

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Level Four : Unit 1

History and 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

INTERPRETIVE

Listening & Reading

- ❑ I can understand what other people say about historical events that have shaped their country.
- ❑ I can understand articles and short readings about how current events in the target language countries have been influenced by historical events.

INTERPERSONAL

Person-to-Person

- ❑ I can discuss with my classmates how people in the target language culture interact with their environment (human geography).
- ❑ I can discuss with my classmates the influences of the human geography of the target language countries.

PRESENTATIONAL

Speaking & Writing

- ❑ I can talk about how *past political regimes* in the target language countries have affected current events.
- ❑ I can talk about how colonialism or *immigration* has affected the human geography of the target language countries.
- ❑ I can write about how *past political regimes* in the target language countries have affected current events.
- ❑ I can write about how colonialism or *immigration* has affected the human geography of the target language countries.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS	CULTURAL INTERACTIONS	PRACTICES
<ul style="list-style-type: none"> I can explain who the political and economic allies of the target language countries are. 	<ul style="list-style-type: none"> I can explain how the political or economic partnerships between target language countries or regions have affected current political or economic policies. 	<ul style="list-style-type: none"> I can explain how folkloric practices have emerged in the target language countries. I can explain how traditional cultural practices (such as family relations, shopping in markets, vacations, etc) changed since the change of the 21st century.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
How has the use of the target language spread from the originating region/country to others? What were factors that contributed to its success, or are there regions that maintain autonomous languages?	You and a classmate are investigating the relationship of a target language country with the United States since 1990. Discuss the relationship, with one person talking from the viewpoint of the target language country and the other from the United States.	Discuss the migration of target language communities in the United States as well as the factors that in the original target language country that may have contributed to the initial wave of immigration.

VOCABULARY CHUNKS

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		ESSENTIAL VOCABULARY
<ul style="list-style-type: none"> I believe that... It seems to me... It affected... It contributed to... 	<ul style="list-style-type: none"> Have moved / Had moved They have been shaped by... They would have (done/moved/changed, etc)... 	<ul style="list-style-type: none"> History Geography Migration, Emigration, Immigration Ally, Alliance Politics Economics Folklore

