

# SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Year Four : Unit 1

## My Community

### ANNUAL TARGET

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



### Unit Performance Targets

Teach to...

Lowest acceptable performance...

**Intermediate**

Novice  
High

#### INTERPRETIVE Listening

- ❑ I can identify important places in a community.
- ❑ I can identify different types of transportation.

#### INTERPERSONAL Person-to-Person

- ❑ I can ask and tell you how to get to different places in a community and why.
- ❑ I can tell you some occupations people have in my community.
- ❑ I can ask and tell you where people in my community work.
- ❑ I can ask and tell you where something is using basic directional words.
- ❑ I can ask and tell you what family members do.

#### PRESENTATIONAL Speaking

- ❑ I can tell you what I want to be when I grow up.
- ❑ I can present on the neighborhood around my school.

### Culture

What intercultural competencies will students be able to demonstrate?

#### PRODUCTS

- ❑ I can recognize some similarities and differences between the designs of houses, buildings, or towns in other cultures.

#### CULTURAL INTERACTIONS

- ❑ I can understand some directions and signs to help me find my way.

#### PRACTICES

- ❑ I can identify common forms of transportation in other cultures.

## UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
It is career day at your school. Your TL teacher thought it would be great for your class to also present in TL about what they want to be. Tell the class what you want to be and where that person works in the community.	Your parents signed up to have a student from TL Country live with your family for a few months. You decide to take them on a tour of your neighborhood. Answer their questions about what places are in the neighborhood, where they are and how you get there.	Your new friend that is living with you is still having a little trouble getting around the neighborhood. Create a basic map of the community, label all the places and who works there. Write directions from one place to another based where they need to go.

## 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
<p>Questions:</p> <ul style="list-style-type: none"> <li>Where is the (place/transportation)?</li> <li>How do you get to the (place) and why?</li> <li>Where does (occupation) work?</li> <li>What does (person/family) do?</li> <li>What do you want to be when you grow-up?</li> </ul>	<p>Answers:</p> <ul style="list-style-type: none"> <li>The (place/transportation) is (direction) of the (other place/transportation)</li> <li>I go to the (place) by (transportation), because (distance)</li> <li>(Occupation) works at (place)</li> <li>(Person/family) is (occupation)</li> <li>When I grow up I want to be (occupation)</li> </ul>	<p>Occupations Locations Modes of transportation Direction words</p>