



SHELBY COUNTY SCHOOLS
MODERN LANGUAGES

Elementary
Year Two
Curriculum Frameworks

SHELBY COUNTY SCHOOLS MODERN LANGUAGES

YEAR TWO: Unit 1 WELCOME HOME!

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
Mid**

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- I can identify different types of homes.
- I can identify activities you do at home.

INTERPERSONAL

Person-to-Person

- I can ask you where you live and tell you where I live.
- I can tell you who I have (do not have) in my family.
- I can ask you what you like to do and tell you what I like to do.
- I can tell you my family member's and pet's names.
- I can tell you what my family members like and do not like to do.
- I can describe pets.

PRESENTATIONAL

Speaking

- I can present about my family.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- I can recognize some similarities and differences between the designs of homes in my culture and other cultures.

CULTURAL INTERACTIONS

- I can sometimes tell the way people address each other differently based on age and social standing.

PRACTICES

- I can identify some common habits of living in homes associated with specific cultures.

UNIT PERFORMANCE TASKS

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

<p>PRESENTATIONAL SPEAKING</p> <p>The ____ Embassy is a new school Adopter. They are having a school-wide contest where you have to present an imaginary family. Talk about your, family, pets, what you like to do. Judges of the contest do not speak any English. Try to persuade them that your dream family is the best family.</p>	<p>INTERPERSONAL</p> <p>You have a new TL exchange student in your class and you want to find out where he/she lives, who he/she has in their family and that he/she likes to do. You also want to share your information with him/her.</p>	<p>PRESENTATIONAL WRITING</p> <p>Your teacher wants you to create your own family tree/portrait and label your family members under the picture frames and write what they like to do.</p>
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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.

<p>LANGUAGE CHUNKS</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><i>Questions:</i></p> <p>Where do you live?</p> <p>What do you like to do?</p> <p>Who do you have in your family?</p> <p>What is your...’s name?</p> <p>What does your.... like to do?</p> <p>Describe (pet)</p> </td> <td style="width: 50%; padding: 5px;"> <p><i>Answers:</i></p> <p>I live in (type of home).</p> <p>I like to (activity). I don't like to (activity).</p> <p>(Pet) is.....</p> <p>I have/don't have (family member/pet).</p> <p>My (family member/pet’s name) is....</p> <p>(Family member/pet) likes to.....</p> </td> </tr> </table>	<p><i>Questions:</i></p> <p>Where do you live?</p> <p>What do you like to do?</p> <p>Who do you have in your family?</p> <p>What is your...’s name?</p> <p>What does your.... like to do?</p> <p>Describe (pet)</p>	<p><i>Answers:</i></p> <p>I live in (type of home).</p> <p>I like to (activity). I don't like to (activity).</p> <p>(Pet) is.....</p> <p>I have/don't have (family member/pet).</p> <p>My (family member/pet’s name) is....</p> <p>(Family member/pet) likes to.....</p>	<p>BASIC VOCABULARY</p> <p>House/apartment</p> <p>Family members</p> <p>Pets</p> <p>Size</p> <p>color</p> <p>activities</p>
<p><i>Questions:</i></p> <p>Where do you live?</p> <p>What do you like to do?</p> <p>Who do you have in your family?</p> <p>What is your...’s name?</p> <p>What does your.... like to do?</p> <p>Describe (pet)</p>	<p><i>Answers:</i></p> <p>I live in (type of home).</p> <p>I like to (activity). I don't like to (activity).</p> <p>(Pet) is.....</p> <p>I have/don't have (family member/pet).</p> <p>My (family member/pet’s name) is....</p> <p>(Family member/pet) likes to.....</p>		



SHELBY COUNTY SCHOOLS MODERN LANGUAGES

YEAR TWO: Unit 2

MY FUN DAY AT SCHOOL

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
Mid

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- I can identify school supplies.
- I can identify things I (don't) like to do at school.

INTERPERSONAL

Person-to-Person

- I can tell you what school supplies I have.
- I can describe school supplies by size and color.
- I can ask and tell you what I like or dislike to do at school.
- I can tell you what grade I am in.
- I can ask and tell you why I like/dislike school.

PRESENTATIONAL

Speaking

- I can tell you about my school life.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- I can compare school in my culture with school in other cultures.

CULTURAL INTERACTIONS

- I can imitate appropriate greetings.
- I can participate in a culturally appropriate opening of class.
- I can greet my teacher in a culturally appropriate manner.

PRACTICES

- I can identify and imitate some common cultural rules of etiquette

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

You found a backpack! The principal asks you to make an announcement in the TL to the whole school telling them what is in the backpack you found. Describe the supplies that are in the backpack so the owner knows it is theirs.

INTERPERSONAL

Your (TL) friend has lost their backpack and all of their school supplies. Luckily, you think you know where it is! Tell them some of the supplies that you saw in the backpack and describe them.

PRESENTATIONAL WRITING

You have a new student in your class. He only knows any TL. Your teacher asks you to make him a list of what supplies he needs to buy.

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

Questions:

Who is this?

Describe the (school supply).

What do you (not) have in your backpack?

What do you like to do at school?

What grade are you in?

Do you like school? Why?

Answers:

This is (school person).

The (school supply) is (color) and (size).

I (do not) have (school supply).

I am in ____grade.

I (don't) like (verbs).

I (don't) like school because I (don't) like (verbs).

