



Harlan County High School—Spanish 2A—Syllabus

Instructor: Emmanuel Bowman Anama-Green, Jr.

Email: Emmanuel.Anama@harlan.kyschools.us

Phone: (606) 574-2020, Ext. 3592

Planning Period:

- Mr. Anama is available for parents/guardians to contact him via telephone or in person during his planning period. This year, his planning period falls during 2nd period/block.
 - Mr. Anama is also available by email at the above email address.
- Mr. Anama is generally available *by appointment* after school hours, if needed by parents/guardians.

Schedule (Subject to Change): All Spanish 2, except for Humanities 1st and 2nd trimesters during first period

About Your Instructor:

Mr. Anama-Green (pronounced: UH-NAHM-UH) is a native of Owsley County, Kentucky, and currently resides in Harlan County, Kentucky. His father is from the Philippine Islands, and his mother is a native of Kentucky. He has attained a Master of Arts in Teaching degree in Spanish Grades P-12, from Morehead State University; a Bachelor of Arts with a major in Spanish and minor in International Studies with honors of Cum Laude, also from Morehead State University; and an Associate in Arts degree with honors of High Distinction, from Southeast Community College in Cumberland/Whitesburg. His scores on the Spanish Content Area PRAXIS exam were among the highest of his peers.

Mr. Anama-Green completed two study abroad experiences in Spain (UVa.-Wise, 2003) and Costa Rica (Kentucky Institute for International Studies, 2004) while obtaining his Bachelor of Arts degree. After completion of his Bachelor's degree, Mr. Anama volunteered his time in Ecuador from May of 2005 to April of 2008 (about 2 ½ years).

In addition to his Master's degree, Mr. Anama-Green has also completed the 2012 Mountain Writing Project, granting him an additional six graduate hours in English at the close of December 2012. Recently, Mr. Anama had the privilege to participate in the 2013 National Endowment for the Humanities Summer Seminar (a competitive program, with Mr. Anama-Green being the only participant from Kentucky) in Shepherdstown, West Virginia, near Washington, DC.

During the summers of 2014 and 2015, Mr. Anama-Green has been able to study abroad for 6 weeks each summer in Guanajuato, Mexico through Southern Oregon University as he completes a 2nd master's degree in Spanish language and culture.

Mr. Anama-Green is very eager and interested in the teaching of Spanish, and cannot wait to teach Harlan County's future leaders the love of a second language. He is more than willing to meet with parents/guardians after school (by appointment, of course), and cares deeply about the future successes of all of his students. Please do not hesitate to contact him with your cares and concerns.

Required Texts and/or Materials:

- While not required, students may desire to purchase a basic Spanish/English dictionary for use outside the classroom.
- In harmony with recommendations by the *Kentucky Department of Education*, the *Kentucky World Language Association*, and the *American Council on the Teaching of Foreign Languages*, in-class texts and materials will come from authentic Spanish sources. Authentic sources may include anything from a *YouTube*® video clip in Spanish, to a menu from a Spanish-speaking country.

Course Description:

SPANISH 2A and 2B—Introduces listening speaking, reading, and writing language skills within a cultural context. (Harlan County High School Student Handbook, 2012-2013)

By the end of **two years** of the study of Spanish, the *Kentucky Department of Education* suggests that learners will be able to function at a Beginner/Novice-High *speaking* level according to the standards set forth from the *American Council on the Teaching of Foreign Languages (ACTFL)*. A Beginner/Novice-High *speaking* level is defined by the *American Council on the Teaching of Foreign Languages (ACTFL)* as being able to do the following:

NOVICE HIGH

Speakers at the Novice-High level are able to handle a variety of tasks pertaining to the Intermediate level, but are unable to sustain performance at that level. They are able to manage successfully a number of uncomplicated

communicative tasks in straightforward social situations. Conversation is restricted to a few of the predictable topics necessary for survival in the target language culture, such as basic personal information, basic objects and a limited number of activities, preferences and immediate needs. Novice-High speakers respond to simple, direct questions or requests for information; they are able to ask only a very few formulaic questions when asked to do so. Novice-High speakers are able to express personal meaning by relying heavily on learned phrases or recombination of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate. On the other hand, since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate. These speakers' first language may strongly influence their pronunciation, as well as their vocabulary and syntax when they attempt to personalize their utterances. Frequent misunderstandings may arise but, with repetition or rephrasing, Novice-High speakers can generally be understood by sympathetic interlocutors used to non-natives. When called on to handle simply a variety of topics and perform functions pertaining to the Intermediate level, a Novice-High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse.

