

Level 1 Unit 2

Contemporary Life

Unit Goal: I can describe my classes with some detail.

Performance Indicators - Novice Mid	
Interpersonal	I can request and provide information, express basic and everyday needs, and express my own preferences or feelings using a mixture of practiced and memorized words, phrases, simple sentences, and questions.
Interpretive	I can identify basic facts from memorized/familiar words and phrases when supported by gestures or visuals.
Presentational	I can present information about myself, my interests, my activities, and my likes and dislikes on very familiar, everyday topics using practiced or memorized words, phrases, and simple sentences.

Proficiency Continuum		
Novice Low - Identifies memorized or familiar words when supported by visuals or gestures. - Responds and presents with memorized words and phrases with help of gestures and visuals.	Novice Mid - Identifies some basic facts from memorized words/phrases when supported by gestures or visuals. - Responds and presents with a mixture of practiced or memorized words, phrases, and simple sentences and questions.	Novice High - Identifies the topic and some isolated facts or elements from simple sentences in texts and conversations. - Responds and presents using simple sentences and questions most of the time.

Texas Essential Knowledge and Skills (TEKS) Level 1: Novice Mid to Novice High		
Interpersonal (Speaking & Writing) Student negotiates meaning through rehearsed and unrehearsed situations in a variety of contexts, using a mixture of words and phrases and some simple sentences.	Interpretive (Reading & Listening) Student comprehends sentence-length information from culturally authentic texts within highly contextualized situations and sources.	Presentational (Speaking & Writing) Student presents information using a mixture of words and phrases and some simple sentences.
1A - Ask and respond to questions about everyday life.	2A - Demonstrate key understanding of culturally authentic materials in everyday contexts.	3A - State and support an opinion or preference.
1B - Express and exchange personal opinions or preferences.	2B - Identify key words and details from materials.	3B - Describe people, objects, and simple situations with a mixture of words, phrases, and simple sentences.
1C - Ask and tell others what they need to, should, or must do.	2C - Infer meaning of unfamiliar words or phrases in highly contextualized materials.	
1D - Articulate requests, offer alternatives, develop simple plans	2D - Identify cultural practices from authentic materials.	
1E, 1F - Participate in conversation using culturally appropriate expressions, register, gestures, and style.		

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Level 1 Unit 2 Benchmarks
1 - I can describe my teachers and my classes.
2 - I can identify important information from school schedules.
3 - I can share my school schedule.
4 - I can describe what I do in my classes.
5 - I can discuss the classes I like and dislike.
6 - I can describe my favorite class with some detail.

Assessment Ideas		
<p>Interpersonal Assessments</p> <p>Converse with a classmate and ask them questions about their favorite and least favorite classes. (1A, 1B, 1E, 1F)</p> <p>Respond to an email from your counselor nominating your favorite teacher for an award.(1A, 1B, 1E, 1F)</p>	<p>Interpretive Assessments</p> <p>Identify classes, times, and teachers from a school schedule. (2A, 2B, 2C)</p> <p>Identify important information about different classes at the school from brief descriptions. (2A, 2B, 2C)</p>	<p>Presentational Assessments</p> <p>Create a video for future students about different places in your school. (3A, 3B)</p> <p>Write a nomination for “Best Class” for a competition. (3A, 3B)</p>

Level 1 Unit 2 Overview			
Sentence Stems He is... She is... The class is called... The class is... The class starts... The class ends... Before ____ class, I have... After ____ class, I have... In ____ class, I... In ____ class, we... ... with my class. ... with my friends. ... alone. My favorite class is... My least favorite class is... In my favorite class, we... My favorite teacher is...	Primary Vocabulary Basic personality descriptions Basic class descriptions Basic classes General school locations Time vocabulary Ordinal numbers Basic verbs for classroom actions Targeted questions for discussions about classes	Secondary Vocabulary Student-generated descriptions for personality and classes Specific classes and school locations School supplies Frequency vocabulary	Language Focus on sentence stems Formal/informal ‘you’ Gender of adjectives Telling time First person present tense of regular verbs (I ____, we ____)

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1 - I can describe my teachers and my classes.		
Sentence Stems He is... She is... The class is called... The class is...	Vocabulary - Primary Basic personality descriptions Basic class descriptions Vocabulary - Secondary Student-generated descriptions	Language Focus on sentence stems Optional (if students are ready) <ul style="list-style-type: none"> - Formal/informal 'you' - Gender of adjectives
Interpersonal Tasks <ul style="list-style-type: none"> - Ask/Ask/Switch - Side of the Line with preference questions - Conversational Bingo with questions about classes people have - Write statements about a class and ask classmates if they agree or disagree 	Interpretive Tasks <ul style="list-style-type: none"> - Read a paragraph and match a manipulative with descriptions to the class/teacher - Logic puzzles for classes/teachers - Read an email about a teacher and choose best responses - Circumlocution Bingo with classes 	Presentational Tasks <ul style="list-style-type: none"> - Write 3 sentences about your favorite teacher and favorite class and present on a video to the class - Sentence snowball with "my name is __ and my favorite class is __."

