

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Level Four : Unit 2

Religion and Philosophy

ANNUAL TARGET

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



Unit Performance Targets

Teach to...

Advanced

Lowest acceptable performance...

**Intermediate
Mid**

INTERPRETIVE

Listening & Reading

- I can understand newscasts and commentaries about major religious movements in the target language countries.
- I can understand newscasts and commentaries about major philosophical movements in the target language countries.
- I can understand articles and short readings about major religious movements in the target language countries.
- I can understand articles and short readings about major philosophical movements in the target language countries.

INTERPERSONAL

Person-to-Person

- I can ask and answer questions about how religion and philosophy in the target language countries have been influenced by history and geography and compare these issues to the US.
- I can discuss with my classmates how religion and philosophy in the target language countries have been influenced or continue to influence current events and compare these issues to the US.

PRESENTATIONAL

Speaking & Writing

- I can present on how mainstream religions and philosophies have been accepted or challenged in both target language communities and US communities in the 21st century.
- I can present on how migration shifts have affected the implementation of religions and philosophies in the target language communities and in the US.
- I can write about how mainstream religions and philosophies have been accepted or challenged in both target language communities and US communities in the 21st century.
- I can write about how migration shifts have affected the implementation of religions and philosophies in the target language communities and in the US.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS	CULTURAL INTERACTIONS	PRACTICES
<ul style="list-style-type: none"> I can explain the religions and philosophies that are common in the target language countries/communities and why. 	<ul style="list-style-type: none"> I can discuss how religions or philosophies have affected political policies in the target language countries. 	<ul style="list-style-type: none"> I can explain how mainstream religions and philosophies have been integrated into daily living in the target language communities/countries.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
Your school's target language club is forming a student symposium of representatives of different countries that speak the same target language. Choose a target language country to present about how religious and philosophical practices are adapted to that country/culture.	You have a classmate whose grandparents emigrated from a target language country. Interview the grandparents to find if there are more differences or similarities in philosophy or ideology now in the target language country than when they first emigrated.	Compare and contrast religious and philosophical thought between the United States and the target language countries.

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"> Was converted to / from... Believed... Have/Had been influenced by... 	<ul style="list-style-type: none"> To immigrate / emigrate Major religious movements They have/had been incorporated 	<ul style="list-style-type: none"> Religion Philosophy Ideology Practices To convert / A convert