By the end of **one year** of Spanish, it is **expected** that students will be able to function at the *minimum* of a Beginning-Novice Mid *speaking* level. A Novice-Mid *speaking* level is defined by ACTFL as:

NOVICE-MID

Speakers at the Novice-Mid level communicate minimally and with difficulty by using a number of isolated words and memorized phrases limited by the particular context in which the language has been learned. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer. They pause frequently as they search for simple vocabulary or attempt to recycle their own and their interlocutor's words. Because of hesitations, lack of vocabulary, inaccuracy, or failure to respond appropriately, Novice-Mid speakers may be understood with great difficulty even by sympathetic interlocutors accustomed to dealing with non-natives. When called on to handle topics by performing functions associated with the Intermediate level, they frequently resort to repetition, words from their native language, or silence.

Obviously, it is ***strongly encouraged*** that students reach for **even higher** expectations and levels of proficiency! A copy of both Kentucky's standards and those of ACTFL are attached to this syllabus for students wishing to seek higher levels of proficiency. The instructor is additionally available during his planning period to assist with added activities.

Disability Accommodations Notice:

Students who may have a disability meriting an academic accommodation (i.e. anything from extra bathroom breaks, to a specific learning disability) should contact their school guidance counselor to ensure that their needs are properly evaluated and that documentation is on file. Once the school guidance counselor, or his/her designee, is contacted and accommodations requests are on file, he/she will then contact all of the student's instructors and let them know the needed accommodations. *All of this information is kept confidential by staff members, so parents/guardians (and/or students) should not feel intimidated or ashamed to make such a request.*

Mr. Anama-Green's Greatest Rule—Respect!

- While there are a variety of classroom procedures cited in the syllabus, Mr. Anama has one major rule—RESPECT!
 - Students must respect each other.

- Students must respect the teacher, paying full attention to any and all class discussions.
- **Students must be respectful of other cultures!**
 - **This is a Spanish class! Be respectful of other cultures**, and those who may speak Spanish in the United States!
 - Comments such as, “Everyone here should learn English!” and “All them people should go back to Mexico!” will **NOT** be tolerated and will result in immediate referral to the floor principal!
 - Should one have such opinions, those opinions should not enter the classroom. Again, this is a *Spanish* class!
 - Learning about other cultures can be fun! Do not make it a misery for those around you!
- Students should be respectful of their surroundings, picking up after themselves.
- Students should be respectful of all of their teachers, and always speak positively of them.
- **Students should NOT speak while Mr. Anama-Green is speaking. This is disrespectful.**
- Students should practice the S-L-A-N-T procedure. This is very simple:
 - **SLANT**
 - S: Sit up!
 - L: Listen!
 - A: Ask Questions!
 - N: Nod Yes or No!
 - T: Track the speaker

Food/Drink Policy:

- Food and drinks are permitted as long as spills and garbage are cleaned up as a class. There is a two strike CLASS policy regarding this policy. Once the class has two strikes, no more drinks and food are permitted.

Hall Pass/Bathroom Pass Policy (to be modified to match current school policy):

- Students are *not* permitted to leave class the first fifteen minutes of class, or the last fifteen minutes of class.
- Mr. Anama-Green grants his students a *maximum* of three (3) hall pass/bathroom passes PER TRIMESTER! Students will need to sign-in/sign-out utilizing the log. Mr. Anama

will keep a record of the number of passes that the student has utilized.

- If the student does not utilize the three (3) bathroom passes, he/she may receive 5 bonus points at the end of the trimester for remaining in class and receiving all available instruction.
- If a student is gone for longer than 5 minutes to the bathroom the assistant principal or his/her designee will be notified to search for the student.
- If a student should require more than three bathroom passes per trimester, a medical note should be filed with the student's guidance counselor. The counselor will then notify all of the student's teachers to advise them of this need.

