



LEVEL 1: UNIT 3

FAMILY AND FRIENDS

PERFORMANCE CONTINUUM

NOVICE LOW	NOVICE MID	NOVICE HIGH
BELOW EXPECTATIONS	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
<p>APPROACHING EXPECTATIONS</p> <p>I struggle to communicate--even on very familiar topics. Given adequate time and familiar cues, I may be able to exchange greetings, give my identity, and name a number of familiar objects from my immediate environment.</p>	<p>MEETING EXPECTATIONS</p> <p>I can communicate on very familiar topics using a variety of words and memorized phrases that I have practiced and memorized.</p>	<p>EXCEEDING EXPECTATIONS</p> <p>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>



PERFORMANCE TARGET:

I can have a conversation with someone about what makes our friends and family unique.

ENDURING UNDERSTANDING

- Students will make observations about themselves and others close to them and understand how the things we do and the people we associate with shape who we become.

ESSENTIAL QUESTIONS

- What makes a family?
- Who do I consider to be part of my family?
- What are my friends like?
- How are families in the U.S. similar to/different from families in _____?

TOPICS

- family members
- careers of family and friends
- animals/pets
- basic rooms in a home
- food (a few typical meals)



UNIT LEARNING TARGETS

What will students be able to do with what they learn and acquire?

INTERPRETIVE

LISTENING

- I can understand simple conversations about family and friends.
- I can identify people when I hear basic descriptions of them.

READING

- I can read and understand a simple description of a family from the target culture
- I can identify people by their written descriptions.

INTERPERSONAL

PERSON-TO-PERSON

- I can have a conversation, including asking and answering questions, about the likes/dislikes of family and friends
- I can have a conversation about my house.

PRESENTATIONAL

SPEAKING

- I can describe basic elements of a home in my culture.
- I can do a simple comparison of a typical home in my culture to that of a typical home in the target culture.
- I can explain what makes a family in my culture and in target cultures.

WRITING

- I can write a simple description of a typical meal.
- I can write a simple description of a typical meal in the target culture.
- I can compare/contrast family and friends.

UNIT PERFORMANCE TASKS

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

INTERPRETIVE LISTENING

Students will listen to a description of someone from the TC's family. Using a venn diagram they will compare this family to their family. The family description will include a number of people, common activities, common meals, house description, and pets.

INTERPERSONAL

How well do you know your partner? Ask him/her about his/her family: how many people? Where do they live? Describe each person. How old are they? What else could you ask them? Answer their questions about your family.

To be interpersonal, students cannot know, in advance, what questions they will be asked. Simulate a conversation as realistically as you can. Can be recorded using phones or in the LANGUAGE LAB.

PRESENTATIONAL WRITING

You have an e-pal from a TL country. You have received an email asking you about your family. Write an email describing your family members. Give as much detail as possible (age, physical description, personality, and what your family does together) so that your new e-pal will appreciate how unique your family is. Be sure to ask him/her questions about his/her family, too.



VOCABULARY

What will learners need to know?

SUGGESTED LANGUAGE CHUNKS

While all verb tenses can be used as needed (shelter vocabulary—not grammar), the focus of year one is for the students to acquire a variety of present-tense chunks.

This is my...

He is...

She is...

I have...

He/she has...

He/she likes to...

Here is...

There are...

Tell me about your family.

My family is...

Questions

What do you like to do?

What does he/she like to do?

How many people are in your family?

How old is your...?

What's your 's name?

What does your..... look like?

What does your _____ like to do?

SUGGESTED VOCABULARY

Basic family members, e.g.

- father
- mother
- brother
- sister
- son
- daughter

Basic pets, e.g.

- dog
- cat
- fish
- bird

Basic careers as per class members needs

Basic meals, e.g.

- breakfast
- lunch
- dinner
- snacks

Basic foods, e.g.

- cereal
- pancakes
- pizza
- sandwich
- hamburger

Basic adjectives, e.g.

- nice
- mean
- funny
- mischievous
- annoying
- outgoing
- shy

Basic rooms in a home

- living room
- kitchen
- bathroom
- bedroom

Basic family activities e.g.

- eat
- watch
- play
- work
- clean

