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

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| **IL.INT.1** I can identify the topic and related information from simple sentences in short informational texts.  
  - e.g. I can identify the purpose and some supporting details of a communication (i.e. emails, personal profiles) containing basic personal information. | **ILIC.1** I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.  
  - e.g. I can exchange personal information about myself, my family and others including name, age, origin, nationality, birthdate, physical characteristics and personality traits, likes and dislikes, school life, and daily routine.  
  - e.g. I can ask about and identify familiar things in personal & family photos. | **ILPC.1** I can present personal information about my life, activities and events, using simple sentence.  
  - e.g. I can describe myself and family members to others.  
  - e.g. I can present about an important experience in my life.  
  - e.g. I can present what I did over the summer. |
| **IL.INT.2** I can identify the topic and related information from simple sentences in short fictional texts.  
  - e.g. I can identify short descriptions of characters.  
  - e.g. I can identify the topic and some supporting details in a fictional text. | **ILIC.2** I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.  
  - e.g. I can make a food or clothing purchase.  
  - e.g. I can describe my symptoms to a doctor.  
  - e.g. I can buy a ticket (travel or event)  
  - e.g. I can exchange contact information with others including phone number, home and email addresses. | **ILPC.2** I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.  
  - e.g. I can describe what I like and dislike and why.  
  - e.g. I can discuss my school schedule and explain why I prefer certain classes and teachers. |
| **IL.INT.3** I can identify the topic and related information from simple sentences in conversations.  
  - e.g. I can understand questions about how old I am, where I live, what I do in my free time, etc.  
  - e.g. I can understand questions or statements about family. | **ILIC.3** I can express, ask about, and react with some details to references, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.  
  - e.g. I can discuss my interests with others, ask questions about their interests and react appropriately.  
  - e.g. I can discuss what I did over the summer with classmates, ask questions about their summer and react appropriately. | **ILPC.3** I can present on familiar and everyday topics, using simple sentences.  
  - e.g. I can present a skit or song on my average day. |
What will students know about by the end of this unit?

**Benchmark Vocabulary**

I am...years old  
I am (from)...  
I live...  
My name is...  
His/her name is...  
My birthday is...  
How old are you?  
Where do you live?  
Where are you from?  
What's your phone number?  
What do you like to do?  
Which classes do you have?  

Morning  
Afternoon  
Evening  
After school  
Volunteer  
Job  
Favorite sport  
Instrument  
Building  
Obligation  

To have  
To be  
To like/dislike  
To prefer  
To look like  
To enjoy  
To want  

To work  
To play  
Near  
Far  
Address  
E-mail  
Letter  
Text message  
Cell phone  
Sometimes  
Usually  
Always  
Never

**Vocabulary Review**

Sports  
Hobbies/Past Times  
Activities  
Physical Descriptions  
Personality Traits  
School Subjects & Items  
Daily Routines  
Food  
Places  
Family  
Numbers  
Months  
Days  
Telling Time

**Grammatical Structures**

- Review of the use of adjectives to describe physical and personality characteristics  
- Review verbs: to be, to have, to like etc.  
- Review questioning formats
What will students be able to do by the end of this unit?

