

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Year Four : Unit 3

My Busy Schedule

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 three major timeframes of day
- ☐ I can identify different activities that happen during the day

INTERPERSONAL

Person-to-Person

- ☐ I can ask and tell you what I want to do at major time frames.
- ☐ I can ask and tell you when school starts and ends..
- ☐ I can sequence daily activities.
- ☐ I can ask and tell you when I do different activities.

PRESENTATIONAL

Speaking

- ☐ I can narrate my daily routine

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- ☐ I can interpret a TL school schedule

CULTURAL INTERACTIONS

- ☐ I can greet appropriately depending on the time of day

PRACTICES

- ☐ I can identify a difference in a TL student's daily schedule

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING	INTERPERSONAL	PRESENTATIONAL WRITING
You have entered a contest to try to win a dream trip to (a target language country). You have to give a presentation about each day of your dream trip in the TL. To practice, start from the beginning of your trip tell the class what you want to do each day.	You are doing a group project about a dream trip in your TL class. Your group needs to find a time that everyone can meet to work on the project. You are the group leader and must ask your group members what they do each day of the week and schedule a time during the week that everyone is available to work on the project.	When planning your dream trip, you decide to make an itinerary to manage your busy schedule. Create a weekly schedule by writing all the activities you will do, and in what time frames you will do them. You can use your itinerary to guide your presentation.

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: When do you do (activity)? What do you do in/at/on (major time frames; time; during the week/weekend)? (When does schools start/end? Tell me about....	Answers: I do (activity) in/at/on (major time frames; during the week/weekend). I want to (activity) on/at (time frame), but.... (Adverb) I do (activity). School starts/ends at/in (time frame). First, then, later, at last...	Timeframes (morning, afternoon, evening) Activities Days of the Week Adverbs (sequence)