style-type: none"> I can identify diversity in leisure activities in other cultures. | <ul style="list-style-type: none"> I can explain why target language countries have been shaped by historical events. |

UNIT PERFORMANCE TASKS

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

| PRESENTATIONAL SPEAKING | INTERPERSONAL | PRESENTATIONAL WRITING |
|---|--|--|
| <p>You have just returned home from a trip to a target language country. Your best friend, who is from that country, has stopped by to hear all about your experience. You are so eager to tell him/her about your trip, so you decide to talk in the target language. Tell your friend about the places you visited, the people you met, the foods you ate, etc.</p> | <p>You are an intern at a local tourist office working with target language clients. You are to plan and discuss the travel itinerary with the group for their five-day trip, including arrival, things to do and see, accommodations, and departure. Your job is to make suggestions to the client and get feedback in order to make the trip the best possible. The client will express their preferences for your suggestions and personal requests for types of transportation and accommodations.</p> | <p>You and your e-pal in the target language country are collaborating on a project about your countries' relationship. Your part of the project is to write about the difficulties that influence the relationships between your two countries.</p> |

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

| | | |
|--|---|--|
| <p>What did you do on vacation?</p> <p>Went</p> <p>Bought</p> <p>Tried</p> <p>Saw</p> <p>Watched</p> | <p>I had fun</p> <p>It was fun</p> <p>Did you like...?</p> <p>How do I get to...?</p> <p>What is the best place for...?</p> | <p>To relax</p> <p>To go site-seeing</p> <p>To take a tour</p> <p>To ride (bus, train, plane, etc)</p> <p>To rent</p> <p>To try (as in food)</p> <p>To arrive</p> <p>To change</p> |
|--|---|--|



Basic Vocabulary such as...

| Modes of transport | Airport | Market | Places | Modes of transport |
|--------------------|---------------|-----------------------|-------------------|--------------------|
| Airplane | Airport | Street vendor | Internet café | Airplane |
| Train | Long lines | Cathedral | Exchange (house) | Train |
| Subway | Missed flight | Palace | ATM | Subway |
| Taxi | Lost luggage | Ruins, castle, temple | Post office | Taxi |
| (Rental) car | Suitcases | Train station | Hotel | (Rental) car |
| Boat | Carry-on | Taxi/bus stop | Flat/Apartment | Boat |
| Bike | Security | Museum | Embassy/consulate | Bike |
| Things | | People | | |
| Tip | Towels | Tour guide | Room service | Walking tour |
| Cash | Elevator | Customs | Customs agent | Maid |
| Stamps | Sheets | Staying abroad | | |
| Bed | Bottled water | Private bathroom | Room service | Wake up call |
| Post cards | Batteries | Authentic food | Typical foods | Arts & crafts |

COMMUNICATIVE STRUCTURES

- ▣ Past tense: irregular verbs
- ▣ Paragraph structure