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<td><strong>IL.IC.1</strong> I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</td>
<td><strong>IL.PC.1</strong> I can present personal information about my life, activities and events, using simple sentences.</td>
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<tr>
<td>• e.g. I can identify the topic and some supporting details in a simple magazine/news article about relationships.</td>
<td>• e.g. I can discuss what’s going on in my relationships with peers, teachers, friends and/or family members.</td>
<td>• e.g. I can describe relationships in my life.</td>
</tr>
<tr>
<td>• e.g. I can identify the topic and some supporting details found in a social media status updates or texts about relationships.</td>
<td>• e.g. I can share information about other people’s relationships.</td>
<td>• e.g. I can make a social media profile for myself.</td>
</tr>
<tr>
<td><strong>IL.INT.2</strong> I can identify the topic and related information from simple sentences in short fictional texts.</td>
<td><strong>IL.IC.3</strong> I can express, ask about, and react with some details to references, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.</td>
<td><strong>IL.PC.2</strong> I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.</td>
</tr>
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<td>• e.g. I can identify some simple details that define the relationships between characters.</td>
<td>• e.g. I can tell someone how I feel about things in my relationships.</td>
<td>• e.g. I can describe my ideal relationship and tell why it is ideal.</td>
</tr>
<tr>
<td><strong>IL.INT.3</strong> I can identify the topic and related information from simple sentences in conversations.</td>
<td>• e.g. I can complain to someone about certain situations that happen in my relationships.</td>
<td><strong>IL.PC.3</strong> I can present on familiar and everyday topics, using simple sentences.</td>
</tr>
<tr>
<td>• e.g. I can understand when people talk about relationships and relationship problems.</td>
<td>• e.g. I can apologize and explain why I am wrong.</td>
<td>• e.g. I can describe the characteristics of a good / bad relationship (with a friend, family member, peer, teacher, etc.).</td>
</tr>
<tr>
<td><strong>I.CPP.2</strong> In my own and other cultures I can compare practices related to everyday life and personal interests or studies.</td>
<td>• e.g. I can give simple advice to a friend to help them solve a problem with a relationship.</td>
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<tr>
<td>• e.g. I can compare family relationships across cultures.</td>
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<tr>
<td>• e.g. I can compare dating customs across cultures.</td>
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<tr>
<td>• e.g. I can compare school relationships across cultures.</td>
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<tr>
<td><strong>I.CIA.1</strong> I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.</td>
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<tr>
<td>• e.g. I can use social media to discuss relationships across cultures.</td>
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<tr>
<td><strong>I.CIA.2</strong> I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.</td>
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<tr>
<td>• e.g. I can use appropriate formal and informal language when conversing with others.</td>
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<tr>
<td>• e.g. I can demonstrate appropriate gestures when greeting others.</td>
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GSD World Languages – European Languages Level 3: Unit 2 – 6/18
What will students know about by the end of this unit?

**Benchmark Vocabulary**

Boyfriend / girlfriend  Boring  To blame
Couple  Generous / stingy  To like someone
Best friend  Independent  To shake hands
Acquaintance  Responsible  To frustrate
Date  Athletic  To trust / mistrust
Gossip  Funny  To keep a secret
Friendship  Supportive  To be happy
Love  Organized / messy  To make happy
Liar  Discreet  To resolve
Happy / sad  Selfish  To respect
Excited  Naive  To share
Depressed  Trustworthy  To attract
Embarrassed  Reliable  To hope for
Nervous  Shy  To be guilty
In love  Good looking  To avoid
Broken heart  Reciprocal actions

- To talk to each other
- To fight with each other
- To kiss each other
- To hug each other / cuddle
- To love each other
- To respect each other
- To call each other
- To know each other
- To like each other
- To write each other
- To help each other
- To date (go out)

**Verbs**

- To (not) get along
- To anger
- To laugh
- To feel badly

**Grammatical Structures**

- Review of the use of adjectives to describe physical and personality characteristics
- Reciprocal actions
- Giving excuses and explanations for behavior
- Direct and Indirect object pronouns
- Giving simple advice
- Subjunctive (ideal relationships – desire and emotions)
**What will students be able to do by the end of this unit?**

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</table>
| **IL.INT.1** I can identify the topic and related information from simple sentences in short informational texts.  
- e.g. I can understand a written passage (internet site, short story, magazine article, post or text etc.) about someone’s childhood. | **IL.IC.1** I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.  
- e.g. I can exchange information with someone about my childhood. | **IL.PC.1** I can present personal information about my life, activities and events, using simple sentence.  
- e.g. I can describe what I was like when I was young.  
- e.g. I can describe what I used to do when I was young including when, with whom, where and why.  
- e.g. I can describe a specific memory about an event, occasion, toy, etc. from my childhood (ex. show-and-tell). |

| **IL.INT.2** I can identify the topic and related information from simple sentences in short fictional texts.  
- e.g. I can understand the main idea and details in a short video, cartoons, fairytale, etc. related to childhood. | **IL.IC.3** I can express, ask about, and react with some details to references, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.  
- e.g. I can ask others about their childhood and make comparisons. | **IL.PC.2** I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.  
- e.g. I can describe what I used to like and dislike when I was young. |

| **IL.INT.3** I can identify the topic and related information from simple sentences in conversations.  
- e.g. I can understand questions about my childhood.  
- e.g. I can understand when others talk about their childhood. | **IL.IC.2** I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.  
- e.g. I can exchange information with someone about my childhood. | **IL.PC.3** I can present on familiar and everyday topics, using simple sentences.  
- e.g. I can retell/summarize a childhood story (fairytale, book, etc.). |