BASIC VOCABULARY

People in the school

School supplies

Verbs

Size

color



SHELBY COUNTY SCHOOLS MODERN LANGUAGES

YEAR TWO: Holiday Unit

TL Holiday is Coming

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
Mid**

UNIT LEARNING TARGETS

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

INTERPRETIVE

Listening

- ❑ I can identify important figures and elements of the holiday season from the target culture.

INTERPERSONAL

Person-to-Person

- ❑ I can greet my classmates and teacher in a seasonally and culturally appropriate way.

PRESENTATIONAL

Speaking

- ❑ I can sing a traditional holiday song from the target culture.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS

- ❑ I can identify important people and things for holiday celebrations in the target culture.

CULTURAL INTERACTIONS

I can wish my teacher and classmates holiday greetings in a culturally appropriate way.

PRACTICES

- ❑ I can identify important holiday traditions in the target culture.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

After dinner, you want to show your guest that you can sing in TL. Tell them you like to sing, and sing the new TL Holiday song you learned in TL Class for your guest.

INTERPERSONAL

It is TL Holiday time. Your mom/dad has a new friend from work that is from TL Country, and are coming over for dinner. You are excited because you are learning TL in school. When they arrive, introduce yourself and your family, and wish them a Happy TL Holiday.

PRESENTATIONAL WRITING

Before your new friend leaves to go home, you want to surprise them with something. Give them the TL Holiday Card you made for them at school. Inside you wrote a short message and a Holiday Greeting.

VOCABULARY/FUNCTIONS

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

Questions:

Who is this?
What is this?
What do you like to do on TL
Holiday?

Answers:

This is ____.
This is ____.
I/we like to (verb).
Happy TL Holiday!

ESSENTIAL VOCABULARY

Holiday Greetings
Holiday Items
Holiday Verbs (sing, eat, dance, give gift, visit family)
Holiday Activities



SHELBY COUNTY SCHOOLS MODERN LANGUAGES

YEAR TWO: Unit 3 MY HEALTHY LIFE

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
Mid

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"> <input type="checkbox"/> I can identify healthy and unhealthy foods. <input type="checkbox"/> I can identify typical foods for different meals. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can ask you what you like to eat and tell you what I like to eat. <input type="checkbox"/> I can tell you what I eat for breakfast/lunch/dinner. <input type="checkbox"/> I can tell you what food is healthy and unhealthy. <input type="checkbox"/> I can tell you what I (don't) like to eat and why. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can describe a healthy meal.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS	CULTURAL INTERACTIONS	PRACTICES
<ul style="list-style-type: none"> <input type="checkbox"/> I can identify some common food across cultures. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can follow appropriate mealtime etiquette appropriate in other cultures. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify some common habits of eating associated with specific cultures.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

. You just found out about a new restaurant close to school. Describe a healthy meal that you could have at this restaurant, what you like and do not like to eat and why. Present it to the class, because students at your school want to go there for international cooking club day.

INTERPERSONAL

One of the students in class brought pictures of food from International Food Fair. Discuss with your partners foods that are healthy and unhealthy and what you can eat for different meals of the day

PRESENTATIONAL WRITING

You are a student in TL country and your host family asks you to create a breakfast menu, so they can make you breakfast before you go to school in the morning.

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

Questions:

What do you (not) like to eat?

Is it healthy or unhealthy?

What do you like to eat for breakfast/lunch/dinner?

What do you love/like to eat and why?

Answers:

I (do not) like to eat (food).

Food is healthy/unhealthy

For breakfast/lunch/dinner I like to eat (food).

I (don't) like (love) to eat (food) because it is (adjective).

BASIC VOCABULARY

Food

Target Culture food

Tastes

meals



SHELBY COUNTY SCHOOLS MODERN LANGUAGES

YEAR TWO: Unit 4 Each Day is Different

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
Mid**

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"> <input type="checkbox"/> I can identify days of the week. <input type="checkbox"/> I can identify weather. <input type="checkbox"/> I can identify activities. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can tell you what day of the week it is . <input type="checkbox"/> I can ask and tell about today's weather. <input type="checkbox"/> I can ask and tel you about thinks I or my family member likes/dislikes to do during the week. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can present a weather report. <input type="checkbox"/> I can present about what my family does during the week.

Culture

What intercultural competencies will students be able to demonstrate?

PRODUCTS	CULTURAL INTERACTIONS	PRACTICES
<ul style="list-style-type: none"> <input type="checkbox"/> I can compare weather in the US with those in other countries. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can make use of a cultural reference such as a weather report in a conversation. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can identify different things people like to do in other cultures.



UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

Since all of the students in your school are learning TL, the principal asks you to give a weather report for the week in the TL on the Monday's morning announcement.

INTERPERSONAL

You have a student who speaks the TL in your class. After school their parents work late too so you chat about your plans for the week and compare what you need to do!

PRESENTATIONAL WRITING

Everyone in your family is so busy! Make a calendar for the week including what each member of your family needs to do each day. You decide to make the calendar in the TL to help your family members learn too!

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

Questions:

- What day of the week is today?
- What is the weather today?
- What do you like to do on (day of the week)?

Answers:

- Today is...
- Today the weather is ...
- On (day of the week) I like (to do), my FM likes/doesn't like to do...

BASIC VOCABULARY

Days of the week
Weather
Activities
Family members

