

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Year Four : Unit 2

At the Store

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

INTERPRETIVE

Listening

- ❑ I can identify an item by its description.
- ❑ I can identify where I buy things.
- ❑ I can identify the price of items.

INTERPERSONAL

Person-to-Person

- ❑ I can ask and tell you some things I want/need to buy and why.
- ❑ I can ask and tell you what I prefer and why.
- ❑ I can ask and tell you how much something costs
- ❑ I can describe items.
- ❑ I can ask and tell you which item costs less or more.
- ❑ I can ask and tell you where I want/need to go.

PRESENTATIONAL

Speaking

- ❑ I can role play a shopping trip

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- ❑ I can tell you what currency is commonly used in the Target Country, and their denominations

CULTURAL INTERACTIONS

- ❑ I can be culturally appropriate in what I say and do to make a simple purchase

PRACTICES

- ❑ I can identify some things people say or do while shopping in the Target Country

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
Your class is having a garage sale to raise money for the school. You are asked to describe some of the items for sale in the TL in a video. Be sure to give the price, size and color.	Your friend is going shopping with his/her mom for their outfit for the dance. You don't think you'll have time to go find an outfit. Call your friend and talk to them about the outfit you want. Give them the item and a basic description. Also, ask them about prices so you know if you can afford it.	At the dance, there will be some items for sale that were donated by local community places, and the money will be donated to a local charity. Make a flyer that describes the items, the store they are from, their prices, and a basic description.

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
Questions: What do you want/need to buy and why? Which (item) do you want to buy? How much is (item)? Which (item) costs less/more? Can you describe it? Where do you want/need to go? What do you prefer (item) or (item)... why?	Answers: I want/need to buy (item) because... I want to buy (descriptive) (item). (Item) is (price). (Item) costs less/more. (item)..... I want/need to go to (place) I prefer (item), because...	Shopping Items Places Descriptive Adjectives Numbers Money