

## LEVEL 2: UNIT 1

### GETTING READY FOR SCHOOL

#### PERFORMANCE CONTINUUM

NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
BELOW EXPECTATIONS	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
<p>APPROACHING EXPECTATIONS</p> <p>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p>	<p>MEETING 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>	<p>EXCEEDING EXPECTATIONS</p> <p>I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</p>



#### PERFORMANCE TARGET:

I can have a conversation about how my and other students' personalities are reflected in our choices and daily lives.

#### ENDURING UNDERSTANDING

- Students understand that they need to learn other languages and learn about other cultures to communicate and interact with people in this interconnected world.
- Students understand that their culture and environment influence their daily lives.

#### ESSENTIAL QUESTIONS

- What is my personal style?
- How does what I choose to wear or do define who I am?
- How does our daily routine, such as the typical school day, reflect our society's values?

#### TOPICS

##### Clothes

- Items/ descriptions
- Season/ weather - Activity
- Body parts

##### Routines- getting ready for school - Schedules

- Self-care
- Cultural traditions related to school - School Supplies
- People and their characteristics
- Transportation



## UNIT LEARNING TARGETS

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
LISTENING	READING	PERSON-TO-PERSON	SPEAKING	WRITING
<ul style="list-style-type: none"> <li>- I can understand some of what I hear in back-to-school commercials.</li> </ul>	<ul style="list-style-type: none"> <li>- I can understand basic information in an advertisement about shopping in a newspaper, catalog, or magazine in print or online.</li> <li>- I can understand some of what is written in a short article about preparing to go back to school.</li> </ul>	<ul style="list-style-type: none"> <li>- I can have a conversation with a salesperson while shopping—asking and answering questions about size, color, prices, etc.</li> <li>- I can ask for and give simple opinions about items I've purchased.</li> <li>- I can have a conversation about what makes a good friend and/or what makes a good teacher.</li> <li>- I can have a simple conversation about a past event, such as preparing to come back to school or my first day back at school.</li> </ul>	<ul style="list-style-type: none"> <li>- I can talk about my style, including what I like to wear, where I like to shop and why my choices reflect my personality.</li> <li>- I can tell about normal events in a typical day.</li> <li>- I can tell what supplies I have for school and what classes need which supplies.</li> </ul>	<ul style="list-style-type: none"> <li>- I can write an email to a friend telling him/her what clothes to wear on the first day of school and why.</li> <li>- I can describe what clothing should be worn in which seasons and for various activities and why.</li> <li>- I can write a journal entry about my typical school day, including how I get to school, what I do there, what I typically wear, and how I typically feel.</li> </ul>

## UNIT PERFORMANCE TASKS

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

PRESENTATIONAL	INTERPERSONAL	INTERPRETIVE
<p><b>Speaking</b> You are an exchange student (insert TC). You just finished your first week of school and your parents want to hear all of the details. Record a Skype message to them. Mention details about your typical school day and class schedule and what you wore. Tell them about some activities you did this past week.</p> <p><b>Writing</b> Your family is hosting an exchange student from (insert TC). In preparation for his/her arrival, you've been corresponding with the student for the past few weeks. Since you speak (insert TL) better than anyone else in your family, it's your job to email the student. In your next correspondence, thank the student for his/her most recent email and ask him/her a question. Then explain to him/her about what types of clothes he/she should bring. Mention the different seasons and activities in your community.</p>	<p><b>Speaking</b> You are visiting your friend in (insert TC) and will be attending a formal social event and you need the perfect outfit. You go to a local clothing store and talk to a salesperson. You communicate your outfit needs and complete your purchase.</p> <p><b>Writing</b> Your friend just messaged you a picture he/she took of you and your date at the school dance last weekend. Message back and forth about the picture. Give your opinion about the outfits and mention where there was a sale going on and where you bought it (student messaging template document).</p> <p>*TC Target Culture *TL Target Language</p>	<p><b>Listening</b> Listen to the commercial about clothing (insert TL source) and demonstrate understanding by completing the missing information on the graphic organizer and/or answering questions.</p> <p><b>Reading</b> Read the printed article or ad or class schedule (insert TL article) and demonstrate understanding by responding to the questions.</p>



# VOCABULARY

## What will learners need to know?

### LANGUAGE CHUNKS

- |                                 |                |
|---------------------------------|----------------|
| - I would like                  | -It's hot      |
| - *I need...                    | - it's cold    |
| - Excuse me                     | - It's sunny   |
| - I am looking for...           | - It's windy   |
| - May I help you?               | - It's snowing |
| - How much does it/this cost?   | - It's raining |
| - It costs...                   | - I went...    |
| - How does it fit?              | - I studied... |
| - It looks good                 | - I bought...  |
| - It fits well                  | - I ate...     |
| - It's stylish                  | - I wore       |
| - How are you paying?           |                |
| - With a debit/credit card/cash |                |
| - Thank you for...              |                |

### BASIC VOCABULARY SUCH AS...

\*indicates that these topics are recursive from level 1. Take this opportunity to reinforce and also go deeper into these areas.

- this
- these
- that
- those
- which
- everyday
- on Mondays, Tuesdays..
- before
- after
- during
- once a day, etc.
- twice a week, etc.
- \*friends
- enemies
- \*family
- \*greetings
- \*supplies
- school traditions
- \*characteristics
- \*likes/dislikes
- \*sports
- \*instruments.

- Numbers (0-999)
- ordinal numbers
- variety of clothing items
- schedule\*
- basic school subjects\*
- basic school supplies
- time\*
- \*subjects
- basic body parts
- basic colors
- \*clothes
- \*weather
- sizes (small, medium, large)
- cheap
- style
- stylish
- expensive
- awesome
- ugly

