

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

Year 4: Intro Unit

Welcome Back to Language Learning!

PROFICIENCY GOAL

How well are students expected to perform?



UNIT LEARNING TARGETS

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

| INTERPRETIVE Listening | INTERPERSONAL Person-to-Person | PRESENTATIONAL Speaking |
|--|--|---|
| <ul style="list-style-type: none">❑ I can understand the purpose and goals of proficiency and performance targets.❑ I can synthesize the need for second language learning with proficiency.❑ I can understand the rules, procedures and expectations in our classroom.❑ I can understand a variety of reasons for learning a new language.❑ I can understand where the target language is spoken and how it can be useful in my future. | <ul style="list-style-type: none">❑ I can explain what proficiency and performance are and how they affect my language learning.❑ I can explain the importance of proficiency to language learning.❑ I can explain the difference between performance assessment and other sorts of assessment.❑ I can explain the rules, procedures and expectations in our classroom.❑ I can persuade someone to learn a new language. | <ul style="list-style-type: none">❑ I can explain the course performance targets and describe what those performances look like.❑ I can create a powerful rationale for second language learning that is aligned to proficiency and performance targets.❑ I can present a convincing rationale to my peers for the rules, procedures and expectations in our classroom.❑ I can present a convincing argument for learning a target language including why they should learn this language. |

Culture

What intercultural competencies will students be able to demonstrate with what they know?

| PRODUCTS | CULTURAL INTERACTIONS | PRACTICES |
|--|--|--|
| <ul style="list-style-type: none">❑ I can identify important people and things that I am already familiar with from the target culture | <ul style="list-style-type: none">❑ I can explain why learning another language is more than just learning to speak another language.❑ I can understand what people with different accents are communicating.❑ I can recognize that people speak with different accents.❑ I can acknowledge that having an accent is part of the language learning process. | <ul style="list-style-type: none">❑ I can identify cultural stereotypes and investigate their truthfulness.❑ I can identify important traditions from the target culture.❑ I can recognize the value of learning a new language in understanding a new culture and my own culture. |

UNIT PERFORMANCE TASKS

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

| PRESENTATIONAL SPEAKING | INTERPERSONAL | PRESENTATIONAL WRITING |
|---|---|---|
| Create a PSA on the importance of learning this target language specifically and how to become proficient speakers and writers. | Discuss with a classmate what your proficiency goal is and how you can use performance tools to help you reach that goal. | Create a visual to encourage your peers to use the performance scale in the language classroom. |

VOCABULARY/FUNCTIONS

What will prepare students to demonstrate what they can do with what they know?

| Review Vocabulary Chunks such as... | | |
|-------------------------------------|------------------|---------------------------|
| My name is.... | Please. | Class Specific Rules |
| Good morning. | Thank you. | Class Specific Procedures |
| Good afternoon... | You are welcome. | |
| How are you? | | |

| ESSENTIAL VOCABULARY | | | | |
|-------------------------------------|--|---|---|---|
| <u>Environment</u> | <u>Target Language</u> | <u>Proficiency</u> | <u>Performance</u> | <u>Modes of Communication</u> |
| Rules Procedures Expectations | Countries & cities Landmarks Iconic Products & practices | Novice Intermediate Advanced Sublevels | Novice 1 -4 Intermediate 1-5 Advanced Superior | Interpersonal Interpretative Presentational Performance assessment |