Dismissal from Class:

The TEACHER dismisses the class, NOT the bell! Students SHOULD NOT line up at the end of class by the door! Additionally, students should 1) CLEAN UP AFTER THEMSELVES, 2) SLIDE IN THEIR SEATS, 3)EXIT IN A RESPECTFUL MANNER, 4) TURN IN ANY ASSIGNMENTS IN THE CORRESPONDING CLASS SLOT!

Seating Chart:

All students will be seated in an assigned seating chart. Due to the flipped classroom approach, students will be sitting in groups of four +/- this year.

Number of Students on Floor at a Time:

Only one student should be on the floor at a time, *unless* a class activity involves movement around the classroom. Students should refrain from using the pencil sharpener while Mr. Anama is speaking.

Flipped Classroom Homework Policy:

- Since we are using the Flipped Classroom procedure this year in Spanish 2, students will have very simple homework assignments (unless a project, etc. is required).
 - The flipped classroom approach involves watching a simple, *short* YouTube recording of the instructor, or a video he has designated, and take notes about the video prior to class.
 - The next day in class there will be a brief quiz based on the video in which the student can use their notes they took the prior night.
 - If the student does not have access to the video, he/she can see Mr. Anama-Green for a DVD copy of the video to watch at home, or a flash drive copy.
 - Videos will be available on Monday morning for the entire week, and can be watched as many times as the student wishes.

Dress Code (School Policy):

The Harlan County High School Handbook Dress Code states that clothing to include dress, skirts, and skorts must reach the top of the kneecap.

The HCHS SBDMC addresses the HCHS Handbook Dress Code with the following amended wording: Clothing to include dresses, tunics, skirts, shorts, and skorts must reach the top of the kneecap.

Opaque leggings that reach the top of the knee cap are permitted as layering garment. Dresses, tunics, skirts, shorts, or skorts may be worn over opaque leggings as long as the dress, tunic, skirt, shorts, or skort reaches mid-thigh.

Leggings may not be worn alone.

All dress code violations will be addressed in first period by the teacher to an assistant principal of the same sex of the offender, if possible.

****This policy was amended on June 25 2013.**

Harlan County High School Make-Up Work Policy:

Make Up Work:

Make-up assignments or tests shall be made available to students after an excused absence or school related activity. Make up assignments will not be made available for unexcused absences. It is the student's responsibility to find out the assignments and make up the work within the allowed period of time for make -up work designated by the Harlan County Board of Education. Teachers shall inform students of the due date for all make up work on the day it is obtained by the student; however, it is the responsibility of the student to request make-up work and complete and submit said work for assessment by the due date. Students shall receive credit for satisfactory make-up work completed and submitted by the assigned due date, but students shall receive a grade of zero (0) for any assignment or test not made up within the allotted time. Make up work for students who miss a class/day with a school related activity shall be permitted to make up any/all work missed for that day. All make-up work shall be consistent and equitable with the work missed during the normal class period.

Submission of Excuses:

Students will have two (2) days upon returning to school to submit an excuse for their absence. Any excuses not submitted within two (2) days of returning to school will be marked as unexcused and students will not be permitted to make up work missed for those absences. Students who submit an excuse for an absence will be given two days to complete their make-up work for each day missed.

INSTRUCTOR NOTE:→ The instructor will have a class notebook for students to request makeup work for excused absences. Students will need to fill out the log in the notebook requesting makeup work, along with the assignments, dates, etc., missed. The instructor will then return these assignments to the student at the next available class session.

Harlan County High School Unexcused Absences Policy:

Any Harlan County High School student with 9 (nine) or more unexcused absences during the school year may be denied certain privileges pertaining to school related activities.

