

Unit 2: Understanding Ourselves

Content Area: **World Language**
Course(s): **Beginning ESL**
Time Period: **Semester 1**
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.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
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.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
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.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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.9-10.3.W	Writing
ELL.9-10.4.S	Speaking

Enduring Understanding

1. Students will understand how their language differs from English and how this affects them. **FL.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.
2. Students will comprehend new vocabulary with everyday situations. **FL.NM.7.1.NM.IPERS.6.** Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
3. Students will be able to express themselves in everyday situations. **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 visual

Essential Questions

1. What are the similarities and differences between your language and English?
2. What are everyday situations?
3. How can I express the concept of these situations in English?

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 be able to demonstrate their knowledge of the differences between English and their native language in formal and informal situations.

2. Compare/contrast and vocabulary usage daily situations in their native and new countries.

3.Use of basic use of prepositions.

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>