

SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 3: Unit 4

What do You Think About...? Current Events, Religion and Philosophy

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 opinions.
- ☐ I can understand what I hear from a TV or radio program dealing with current events.

Reading

- ☐ I can understand what I read about current events from various media sources.
- ☐ I can understand when I read someone else's opinion.

INTERPERSONAL

Person-to-Person

- ☐ I can tell someone about something that's going on in my community, the nation or the world.
- ☐ I can give and provide reasons for my opinion.
- ☐ I can ask for someone's opinion and ask him or her why he or she thinks that way.
- ☐ I can agree or disagree with someone about his or her opinion and say why.
- ☐ I can explain what I am trying to say even if I don't know the specific word.
- ☐ I can show interest in what others say by using appropriate interjections.

PRESENTATIONAL

Speaking

- ☐ I can state my opinion about something going on in my community, the nation or the world and support my opinion with details.

Writing

- ☐ I can write about something going on in my community, the nation or the world and support my opinion with details.

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 compare and contrast artwork in my culture and other cultures. I can recognize and reference famous authors and their works. 	<ul style="list-style-type: none"> I can describe major events or inventions. 	<ul style="list-style-type: none"> I can understand the main idea of a popular song.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
<p>The TL club in your school has decided to start a debate team and debate other teams from TL clubs in other schools. Give your opinion about (current event, such as gun control) along with supporting details to defend your position.</p> <p>What are the major religious movements in countries of the target culture?</p> <p>What are the major philosophical movements in countries of the target culture?</p>	<p>You are at the library studying and overhear two teenagers speaking TL. Since you are studying TL in school, you listen to their conversation to see if you can understand what they are talking about. They are talking about the upcoming elections! Join the conversation and give your opinion about the candidates. Be sure to agree and disagree with their opinions and to ask questions.</p> <p>How have religion and philosophy been influenced by history and geography?</p> <p>How have religion and philosophy in turn influenced/continue to influence arts and culture and current events?</p>	<p>The AAT__has started a website that allows____-speaking students to blog about current events. Everyone is blogging about (current event, such as gun control). Write about your feeling on this topic and support your opinion with as much detail as possible.</p> <p>Who are the leaders of the countries of the target culture?</p> <p>What are the major headlines right now in countries of the target culture?</p> <p>What are the issues young people in countries of the target culture?</p> <p>What are the issues young people in countries of the target culture are talking about?</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 such as...

What do you think?	What does...mean?
What do you prefer?	Explain yourself, please.
What's your opinion?	As I was saying...
And you?	That is to say...
You know a lot about this, don't you?	The important thing is ...
Whose turn is it?	You have to take into account...
It's my (your) turn	How should I put it?
Who is going to start?	I have to insist that...
Go ahead.	I think that...
It's a kind of ...	Oh, you know, it's a thing that...
It's something like...	Well, I forget how to say it, but it is...
Tell me more	

ESSENTIAL VOCABULARY

Transition words
Words of agreement and disagreement

Basic Vocabulary such as...

Listen	Agreed	No way!	Nevertheless
Agreed	Yes, you're right	Just a minute	However
Wait a minute	Exactly!	Let me think	Above all
Look	Just like that	Let's see	At the beginning
Excuse me, but...	Of course	Now then...	Before
Really?	It's obvious that...	That's why, for that reason	After
Seriously? For sure?	For me...	Is known as	When all is said and done, all in all
Well (Indeed!; Fancy that!)	In spite of...	However (On the other hand)	In effect
I believe it! (You bet!)	Is like (Looks like; Resembles)	For the most part	In short (to summarize)
In addition, also	That's not so	In the first (second) place	Therefore
From time to time	I'm sorry but I think you're wrong	Whereas	Finally
Unlike	On the contrary	Almost always	Never
Since	At the same time	In contrast to	On the other hand
Without a doubt	Above all	Even though	Is characterized by

COMMUNICATIVE STRUCTURES

- Paragraph structure and organization of a piece of writing
- Past tense