These activities include, but are not limited to:

1. Membership in clubs sponsored at HCHS
2. Participation on any sports team
3. Participation in the band, choir, dance, cheerleaders, or JROTC
4. Admission to sports events and any other extra-curricular activities or special events sponsored at HCHS
5. Field trips, class trips, club trips, end of the school year trips, competitions, games (all sports), and any other trip sponsored at HCHS
6. Prom
7. Participation in graduation ceremonies

Harlan County High School Cheating Policy:

Harlan County High School faculty and staff believe that honesty and integrity are essential in all student assignments. The high school has adopted specific guidelines regarding cheating on any academic assignment or evaluation.

Consequences:

First Offense

- Student will receive a zero on the assignment with no opportunity for make-up.
- Student Discipline Referral Form completed for purposes of documentation.
- Teacher will notify parent to explain violation.

Second and Subsequent Offenses:

- All consequences from first offense.
- Student will not be allowed to participate in student council or honor societies, nor will be considered for any school academic awards for the remainder of the school year.
- In-school suspension may be assigned.
- This policy is required to be part of each teacher’s syllabus.

****This policy was amended on June 25 2013.**

Harlan County High School Policy Regarding Inappropriate Displays of Affection:

The school recognizes that genuine feelings of affection may exist between students; however, students shall refrain from inappropriate behaviors on campus or at school related events. Inappropriate public display of affection (Public displays of affection deemed inappropriate by public standards) Lewd or inappropriate—kissing, touching, fondling, holding hands, etc., ---- are not allowed and will result in the following :

* **First offense:** warning/reprimand. ***Second offense:** Detention ***Third offense:** Safe room.

Spanish 2B—Course Schedule:

<u>Week(s)</u> <u>(Subject to change due to pacing of</u>	<u>Assignment/Project (all points related to projects</u>	<u>Kentucky Standards</u>	<u>ACTFL Standards</u>

<u>course, school activities, snow days, unforeseen occurrences, etc.)</u>	<u>are considered summative grades)</u>		
Week 1	<ul style="list-style-type: none"> • Introduction to Course • Expectations, Routines, and Procedures • Student Pre-Assessment (Oral/Verbal) • Intro. To “Flipped Classroom” • Pre-test (participation grade only) to determine level of student’s proficiency • Culture Day on Friday after pre-test, if time permits 	<p>2.NH.IC.1 I can exchange personal information.</p> <p>Listening I can understand what people say in a short conversation about family members.</p> <p>I can understand basic descriptions of family members.</p> <p>Reading</p> <p>I can understand personal e-mails, notes and other short reading about family.</p>	<p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p>
UNIT 1—“Entertain Me!”	<ul style="list-style-type: none"> • <i>UNIT OVERVIEW ATTACHED</i> 	<p>See attached unit overview</p>	<p><i>Communication</i> <i>Communicate in Languages Other Than English</i></p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p>

			<p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>
Unit 2—“Let’s Eat!”	<ul style="list-style-type: none"> UNIT OVERVIEW ATTACHED 	See attached unit overview	<p>Communication Communicate in Languages Other Than English</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>
Unit 3—“My Daily Life”	Unit Overview Attached	See attached unit overview	<p>Communication Communicate in Languages Other Than English</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information,</p>

			concepts, and ideas to an audience of listeners or readers on a variety of topics.
Finals Week	<p>Comprehensive Final—Recording of Speaking</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • <i>Prove</i> their minimum competency of Spanish by recording themselves in response to a basic question set related to items covered in term 1-A. (20% of course grade—assessed using basic rubric aligned to Kentucky and ACTFL standards) 		<p><i>Communication</i> <i>Communicate in Languages Other Than English</i></p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>

Assignments, Percentages and Evaluation:

Percentage	Course Assignment	Evaluation	Due
20%	Comprehensive Final Exam—Recording of Speaking Using Questions Topics from Throughout the Trimester	Kentucky and/or Nationally-aligned Rubrics	End of Course
60%	<p>Summative Unit Exams</p> <ul style="list-style-type: none"> • Interpretive 20% <ul style="list-style-type: none"> ○ Interpretive includes both listening and reading • Interpersonal 20% <ul style="list-style-type: none"> ○ Person-to-person communication • Presentational 20% 	Kentucky and/or Nationally-aligned standards-based rubrics	At least 3 per unit—interpretive, interpersonal, and presentational;

	○ Presentational includes both speaking (individually) and writing (individually)		may be combined.
20%	Everything else—Participation; Formative Assessments; Homework; Daily Work, etc.	Kentucky and or Nationally-aligned standards-based rubrics and Participation Check sheets	Daily, weekly, etc.
Total = 100%			

Grading Scale:

The GPA of each student shall be calculated using the following scale.

