

Unit 4: What if...

Content Area: **World Language**
Course(s): **Beginning ESL**
Time Period: **Semester 2**
Length: **10 weeks**
Status: **Published**

Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.
ELL.9-10.1	English language learners communicate for Social and Instructional purposes within the school setting
ELL.9-10.1.S	Speaking
ELL.9-10.1.S.1	Repeat set phrases (e.g., "I agree", "I disagree") and use non-verbal communication to propel discussions using sentence frames, word banks, and visuals
ELL.9-10.2.R	Reading
ELL.9-10.2.R.1	Locate language associated with fact and/or opinion from visually supported text with a partner using L1 or L2 and word banks (e.g., "I think", "I believe" v. "data", "fact")
ELL.9-10.3.W	Writing
ELL.9-10.4.S	Speaking
ELL.9-10.5.L	Listening

Enduring Understanding

1. Learning to express hypothetical situations requires an understanding of grammar and grammar concepts. **FL.NM.7.1.NM.PRSNT.6.** Name and label tangible cultural products associated with climate change in the target language regions of the world.

2. Able to express oneself in asking for directions or explaining a situation. **ELL.9-10.1.S.1.** Repeat set phrases (e.g., "I agree", "I disagree") and use non-verbal communication to propel discussions using sentence frames, word banks, and visuals

Essential Questions

1. How do we express things that might happen or could have happened in English?
2. How do we ensure we write with correct grammar form?
3. What vocabulary development is used to explain directions or a situation.

Knowledge and Skills

The Performance Expectations for this unit are:

INTERPERSONAL MODE

- engage in the oral exchange of information, options, and ideas in a variety of time frames in formal and informal situations. FL.AL.7.1.AL.IPERS.1
- engage in the oral exchange of information and to clarify meaning by using a variety of strategies. FL.AL.7.1.AL.IPERS.2
- state and support opinions in oral interactions. FL.AL.7.1.AL.IPERS.3
- use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. FL.AL.7.1.AL.IPERS.5

PRESENTATIONAL MODE

- engage in the written exchange of information, opinions, and ideas in a variety of frames in formal and informal situations. FL.AL.7.1.AL.PRSNT.2
- write formal and informal correspondence in a variety of media using appropriate formats and conventions FL.AL.7.1.AL.PRSNT.3
- uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. FL.AL.7.1.AL.PRSNT.4
- self-monitor and adjust language production. FL.AL.7.1.AL.PRSNT.35

INTERPRETIVE MODE

- demonstrate comprehension of content from authentic audio, audiovisual, and visual resources. FL.AL.7.1.AL.IPRET.2
- demonstrate comprehension of a variety of vocabulary, including idiomatic and culturally authentic expressions. FL.AL.7.1.AL.IPRET.1
- identify the distinguishing features of authentic audio, visual, and audiovisual resources. FL.AL.7.1.AL.IPRET.3
- demonstrate and understand the features of target cultures and communities. FL.AL.7.1.AL.IPRET.4

Transfer Goals

1. Students will use their acquired skills to give an opinion or express a thought in English.
2. Students will use correct forms of simple verb agreement.
3. Students will express themselves in simple oral and written sentences with correct vocabulary usage.

Resources

Teacher will use the following activities, projects and techniques:

1. Oxford Picture Dictionary
2. Google Slides presentations
3. Teacher created handouts and Google Slides presentations
4. Understanding and Using English Grammar Textbook

5. Teacher created listening and presentation exercises
6. In-class discussions
7. Weekly and daily homework and classwork assignments (including reading comprehension, listening and writing activities)
8. Teacher created conversation activities.
9. Props
10. Magazines
11. Picture File
12. On-line ELL resources

Assessments

<https://docs.google.com/document/d/1lo2Aiasvf4HI9gJfGI60hDv57y4d5XKz4Hmy8MukXIQ/edit>

Modifications

<https://docs.google.com/document/d/1cUIE1QRfV7jJNjgU2NdcW1x91UAyDENE/edit>