

Curriculum Guide ~ Getting Started

UNIT GOAL: *Students will demonstrate the ability to use level appropriate language skills to communicate personal identification information, to function as a learning community, and to identify information related to an educational/career goal.*

CONTENT OBJECTIVES

Students will be able to...

- ask/answer questions about self and classmates.
- identify rights and responsibilities as a member of the class, the school community, and the community in which they live.
- identify long-term educational and career goals, as well as strengths, weaknesses, and experiences related to goals.
- identify short-term language learning goals, as well as strengths, weaknesses, and experiences related to goal.
- self-assess learning needs and strategies.
- self-assess technology needs and abilities.

LANGUAGE OBJECTIVES

Level 500 and 550 students will be able to...

- ask/answer questions about self and classmates orally and in writing.
- describe self and classmates orally and in writing.
- describe a classmate in descriptive paragraph.
- use note-taking techniques.

ACADEMIC OBJECTIVES

Level 500 and 550 students will be able to...

- set short and long-term learning goals.
- take notes during lecture or video.

TECHNOLOGY OBJECTIVES

Level 500 and 550 students will be able to...

- ask/answer questions about technology usage.
- set goals related to acquisition and improvement of technology skills.

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LEARNING COMPONENTS

**Click on each Learning Component to connect to cited and additional resources.*

<p><u>Reading Activities</u></p>	<ul style="list-style-type: none"> ❑ <i>Tapestry: Patterns of Cultural Identity</i>, Chapter 2, Time and Space
<p><u>Writing Activities</u></p>	<ul style="list-style-type: none"> ❑ Descriptive paragraphs <ul style="list-style-type: none"> ○ Students interview a classmate and write about him or her. ○ <i>Great Paragraphs 2nd ed.</i>, Unit 8, pp. 122-143 ❑ Guided instruction and practice of note-taking techniques <ul style="list-style-type: none"> ○ <i>Learn to Listen, Listen to Learn: Academic Listening and Note-Taking 3rd Ed.</i>
<p><u>Oral Skills Activities</u></p>	<ul style="list-style-type: none"> ❑ Students interview a classmate about educational background and future goals ❑ National Public Radio: This I Believe Series ❑ Guided instruction and practice of note-taking techniques <ul style="list-style-type: none"> ○ <i>Learn to Listen, Listen to Learn: Academic Listening and Note-Taking 3rd Ed.</i>
<p><u>Grammar Activities</u></p>	<ul style="list-style-type: none"> ❑ Present, past and future verb review: simple, continuous tenses <ul style="list-style-type: none"> ○ <i>Grammar in Context 3, 4th edition or 5th edition</i> ❑ Reported Speech <ul style="list-style-type: none"> ○ After asking a classmate interview questions, turn their responses into reported speech. ○ Reported Speech Telephone Message Game: In groups of three, have one student leave a telephone message with one classmate for another. Have the student deliver the message using reported speech. ❑ Direct questions <ul style="list-style-type: none"> ○ brainstorm and come to consensus on set of classmate interview questions.
<p><i>Assessment Activities</i></p>	<ul style="list-style-type: none"> ❑ Classmate interview reports