Scale	4.0 Scale
90—100 (A)	4
80-89 (B)	3
70-79 (C)	2
60-69 (D)	1
0—59 (F)	0

FOR ADMINISTRATORS:

Integrated Performance Assessments (IPAs):

The *American Council on the Teaching of Foreign Languages* and the *Kentucky Department of Education* **strongly** encourage the use of an Integrated Performance Assessment (IPA) model when teaching foreign languages. An IPA for foreign language classes focuses on three important areas of communication—namely, the *Interpretive Mode* (analysis and interpretation of an authentic text/audio/visual clip), the *Interpersonal Mode* (a conversation between two people), and the *Presentational Mode* (some form of a presentation). The IPA Design **begins** with an Interpretive Task of some kind, and then extends throughout the remaining two stages.

An IPA is developed with the end in view first—also known as *Backwards Design*. For example, if the end result is to be able to speak in a restaurant scenario, one will focus the unit around teaching items necessary for such a scenario including numbers, costs, currency exchanges, foods, greetings, etc. This breaks away from the traditional teaching of small elements, to which the student may not be able to relate to the real world.

Mr. Emmanuel B. Anama-Green, Jr., Spanish Teacher

World Languages Department

Harlan County High School

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8/6/2015

Parents/Guardians of Students in Spanish 2

Re: Flipped Classroom, Syllabus, etc.

Dearest Parents/Guardians,

It gives me much pleasure to write you this letter to let you know about some exciting learning initiatives that our Spanish 2 students are doing this trimester. As you are probably well aware, the learning styles of our students are constantly changing. As educators today, we have to constantly be willing to adapt to change so that we reach every student, and leave no student behind.

To assist in this endeavor, I have started utilizing the “Flipped Classroom” approach with my students. The idea behind the “Flipped Classroom” approach is to allow the students to watch the lecture content prior to class (generally at home, a library, Wi-Fi Internet hot spot, etc.) and complete engaging activities during the regular class time. The approach is highly research-based, and has proven to help every student succeed. As with all classes, in Spanish class some students can grasp the material very quickly, only needing to watch the lecture once. However, others may need to review the material multiple times, pausing and rewinding as needed to fully acquire the content. For this reason, the “Flipped Classroom” approach has proven to work best. Students are able to view the material as many times as needed, and will have access to the content for the duration of the course (and beyond, if needed). An excellent *PBS News Hour* (in Kentucky, *KET*) clip about the approach can be found by visiting the following web link: http://youtu.be/G_p63W_2F_4. (I will also post this link on Edmodo® for your convenience.)

I will be posting my pre-class lecture items on your son/daughter’s particular Edmodo® class group. They have been given their group code in class, but can check with me again if they

have lost it. I have also decided to start doing my daily class data analysis (an exit ticket) via Edmodo®. Students will receive a summary prior to in-class summative assessments (“tests”) denoting the number of exit tickets completed via Edmodo®. For each exit ticket completed via Edmodo®, students may receive 5 bonus points to be applied to a future summative or formative in-class assessment. To apply the bonus points to the assessment, the student should simply inform the instructor of his/her wish to do so.

Should the student not have Internet access at home, and cannot access the Internet at a library or Wi-Fi hot spot *for whatever reason, the student may see me for a DVD copy of the lecture to be watched at home*. He/she will simply need to inform me of this in advance so that I may be able to have time to record an extra DVD of the lecture. If the student does not have Internet abilities at home, and does not have a DVD player to watch the DVD, he/she will need to see me individually to work out a time to view the content during my planning period, or before/after school, or on the student computer in my classroom as time permits during the school day.

