

SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 4: Pre-Unit

Welcome Back to Language Class!

PROFICIENCY GOAL

How well are students expected to perform?



UNIT LEARNING TARGETS

What will students be able to do with what they know?

INTERPRETIVE **Listening/Reading**

- ❑ I can understand the purpose and goals of proficiency and performance targets.
- ❑ I can synthesize the need for second language learning with proficiency.
- ❑ I can understand the rules, procedures and expectations in our classroom.
- ❑ I can understand a variety of reasons for learning a new language.
- ❑ I can understand where the target language is spoken and how it can be useful in my future.

INTERPERSONAL **Person-to-Person**

- ❑ I can explain what proficiency and performance are and how they affect my language learning.
- ❑ I can explain the importance of proficiency in language learning.
- ❑ I can explain the difference between performance assessment and other sorts of assessment.
- ❑ I can explain the rules, procedures and expectations in our classroom.
- ❑ I can persuade someone to learn a new language.

PRESENTATIONAL **Speaking/Writing**

- ❑ I can explain the course performance targets and describe what those performances looks like.
- ❑ I can create a powerful rationale for second language learning that is aligned to proficiency and performance targets.
- ❑ I can present a convincing rationale to my peers for the rules, procedures and expectations in our classroom.
- ❑ I can present a convincing argument for learning a target language including why they should learn this language.

Culture

What intercultural competencies will students be able to demonstrate with what they know?

PRODUCTS

- ❑ I can identify important people and things that I am already familiar with from the target culture

CULTURAL INTERACTIONS

- ❑ I can explain why learning another language is more than just learning to speak another language.
- ❑ I can understand what people with different accents are communicating.
- ❑ I can recognize that people speak with different accents.
- ❑ I can acknowledge that having an accent is part of the language learning process.

PRACTICES

- ❑ I can identify cultural stereotypes and investigate their truthfulness.
- ❑ I can identify important traditions from the target culture.
- ❑ I can recognize the value of learning a new language in understanding a new culture and my own culture.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

Create a PSA on the importance of learning this target language specifically and how to become proficient speakers and writers.

INTERPERSONAL

Discuss with a classmate what your proficiency goal is and how you can use performance tools to help you reach that goal.

PRESENTATIONAL WRITING

Create a visual to encourage your peers to use the performance scale in the language classroom.

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

Proficiency and Performance Review

Scaffold in Review Year Three

ESSENTIAL VOCABULARY

<u>Environment</u>	<u>Target Language</u>	<u>Proficiency</u>	<u>Performance</u>	<u>Modes of Communication</u>
Rules Procedures Expectations	Countries & cities Landmarks Iconic Products & practices	Novice Intermediate Advanced Sublevels	Novice 1 -4 Intermediate 1-5 Advanced Superior	Interpersonal Interpretative Presentational Performance assessment

