

SHELBY COUNTY SCHOOLS WORLD LANGUAGES

LEVEL 2: Unit 2

MY DAILY LIFE

ANNUAL TARGET

How well are students expected to perform at the end of the year?



Unit Performance Targets

Teach to...

Intermediate Mid

Lowest acceptable performance...

Novice High

UNIT LEARNING TARGETS

What will students be able to do with what they know?

INTERPRETIVE

Listening

- I can understand when someone describes his/her activities and routines.
- I can understand a message about someone's daily activities and routines.

Reading

- I can understand emails and messages about someone's daily activities and routines.
- I can understand when I read something telling me what needs to be done on a daily basis.

INTERPERSONAL

Person-to-Person

- I can ask and answer simple questions about daily routines and activities and day-to-day activities.
- I can describe what I do daily in emails, texts and conversations.

PRESENTATIONAL

Speaking

- I can talk about what I have to do at school, work and/or home on a regular basis.

Writing

- I can write about what I have to do at school, work and/or home on a regular basis.

Culture

What intercultural competencies will students be able to demonstrate with what they know?

PRODUCTS

- I can write a journal entry describing my daily morning routine.
- I can create a slide show to explain my morning routine.

CULTURAL INTERACTIONS

- I can tell you what I do in my morning routine.
- I can ask you what you do to get ready in the morning.

PRACTICES

- I can sequence events in a routine.
- I can read a schedule of events and understand what to do at what time.

UNIT PERFORMANCE TASKS

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

PRESENTATIONAL SPEAKING

You and a school friend that is from (insert TC here) have tickets to go to a concert this weekend. Your mother has told you that you cannot go until you finish all of your chores. There is no way that you can get all of your chores finished in time to leave for the concert. You call your friend to ask him to help you with your chores, but you don't want your mother to know that you are asking him for help, so you decide to speak in (insert TL) when you ask for his help. Tell him each of your specific chores and how to complete them.

INTERPERSONAL

You are going to go to (insert TC) for a summer exchange program. Your roommate is from (insert TC) and doesn't speak a lot of English. He sends you a message on Facebook asking you about a normal day in your life in the United States. Explain your normal routine to him from the time you wake up until you go to bed. Be sure to ask him about his normal routine!

PRESENTATIONAL WRITING

Your (TL) club has adopted a daycare near your school, because the children at the daycare are learning (TL). You have been asked to create a brochure about daily routines for the students at the daycare.

VOCABULARY

What will prepare students to demonstrate what they can do with what they know?



Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

LANGUAGE CHUNKS

Daily Routines (e.g. I wake up, I wash my hair...)
I have to...

ESSENTIAL VOCABULARY

Chores
Other vocab (e.g. boyfriend, girlfriend)
Sequencing

Language Chunks

- I wake up at...
- I do not feel like getting up.
- I am tired/sleepy.
- I (have to) wake up early.
- I (have) overslept.
- First I wash my face.
- I take a shower.
- I wash my hair.
- I dry off.
- Then I brush my teeth.
- I get a face towel.
- I take a bath/shower.

- I do not like waking up early.
- I prefer not to go to bed early.
- I make myself breakfast.
- I enjoy eating ...
- I eat breakfast with ...
- I grab my back-pack.
- I take the bus to school.
- My parent(s) drive me to school.
- After school, I participate in ...(insert club/organization/sport).
- I make up my bed.
- I iron my clothes for the week (or on/or at (insert time)).



Basic Vocabulary

To relax	To put on make-up	Kitchen
To get undressed	To tidy up	Living room
To go to bed	To make the bed	Bedroom
To eat breakfast/lunch/dinner	To set the table	Bathroom
To cook breakfast/lunch/dinner	To go grocery shopping	Lotion
To vacuum	To tidy up	Perfume
To cut the grass	To make the bed	Cologne
To clean	To set the table	Makeup

COMMUNICATIVE STRUCTURES

- ☐ Writing sentences & paragraphs
- ☐ Using sequencing words to tell the order you do things
- ☐ Using reflexive pronouns, as needed.
- ☐ Differentiating between past tenses
- ☐ Using appropriate past tense effectively

