



## **AERO:SBC Basic Unit Template**

<b>Subject/Course:</b>	<b>World Language</b>
<b>Grade Level:</b>	<b>Middle School</b>
<b>Topic/Concept:</b>	<b>Favorites</b>
<b>Estimated Time Required:</b>	<b>12 weeks</b>
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### **Desired Results:**

1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)?

#### **Standard:**

- 1.1 Students will converse, provide and obtain information, express feelings, emotions, and ideas, and exchange opinions in the target language.

#### **Benchmarks:**

##### **The Interpersonal Mode:**

a- Ask and answer simple questions related to familiar and age-appropriate topics (family, school, daily routines and events, familiar objects and possessions, animals, food, clothing, celebrations...).

b. Express needs, interests, likes and dislikes in brief conversations.

##### **The Interpretive Mode:**

1.2 Students will understand and interpret writing and speech on a variety of topics in the target language.

#### **Benchmarks**

a. Understand and respond to simple routine, oral directions and instructions related to daily classroom activities.

b. Understand and respond to simple requests in various familiar settings (playground, school, home, public places, etc.).

##### **The presentation mode:**

1.3 Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied.

## **Benchmarks**

- a. Give show-and-tell presentations.
- b. Produce and present illustrated stories, posters, and age-appropriate paragraphs.

## 2. What are the enduring understandings that this unit is built upon?

- Our world means many things to many people.
- People express likes and dislikes, feelings and opinions about personal favorites.
- People have different choices, and they make their choices for various reasons.

## 3. What essential or unit questions will prompt curiosity and focus?

- What does “My World” mean to you?
- Why is it important to express likes and dislikes, feelings and opinions about personal favorites?
- Why do we make different choices?
- What are the benefits of having different choices?

## 4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

- Students will know, understand and use the vocabulary and the grammatical structures to express likes and dislikes, feelings and opinions in sentences.
- Students will practice questions and answers about favorites.
- Students will present orally and in writing their personal favorites.
- Students will understand how to connect sentences using connecting words.
- Students will show understanding after reading the content of a paragraph about favorites.

Students will be able to

- Express themselves in the present tense about their likes and dislikes; their feelings and opinions. They will also give reasons for their choices.
- Learn the conjugation of the verbs: to like; to prefer; to detest; to dislike
- Use the positive, negative and question forms in sentences.
- Use connective words to explain reasons. (Because, etc.)
- Know their favorites in these areas: Family; food; colors; clothes; daily activities; sports; places; animals; school

### Evidence of Learning: (options to choose from)

How will we know if students have achieved the desired result(s) and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task (summative assessment):

**Interpretive mode:**

a) Students will listen to a speaker talking about specific favorites. Then students answer questions. They ask and answer questions about unknown words in the speech.

b) Students listen to a dialogue on favorites and compare with own favorites.

c) They read every class about favorites. Then they ask and answer questions about key details questions (See attached samples).

### **Interpersonal modes:**

a) Students will retell one of the speeches they listened to, with the key details.

b) Students will perform a dialogue on specific favorites (food, sports, etc.) with explanations about their choices.

c) Students will have mini interviews with the teacher or a native speaker.

D) Students will add to a presentation (started by the teacher) including everyone's favorites in order to create one slide show with all the class' favorites.

(See sample attached to the unit plan).

### **Interpretive mode:**

a) Students will read the reading materials and listen to the teacher and the classmates talking about their favorites.

b) Students read a classmate's favorites paragraphs, and share in class discussions.

C) Stories can be selected for beginner readers. (Short books)

### **Presentational mode:**

a) Students turn into script of the speech/dialogue they perform about favorites.

b) Every week they write paragraph about a specific topic as shown in the plan.

c) Students present their favorite through a video or a speech.