Should you have questions or concerns regarding the aforementioned items in this letter, please do not hesitate to contact me at the contact information cited in the letterhead. It is an honor to serve as your son/daughter’s educator of Spanish.

Cordially,

Emmanuel Bowman Anama-Green, Jr.

Student Acknowledgement of Syllabus

Harlan County High School

Course: Spanish 2

Instructor: Mr. Emmanuel Anama-Green, Jr.

School Year: 2013-2014

PARENT/GUARDIAN ACKNOWLEDGEMENT:

I acknowledge that my son/daughter and I have reviewed the syllabus for *Spanish 2* for the 2015-2016 school year. Additionally, I acknowledge that it is available on the school website, and I will work with my son/daughter and his/her instructor to achieve the objectives and goals contained therein. Should I have questions/concerns, I will feel free to contact Mr. Anama-Green.

X _____

Parent/Guardian Signature

Date: _____

STUDENT NAME: _____

CLASS BLOCK/PERIOD: _____

Upon completion, please have your son/daughter return this form to Mr. Anama for five (5) daily bonus points.

DEVELOPING LANGUAGE (A)

UNIT 1 OVERVIEW: Entertain Me!

What students will be able to do by the end of this unit?

*entertainment = concert, movie, tv program, sporting event, videogame, music, dance, etc.

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand a short advertisement (radio, television, commercial) I can identify some familiar words in various types of entertainment. I can understand when people talk about entertainment. 	<ul style="list-style-type: none"> I can read and understand information from a variety of sources about entertainment (flyers, posters, ads, brochures, magazines, newspapers, internet, tickets). I can find and use information about an event I would like to attend. 	<ul style="list-style-type: none"> I can have a simple conversation about entertainment. I can say what I like and don't like about entertainment. I can ask and answer questions about entertainment. I can tell someone about a type of entertainment. I can write an email to get basic information about an event. 	<ul style="list-style-type: none"> I can tell what I like and not like to do for entertainment. I can give my opinion on entertainment. I can describe entertainment. 	<ul style="list-style-type: none"> I can write an email, blog, or note about an event. I can write my opinion about entertainment. I can describe entertainment.

What will students know about by the end of this unit?

Vocabulary

To give an opinion:	Like	Loud	The worst	To arrive
I believe		Phenomenal	Worse than	To meet
I think	I liked...	Proud	The most ___	To leave
To prefer	It was...	Realistic	The least ___	To look for
To enjoy		Quiet	More ___ than	To have fun
To hate	Awesome	Sad	Less ___ than	To cost
To recommend	Boring	Silly/stupid		Ticket
At the beginning	Embarrassed	Violent		
At the end	Emotional		Other useful words:	
In my opinion	Excited	To compare:	To begin	
For example	Fascinating	The best	To end	
Even though	Furious	Better than	To attend	

Grammar/Structures

- Asking questions
- Writing Sentences & Paragraphs
- Comparisons
- Connecting words (transitions)

Culture

- Movies, Sports, Television, Music, Actors, Musicians, etc. from the target culture(s).

Additional vocabulary (Student Choice)

To talk about sports:

Fan
Athlete
Player
Mascot
Coach, trainer
Referee/umpire
Champion
Championship
Competition
League
Score
Scoreboard
Goal
Points
To tie

Last, final
Cheerleaders
Team
Trophy
Medals
Field
First, second, third place
Winner
Loser
To score
To shout

To talk about TV/

Movies
Director
Producer
Actor/actress
Movie star
Game show host
What kind of program is it?
Program (sports, news, musical)
Soap opera
Reality
Cartoons
Comedy
Drama
Romance
Horror
Sci fi
Action
Commentary
Contest
Prize
Audience
Contestant
The scene
Characters
Setting
Channel
To play the role of
To act

To talk about music or a concert:

Musician
Singer
Group
Rap
Country
Classical
Pop
R & B
Heavy metal
Punk
To download
Song
Music instruments
Microphone
On tour
Stage

To talk about video

games:
controller
headphones
game
disc
hand-held
hands-free
camera

DEVELOPING LANGUAGE (A)
UNIT 2 OVERVIEW: Let's Eat!

