

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

YEAR THREE: Unit 2

Animal Planet!

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
High**

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- ❑ I can identify some habitats and animals that live there.

INTERPERSONAL

Person-to-Person

- ❑ I can ask and tell you what an animal is doing.
- ❑ I can ask and tell you where an animal lives.
- ❑ I can ask and tell you about the weather in different habitats.
- ❑ I can ask and tell you why I like certain animals and habitats.
- ❑ I can describe different animals and their habitats.

PRESENTATIONAL

Speaking

- ❑ I can present a report on an animal and its habitat.
- ❑ I can compare animals and their habitats.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- ❑ I can identify some geographical features of other countries.

CULTURAL INTERACTIONS

- ❑ I can make use of cultural references, such as indigenous animals, in a conversation.

PRACTICES

- ❑ I can identify indigenous animals in other cultures and the geographical locations in which they live.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
In your TL class, your teacher is having students present about their favorite wild animal. Present a report to the class about your favorite animal, where it lives, it's description, and what it does.	The zoo just announced they are starting a new international program where there are student guides who can speak TL, so that TL visitors can hear about the exhibits in their native language. You have been selected for the (animal) exhibit. Your teacher is helping you prepare by asking you questions about (animal) and its habitat, and having you answer.	You think it will be informative for your visitors at the zoo if you create a flyer about the animal from your exhibit that you can hand out. Be sure to include what the animal is, information about its habitat, it's description and what it does.

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
Questions: What is the weather in the (habitat)? What is the animal doing? Where does the (animal) live? What habitat/animal is this? Why do you like (animal/habitat)? Tell me about (animal/habitat)...	Answers: It is (weather) is (habitat). The (animal) (verb). The (animal) lives in the (habitat). This is (animal/habitat) I like animal/habitat) because.... Animal...but (animal)...	Habitats Animals Locomotion verbs Descriptions