**2. Provide the scoring guide/rubric for the culminating task (summative assessment).**

<b>Criteria</b>	<b>1 - Attempts the standard</b>	<b>2 - Approaches the standard</b>	<b>3 - Meets the standard</b>	<b>4 – Exceeds the standard</b>
Comprehensibility	Use short and memorized phrases with much inaccuracy	Use short and memorized phrases with some accuracy	Use sentences with creativity and satisfactory accuracy	Use sentences with creativity and full accuracy
Comprehension	Understand spoken and written language when familiar content is presented with objects, gestures, and aural or visual context	Comprehend spoken and written language with recognition of key words or phrases in familiar contexts.	Comprehend most concepts in spoken and written language in familiar contexts.	Comprehend fully spoken and written language with details in phrases in familiar contexts.
Language control	The message is imprecise and vague. The language is not appropriate for the audience or purpose	The message is basically clear and the language shows some awareness of audience or purpose.	The message is clear and the language shows awareness of audience or purpose.	The message is effective and the language shows solid awareness of the audience or purpose.
Communication strategies & cultural awareness	Gestures and posture distract from the message. Communication does not keep the audience engaged at all. Total lack of cultural awareness.	No purposeful gestures are used. Soft voice causes some audience discomfort. Not able to keep audience engaged a quarter of the time. Show little cultural awareness	Use of purposeful gestures, appropriate to the message. Loud enough voice to be heard by most of audience. Able to keep the audience engaged most of the time. Show enough cultural awareness.	Use of comfortable, purposeful gestures. Loud voice to be heard by entire audience. Able effectively to keep the audience engaged. Show much cultural awareness.

## **Instructional Plan:**

Provide a plan of instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

**Objectives:** Students will learn the vocabulary words, understand and apply the grammatical structures in order to describe their likes, dislikes, feelings, family; food; colors; clothes; daily activities; sports; places; animals; school subjects and make connections.

In this unit, students are expected to learn about different parts of their lives (families, friends, pets and belongings).

Teacher can start sharing his/her favorites with the class. Every week the teacher comes up with a topic.

**First week:** I start with families and pets. I talk about my family and bring my family photo to let them know their teacher. They listen to me talking about what I like about them. During the week, give students an easy text to read. The text is in Arabic and the translation of it is (We don't like the same thing: I love my cat. My cat loves my mom. My mom loves my sister. My sister loves my dad. My dad doesn't want the cat in the house). I ask them to make a similar text with my help.

**Second week:** I focus on food. We talk about meals and dishes. We discuss their eating style and their countries traditional food. During this week, they bring their lunch to the class every class so they can talk more about food. Students may be allowed to eat in class. Knowing their food components help us understand their attitude. We see how we could order food in restaurants. I ask to make a phone conversation with their partner to see how would they order food.

**Third week:** You can match these two topics. We focus on our families' eating style. Students start to speak more in the discussion time. I tell about my children; they talk about their parents. Share with them a reading text here. After reading it together, I ask them to make their own breakfast scene.

**Fourth week:** The class starts to move to another favorite part of their lives. I focus on family activities, including the weekend's activities. They listen to the teacher talking about the weekend. Students then start to say what they like to do. Family activities will open the door for more vocabularies. Students start to mention places, sports, friends and TV shows. I share with them a text to practice reading. The text in English says: (The Weekend is always busy: I want to go to my friend's house. My brother wants to play video games at home. Mom wants to do shopping. My dad wants to go to the gym). Usually I ask them to share what they do during the weekend. They write down what they do as much as they can.

**Fifth week:** We focus on students' favorite sports. They learned a little bit about sports after the lesson on family activities and weekend. During this week, students practice and use what they learned last week. They talk about different sports. Here the teacher starts with her/his favorite sport/s. Students learn some of the vocabulary about sports, and increase their vocabulary through the discussion about their favorite sports. The teacher needs to write down the words students need in order to have a conversation with a native speaker about sports.

**Sixth week:** The topic focuses on student's community. We talk about our friends and families, sports and activities. We can start by inviting a native speaker to talk about the sports he/she

likes. Through the discussion with the guest speaker, students take notes and ask questions.

**Seventh week:** I usually focus on other activities students like to do. I share my hobbies and let them learn more about my world. I talk about my children and some friends. I focus here on the strong hobbies of the people I know. I open the discussion and let them show their potentials. In this unit the objective is to help students show and tell their hobbies. They sing to the class, they show their artwork etc... Our students have many abilities and skills; they feel how unique and valued they are.