What students will be able to do by the end of this unit?

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand when someone describes to me what is in a meal. I can understand food advertisement. I can understand simple news stories about food and health. 	<ul style="list-style-type: none"> I can understand nutrition labels. I can understand flyers from a grocery store and food packages. I can understand an article about food and nutrition. 	<ul style="list-style-type: none"> I can talk about ingredients in a dish. I can say whether something is healthy and unhealthy and why. I can talk about healthy food choices using healthy eating guidelines. I can talk to someone about my dietary needs. 	<ul style="list-style-type: none"> I can describe my eating habits, including traditional foods. I can express my dietary needs. I can give advice about healthy eating habits. I can present information on eating habits of people in other countries. 	<ul style="list-style-type: none"> I can write a description of traditional and/or typical foods. I can describe my eating habits and dietary needs. I can write out a daily diet for a healthy lifestyle.

What will students know about by the end of this unit?

Vocabulary

Meals and categories

soup
 salad
 breakfast
 lunch
 dinner
 snack

Fruit

orange
 apple
 banana
 grape
 pineapple
 watermelon
 peach
 strawberry
 lemon
 lime
 grapefruit

Dairy

milk
 yogurt
 ice cream
 cheese

Meat & Proteins

egg
 steak
 bean
 chicken
 turkey
 bacon
 sausage
 fish
 seafood

Vegetables

garlic
 onion
 carrot
 peas
 tomato
 corn
 green beans
 potato

Fats

oil
 butter

Grains

cereal
 pasta
 noodles
 rice
 cracker
 bread (whole wheat)
 pancakes

Other

salt
 pepper
 sugar
 vinegar
 food
 cake
 ice cream
 pie
 cookie

To describe food:

sweet
 spicy
 fresh
 fried
 hot

cold
 healthy
 baked
 grilled
 boiled

To talk about quantities:

slice/piece
 cup
 tablespoon
 teaspoon
 liters
 package
 can
 box
 kilo
 pound
 dozen
 bottle
 jar

To talk about nutrition:

daily
 serving
 ingredient
 good for your health

bad for your health

I should
 you should
 nutrition facts
 calories
 fat
 cholesterol
 carbohydrates
 vitamin
 allergic/food allergies
 diet

To talk about what I ate/drank:

What did you eat?
 What did you drink?
 I ate...
 I drank...

Grammar/Structures

- I can tell people what they should and shouldn't do. (should + inf.)
- Writing descriptions using a series of sentences or short paragraphs using connector words

Culture

- I can use healthy eating guidelines from different countries to describe eating habits.
- I can describe traditional meals from different countries. (i.e. French cheeses, ratatouille, Gazpacho, Paella, Flan, etc.)

DEVELOPING LANGUAGE (A) UNIT 3 OVERVIEW: My Daily Life

What students will be able to do by the end of this unit?

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand when someone describes their activities and routines. I can understand a message about someone's daily activities and routines. 	<ul style="list-style-type: none"> I can understand e-mails 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. 	<ul style="list-style-type: none"> 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 e-mails, texts and conversations. 	<ul style="list-style-type: none"> I can talk about what I have to do at school, work and/or home on a regular basis. 	<ul style="list-style-type: none"> I can write about what I have to do at school, work and/or home on a regular basis.

What will students know about by the end of this unit?

Core Vocabulary

Chores

To make the bed
To do the laundry
To Cook
To vacuum
To cut the grass
To clean

Places in the house

Kitchen
Living room
Bedroom
Bathroom

To talk about daily routines

I brush my teeth
I dry my hair
I get dressed
I get ready
I get undressed
I get up
I go to bed
I put on
I put on makeup
I relax
I shave
I take a shower

I wake up

I wash my face
I wash my hair
I work out

To talk about personal grooming

Lotion
Perfume
Cologne
Makeup

Other words

Boyfriend
Girlfriend

before
after
In the morning
In the afternoon
At night

I have to

Grammar/Structures

- Writing Sentences & Paragraphs
- Using sequencing words to tell the order you do things
- Using reflexive pronouns, as needed.

Culture

- Daily routines in the target culture(s)