

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Level Four: Unit 5

The Daily Grind

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 a short video or audio clip about daily routines.
- ❑ I can understand articles, short readings and commentaries about daily routines in different countries.
- ❑ I can understand commentaries about the effect of globalization on day-to-day life.

INTERPERSONAL

Person-to-Person

- ❑ I can ask and answer questions about daily routines in target language countries and in the US.
- ❑ I can discuss regional similarities and differences in daily routines in each target language country.

PRESENTATIONAL

Speaking & Writing

- ❑ I can present on how routines change as a person moves through phases of life.
- ❑ I can write about how routines change as a person moves through phases of life.
- ❑ I can present how daily routines in the US and the target cultures are similar or different.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS	CULTURAL INTERACTIONS	PRACTICES
<ul style="list-style-type: none"> I can explain which products (foods/drinks, transportation, etc) are significant parts of life in the target language countries. I can compare and contrast the high school experience in the US and the target culture. 	<ul style="list-style-type: none"> I can explain how subcultures within the target language countries (rural vs. urban, working class vs. middle or upper class, migrant vs. national, etc.) might differ in their daily routines. I can compare and contrast similarities in customs amongst target language cultures no matter which country, or are the customs unique to a specific country. 	<ul style="list-style-type: none"> I can compare how different subsets of the target language country/countries prepare for the same major festival or holiday. I can explain what comprises mandatory education in the target culture. I can compare and contrast levels of education attained in the US and the target culture as well as between target language countries. I can compare and contrast higher education in countries of the target culture and with the US.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
<p>You are applying to study abroad in a target language country that is well known for a specific cultural festival. As a part of your application, create a presentation in which you compare and contrast this well-known festival with something from Memphis or the United States.</p>	<p>You and your e-pal are messaging online about how your school year is progressing. Make sure to ask him/her what kinds of things he/she does on a regular basis and answer his/her questions about your routines and activities.</p>	<p>You have an assignment to write for the Memphis area newspaper for the target language community here, which also has readers in the home country. Write an article in which you write about your daily routine, as well as what schools are like and what kinds of activities teenagers like to do in Memphis in order to let teenagers who might be moving here know what to expect. Also, make connections to culturally appropriate activities in the target language country.</p>
<p>You earned free admission at one of your local universities to a seminar on what high school education is like at TC. Your classmates are excited to hear about what you learned. Present to your class what you have learned and elaborate with details of how high school graduation is reached in TC.</p>	<p>You are hosting an exchange student from the TC who is a senior. The guidance counselor is having difficulty with explaining what required courses the exchange student has to take and needs your assistance. Explain to the student what the requirements are to graduate from high school in the US and elaborate on the options after high school that they may have.</p>	<p>You are spending the summer in the TC and want to earn some income to help pay for your stay. You find an ad in the paper for a position available at the local ice cream café. Create a resume and write why you would be the best candidate for the job.</p>



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 such as...	
<ul style="list-style-type: none"> · To celebrate / to observe · To wake up / to get up · To go to bed / to go to sleep · I like to do... · I would like to do... · I would feel like... · I would have time for... · I would have fun... · I wish ... · I plan on... · It would be good for me to... · It is necessary to ... · It would be important for me to... · What is possible to accomplish? · It is forbidden to.. · I must sign up for... · I have to request reference letters... · I have to complete the applications for college. · Why don't you try... · One can... · It would help, if you... 	<ul style="list-style-type: none"> · I like to go... · I would like to go... · It is a part of... · Traditional customs · Phases in life · You must... · I can only advise you to... · The best thing to do, would be to... · The differences/similarities between my high school and that of the TC is... · The path to graduate from high school/college in the US is... · The path to graduate from high school/college in the TC is... · I am not sure if... · I can understand how... · For many it is difficult to... · I have to take...in order to graduate. · 	<ul style="list-style-type: none"> · Daily routine · Special holiday · Festival · Meals, snacks, drinks · Leisure activities · Culture / subculture · responsibility · classes · to sign-up · to be determined · to be flexible · to apply · to create a resume · apprentice · instructors · professors · application · career 	<ul style="list-style-type: none"> · major/minor · ordinal numbers · times · years · to attend · to be accepted · to be rejected · salary · income · career choices · to decide · decision