**Eighth week:** Students talk about others' hobbies: family members and friends. The teacher can showcase a video of someone talking about his/her hobbies. I ask the students to read the text I prepared for them. By the end of the week students will be able to talk and write about others. The teacher should enable them to use the key words in their paragraph. They compare and contrast between friends and family members. The teacher asks students to choose two people to compare between. They acknowledge the differences in the points of view between us.

### Notes:

\*Each student is asked to focus on her/his favorites and learn about them; for example: if she/he plays basketball and table tennis. Etc. I don't ask them to learn the vocabulary of other sports in this unit. The goal of this unit is to learn about him/herself more. This unit allows students to make more connections and raise positivity. Many students don't like to sit in a class and learn a new language through topics they don't like.

\*Starting the year with this unit decreases the level of anxiety and encourages students. The teacher should purposely focus on the student's self esteem.

\*These topics can take more time according to the age of the students.

\*In this unit, photos are to be used effectively. The reading texts need good visuals to help students with beginning reading skills.

\*Upon completing these topics, which can take 8-10 weeks, the teacher can then work on favorites in general. You focus here on the favorites. You present the attached PowerPoint, and let students discover who they are. They choose one option from each slide. The teacher offers more explanations about each slide. The teacher asks students to add to the slideshow. Students bring different favorites to class and make Venn diagram with the common favorites between the groups. If the slide asks to choose between basketball and volleyball, the teacher says more than the names of the sports: example: (Do you prefer to play Basketball or volleyball? Which one is easier to play basket or volley? Which one is more popular in your family? )

The point is to use the word more than once. It's highly recommended here to let the students use their imagination. The teacher asks students to imagine that he/she is a professional basket or volley player. Example: You would be in a great team; you'd like to be a superstar at basket or volley. The teacher needs to prepare a scenario before using the PP.

\* Teacher asks group members to list common favorites then students share with the class. They design a Venn diagram.

\*Students prepare a 2 minute-long speech about themselves. They talk to the class or make a video. Students can also interview the speaker. A conversation or a skit can replace the speech. This can be the final assessment for this unit.

\* Using this unit will give you time to work with some students in mini workshops, to meet the different needs and readiness. You will find the class looks like a workshop, every students is looking for something. It's important that students find the words and make the sentences with your support and prompting.

\* It is important to clearly define the rules for asking questions for the conversation or interview to avoid misunderstanding or inappropriate comments.

\* I usually start this unit with my Arabic classes right after finishing the literacy unit. I ask every student to write his/her name in big font in English and I write with him/her the names in Arabic under or over the English. I keep this poster on the wall for the whole year. Their names will be our alphabet resource. We discuss the difference between the Arabic and the English language and take notes on the differences between the two languages. I keep the focus on literacy through the year by reading authentic materials, or materials I prepare for a specific lesson.

- **My World DISCUSSION**  
**Two groups of students receive two sets of questions (A & B)**

Note: STUDENTS B's QUESTIONS (Do not show these to students A)

- 1) Do you have different favorites than 5 years ago?
- 2) Do you think countries can influence in making your choices?
- 3) Name two common favorites with your dad?
- 4) What makes you happy?
- 5) Who is your favorite teammate?
- 6) What is the most frequent food you eat?
- 7) Which sport can you excel at?
- 8) What is the most popular sport in your country?
- 9) Who is your favorite cook?
- 10) Who do you think is your favorite singer?

STUDENTS' A QUESTIONS:

- 1) What sport do you want to play when you go to the university?
- 2) Do you think families influence your choices?
- 3) Name two different favorites between you and your mom?
- 4) What makes you bored?
- 5) What is your favorite sport team?
- 6) What is the least frequent food you eat?
- 7) What instrument do you excel at?
- 8) What is the most popular music in your country?
- 9) What is your favorite restaurant?
- 10) What is your favorite band?

- You might want to differentiate the questions before using them with your students.

Have a great beginning with your students!