

# SHELBY COUNTY SCHOOLS MODERN LANGUAGES

YEAR THREE: Unit 1

## A BLUSTERY DAY!

### ANNUAL TARGET

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



### Unit Performance Targets

Teach to...

**Intermediate**

Lowest acceptable performance...

Novice  
Mid

### UNIT LEARNING TARGETS

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

#### INTERPRETIVE

##### Listening

- ❑ I can understand a weather report.
- ❑ I can select the correct clothes to wear based on the weather.
- ❑ I can identify what activity to do based on each season.

#### INTERPERSONAL

##### Person-to-Person

- ❑ I can ask and tell you which clothes I wear for different types of weather and why.
- ❑ I can ask and tell you what (season/weather) I (don't) like and why.
- ❑ I can ask and tell you what the weather is like today.
- ❑ I can ask and tell you what the weather is like in each season.
- ❑ I can ask you what you like to do and tell you what I like to do during each season.
- ❑ I can ask and say what the weather is like on different days of the week.

#### PRESENTATIONAL

##### Speaking

- ❑ I can present a weather report.
- ❑ I can describe my perfect day based on the weather, including what I do and what I wear

# Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS	CULTURAL INTERACTIONS	PRACTICES
<p>❑ I can compare weather norms in the US with those in other cultures.</p>	<p>❑ I can make use of a cultural reference, such as a weather report, in a conversation.</p>	<p>❑ I can identify what is culturally appropriate to wear in specific situations.</p>

## UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
<p>Each day, one student gives the daily weather report in the TL during the morning announcement. The principal tells you, you will be the weathercaster for tomorrow. Tell what the weather is like today and what to wear for this type of weather.</p>	<p>Your class wants to find out class's least favorite season. Ask each student about what season s/he doesn't like, what the weather is like in that season, and which clothes s/he wears for that type of weather.</p>	<p>You have a penpal in TL. Your penpal asked what season you like. Write back to your penpal. Tell what season you like, what the weather is like in that season, what you like to do during that season, and which clothes you wear for that type of weather.</p>

## VOCABULARY/FUNCTIONS

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		BASIC VOCABULARY
<p><i>Questions:</i></p> <p>What do you like to do in (season)?</p> <p>What is the weather like in (season)?</p> <p>What do you (need) to wear in (season) and why?</p> <p>What is the weather like today?</p> <p>What (weather/season) do you (not) like? Why?</p> <p>What is the weather like on (day of the week)?</p>	<p><i>Answers:</i></p> <p>In (season) I like/don't like to (activity).</p> <p>It is (weather) in (season).</p> <p>In (season) I wear (clothing) because ...</p> <p>Today it is (weather/temperature).</p> <p>I (don't) like (weather/season) because....</p> <p>On (day) the weather is...</p>	<p>Calendar/ days of the week</p> <p>Seasons</p> <p>Weather</p> <p>Clothing</p> <p>Seasonal Activities</p>