

# SHELBY COUNTY SCHOOLS MODERN LANGUAGES

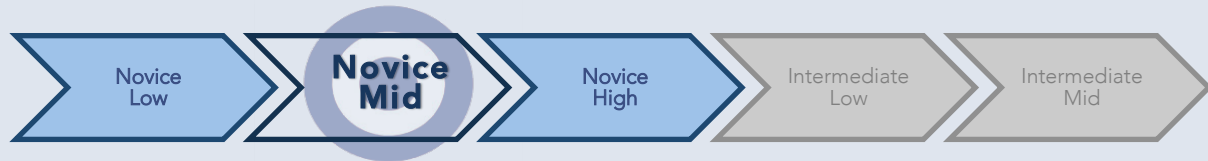
## CURRICULUM OVERVIEW

# ELEMENTARY PACING GUIDE

### YEAR 1



**PROFICIENCY: Acceptable Range for Student Performance**



PRE-UNIT: WELCOME TO LANGUAGE CLASS! Welcome to Language Learning & Procedures 1 week

UNIT 1: ALL ABOUT ME! Personal Introductions, likes and dislikes 6 weeks

Portfolio <u>PRE</u> Collection	Portfolio Pre-Assessment: <b>Interpersonal</b> Week 1	Portfolio Pre-Assessment: <b>Presentational (wk2)</b> Week 2	Portfolio Pre-Assessment: <b>Reflection</b> Week 2
Mode(s) of Capture			
Sample Activity Description	Record Teacher-Student interviews with each student for interpersonal evidence collection. Audio or Video record your interview with each student.  [Save as Interpersonal_Pre_StudentFirst Name]	Record student introductions with each student for presentational evidence collection. Use voice recorders or Photo booth on your Apple device.  [Save as Presentational_Pre_StudentFirst Name]	Have students self-assess on where they are on the proficiency scale on the pre-assessment and how they can continue to grow. Video their answers using photo booth on your computer as a center or have students write their reflection. Take a picture or scan the written evidence.  <i>*Reflections should be done in English. Be sure to include the performance students reflect on in the portfolio!</i>  [Save as Reflection_Pre_StudentFirst Name]

2 weeks

UNIT 2: MY FAMILY IS SPECIAL: My family members, my pets, describing family and pet. 7 weeks

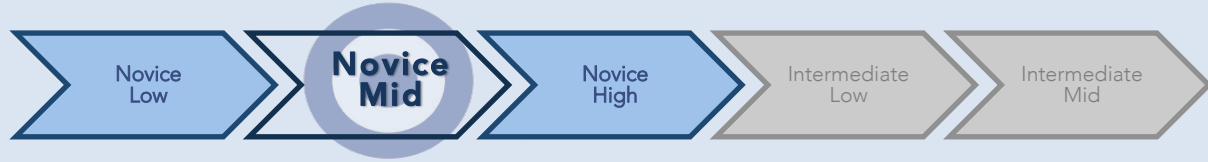
Holiday Mini Unit Products, practices and perspectives of holidays in the target country 1 week

❄ Winter ❄ Break ❄










# PROFICIENCY: Acceptable Range for Student Performance



Introduction to Proficiency      *What is proficiency?*      2 days

UNIT 3: LET'S GO TO THE ZOO:      Zoo animals, descriptions, where they live and what they do      6 weeks

Review for Annual Assessment      2 weeks

Portfolio <b>POST</b> Collection	Portfolio Post -Assessment: <b>Interpersonal</b>	Portfolio Post -Assessment: <b>Presentational</b>	Portfolio Post-Assessment: <b>Reflection</b>	
Mode(s) of Capture	 	 		
Sample Activity Description	<p>Record Teacher-Student interviews with each student for interpersonal evidence collection. Audio or Video record your interview with each student.</p> <p>[Save as Interpersonal_Post_StudentFirst Name]</p>	<p>Record student monologues describing themselves with each student for presentational evidence collection. Use voice recorders or Photo booth on your Apple device.</p> <p>[Save as Presentational_Post_StudentFirst Name]</p>	<p>Have students self-assess on where they are on the proficiency scale on the post-assessment, how they grew, and how they can continue to grow. Video their answers using photo booth on your computer as a center or have students write their reflection. Take a picture or scan the written evidence.</p> <p><i>*Reflections should be done in English. Be sure to include the performance students reflect on in the portfolio!</i></p> <p>[Save as Reflection_Post_StudentFirst Name]</p>	2 weeks

PORTFOLIO DUE      April 10, 2015

AAPPL/STAMP Assessment Window      Mid-April – Mid-May

UNIT 4: WE ARE DIFFERENT!      Describing & Characteristics of Family and Animals      6 weeks

YEAR END WRAP UP      Closing Procedures      1 week

