

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Level Four : Unit 6

Current Events

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 and Reading

- ❑ I can understand newscasts and commentaries about current events in the target language countries.
- ❑ I can understand articles and short readings about current events in the target language countries.

INTERPERSONAL

Person-to-Person

- ❑ I can ask and answer questions about the leaders of the countries of the target language.
- ❑ I can discuss with my classmates the roles or the leaders of the target language countries and compare them with the roles of leaders in the US.

PRESENTATIONAL

Speaking and Writing

- ❑ I can talk about issues that young people in the target language countries are talking about and compare them to the issues important to young people in the US.
- ❑ I can write about issues that young people in the target language countries are talking about and compare them to the issues important to young people in the US.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- ❑ I can discuss the main political parties of the TC.
- ❑ I can share about the voting process of the TC.
- ❑ I can explain the historical information about the TC discussed.

CULTURAL INTERACTIONS

- ❑ I can describe what role media plays in politics and current events.
- ❑ I can explain how current events are reported and shared around the world.

PRACTICES

- ❑ I can name popular products that are mainly consumed and created in the target country.
- ❑ I can share positive and negative roles that economic factors play in the TC.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
After living in the TC for four years, you are running for an office and want to gain many votes. Create and present a speech that will persuade your voters to vote for you.	You are a reporter for a magazine. Your class partner is a political figure. Create an interview including the following questions: Have you always wanted to work in politics? What motivated you to run? How did you begin running for office? What issues have you tackled? What issues are on your to do list? Do you speak any other languages other than TL? Have you often worked out of the country?	Explain what the political differences are in your country and the TC. Discuss what the voting process is and any positive and negative factors that play a role.

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"> · In my opinion.... · I agree/disagree with... · What could be done is... · What cannot be resolved is... · Many people are oppressed... · You have the right to vote. · The deadlines to be met are... · Those elected for office are... · The government requires... 	<ul style="list-style-type: none"> · The president/leader/chancellor stated ... · The political parties differ in that... · In order to lead a country effectively, one must... · Some mistakes from the past are... 	<ul style="list-style-type: none"> Politician(s) Leaders to overthrow to oppress victory slavery election victory to lead to vote system of government globalization to struggle to appear/to disappear 	<ul style="list-style-type: none"> to overcome journalist publisher editor newspaper comic book radio listener partial biased influential live (pre-)recorded to remain informed