2 - I can identify important information from school schedules.		
Sentence Stems The class starts... The class ends... The class is called... The class is... Before __ class, I have... After __ class, I have...	Vocabulary - Primary Basic classes General school locations Time (am/pm, before/after) Ordinal numbers (first, second, third, etc.) Vocabulary - Secondary Unique/specific classes Unique/specific school locations	Language Focus on sentence stems Telling time (class start/stop)
Interpersonal Tasks <ul style="list-style-type: none"> - Musical partners with questions about projected schedules - Side of the line with true/false questions - Quick interviews with partners about school schedules 	Interpretive Tasks <ul style="list-style-type: none"> - Gallery walks of school schedules - Listen to the teacher read a schedule and fill in important information - Info-gap activities - Manipulative of true/false statements in piles about schedules 	Presentational Tasks <ul style="list-style-type: none"> - Write 3 sentences about a variety of school schedules in "two truths and a lie" format - Rewrite a school schedule from a paragraph of text

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3 - I can share my school schedule.		
Sentence Stems Continue from above	Vocabulary - Primary Continue from above Vocabulary - Secondary Continue from above	Language Continue from above
Interpersonal Tasks <ul style="list-style-type: none"> - Conversational Bingo with classes and class periods - Side of the line with true/false statements about school schedules 	Interpretive Tasks <ul style="list-style-type: none"> - Listen to classmates' videos of school schedule and write down similarities and differences - 3 rounds listening to people describing their school schedule - Scavenger hunt - read other students' school schedules looking for specific things from the scavenger hunt (ex - someone with math first period) 	Presentational Tasks <ul style="list-style-type: none"> - Create a video describing your school schedule - Write out your school schedule - Create a highlight reel (instagram thread) of your school schedule with pictures

4 - I can describe what I do in my classes.		
Sentence Stems In ___ class, I... In ___ class, we... ... with my class. ... with my friends. ... alone.	Vocabulary - Primary Basic verbs for classroom actions Vocabulary - Secondary School supplies Frequency (always, often, never)	Language First person present tense (I ____, we ____) of regular verbs
Interpersonal Tasks <ul style="list-style-type: none"> - Conversational bingo - 4 corners conversations - Chat Mat usage for descriptions of what we do in classes - Respond to an email with information of what you do in your favorite and least favorite class 	Interpretive Tasks <ul style="list-style-type: none"> - Read a paragraph and color-code actions to classes - Sort verbs and vocabulary to different classes based on a listening/reading paragraph - Value line with agree/disagree 	Presentational Tasks <ul style="list-style-type: none"> - Write a sentence about what you do in each of your classes and add to your school schedule - Roving paragraph frame with actions for each class - Create an Instagram thread of what you do in each of your classes

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- Imposters Among Us	statements from a text or about a class	
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5 - I can discuss the classes I like and dislike.

Sentence Stems Continue above	Vocabulary - Primary Targeted questions for conversation Vocabulary - Secondary Student-generated vocabulary	Language Continue from above
Interpersonal Tasks <ul style="list-style-type: none"> - Ask/Ask/Switch - Conversational Bingo - 4 Corners - Side of the Line - Walk & Talk 	Interpretive Tasks <ul style="list-style-type: none"> - Use a “pay attention to” list and take notes while you listen to descriptions of what classes people like/dislike - Agree/disagree statements about classes 	Presentational Tasks <ul style="list-style-type: none"> - Create a video in which you share classes you like/dislike - Create a graph about the likes/dislikes of your classmates

6 - I can describe my favorite class with some detail.

Sentence Stems My favorite class is... My least favorite class is... In my favorite class, we... My favorite teacher is...	Vocabulary - Primary Continue from above Vocabulary - Secondary Student-generated vocabulary	Language Continue from above
Interpersonal Tasks <ul style="list-style-type: none"> - Ask/Ask/Switch - Walk & Talk - Email Response - Text Message Responses - Pecha Kucha describing different classes - Imposters Among Us with different classes 	Interpretive Tasks <ul style="list-style-type: none"> - Use annotation while reading a descriptive model paragraph - Use manipulative cards to pair up descriptions to their classes 	Presentational Tasks <ul style="list-style-type: none"> - Create a video in which you describe your favorite class - Write an email in which you describe your favorite class - Timed Talk about favorite/least favorite classes - Unboxing video about favorite/least favorite classes

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When do we cover...?	
Classroom commands (sit down, take out __, put away phone, etc.)	Practice in context by saying command and then showing a picture or acting it out
Numbers, days of the week, months, weather	Students should practice this as they state the date each day, weather can be done here, too
School supplies and classroom locations	Post labels around the room and reference them daily, showing school supplies as they're needed
Important questions (Can I go to the bathroom? Can I go to the nurse? Can I borrow a pencil?)	Post questions around the room and reference them daily for the first couple of weeks for practice.
Alphabet and pronunciation	This should be done in context. For example, practice pronunciation through choral reading or repeating words. Alphabet can be learned through spelling or warm up activities.
Target language countries	Cover through cultural activities using authentic resources. Memorization of countries and capitals is not necessary for proficiency.
Ser vs. Estar	To be taught in context with sentence stems, not as an isolated or assessed grammar topic
Tener + que	This will be introduced at a later time
Estar + location	This will be introduced via sentence stem
Tener	Novice learners mostly talk about themselves, so using 'i have' and 'we have' will be priority if necessary for the task
Prepositions of location	These will be introduced later but can be used in context if students are looking for various school supplies. Post a sign with the prepositions of location to point to when you use the phrases
Ir	Introduce 'yo voy' and 'nosotros vamos' as vocabulary if needed for tasks throughout the lesson.