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| **I.CPP.1** In my own and other cultures I can compare products related to everyday life and personal interests or studies.  
- e.g. I can compare toys/games across cultures. | **I.CIA.1** I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.  
- e.g. I can use social media to converse with someone from the target culture to discuss childhood experiences. | **CULTURE** |
| **I.CPP.2** In my own and other cultures I can compare practices related to everyday life and personal interests or studies.  
- e.g. I can compare activities children do in their free time across cultures.  
- e.g. I can compare the role of pets across cultures. | **I.CIA.2** I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.  
- e.g. I can demonstrate the difference in how to address others (children, pets, adults, teachers and family members) | |

GSD World Languages – European Languages Level 3: Unit 3 – 6/18
What will students know about by the end of this unit?

**Benchmark Vocabulary**

As a child I was...
There was / were
Back then
Childhood
Children
House
Memories
Pets
Sports
Recess
Daycare
Nanny
Babysitter
After school
On weekends
Never
Often
Sometimes
Always
Every day (week, morning, etc.)
Usually

To swing
To climb trees
To watch
To run
To ride a bike
To skateboard
To draw / color
To jump rope
To play (with)
To collect
To share
To (not) get along with
To bother / annoy
To tell stories

To skate
To wrestle
To dig
To eat
To have fun
To explore / experiment
To gossip
To (mis)behave
To lie
To get in trouble
To drive crazy
To hug
To kiss
To cry
To fight
To remember

Bugs / insects
Worms
Hide and seek
Tag
Makeup
Dress up
Dolls
Stuffed animals
Cartoons
Action figures
Videogames
Cards
Computer games
Board games
Toys
Cars
Stickers
Blocks
Spoiled
Affectionate / tender
Quiet / shy
Adventurous
Obedient / disobedient
Patient / impatient
Mischievous
Strict
Selfish
Curious
Talkative
Playful

**Extension Vocabulary**

Only
No longer
Occasionally
To gossip
To sled
To ski
To tell jokes
Pranks
Wagon
Tricycle
Big wheel
Electric train
Fairy tale
Nursery rhyme
Parade
Surprise party
Fireworks
Affectionate / tender
Generous

**Grammatical Structures**

- Past tense (imperfect)
What will students be able to do by the end of this unit?

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| **IL.INT.1** I can identify the topic and related information from simple sentences in short informational texts.  
  • e.g. I can understand what I read about careers and future plans.  
  • e.g. I can understand a job announcement.  
  • e.g. I can understand information about volunteer or humanitarian opportunities.  
  • e.g. I can understand materials about study abroad programs and their requirements. | **IL.IC.1** I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.  
  • e.g. I can ask others about their plans for the future and can answer questions about my plans.  
  • e.g. I can participate in a mock interview for a job during which I have to use my language skills. | **IL.PC.1** I can present personal information about my life, activities and events, using simple sentence.  
  • e.g. I can present what I plan to do in the future, including studies, possible career, family etc. |
| **IL.INT.2** I can identify the topic and related information from simple sentences in short fictional texts.  
  • e.g. I can understand information about a job in a short story. | **IL.IC.2** I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.  
  • e.g. I can interact with others about what to do now to prepare for the future. | **IL.PC.2** I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.  
  • e.g. I can explain why I am interested in a certain career or study abroad program. |
| **IL.INT.3** I can identify the topic and related information from simple sentences in short conversations.  
  • e.g. I can understand what other people say about their plans for the future.  
  • e.g. I can understand information about careers and job requirements in conversations.  
  • e.g. I can understand announcements about volunteer or humanitarian opportunities. | **IL.IC.3** I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.  
  • e.g. I can discuss with others the advantages and disadvantages of a certain job.  
  • e.g. I can suggest what others should do to be successful in the future. | **IL.PC.3** I can present on familiar and everyday topics, using simple sentences.  
  • e.g. I can present information about volunteer or humanitarian opportunities.  
  • e.g. I can present study abroad options including programs and requirements. |

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| **ICCP.1** In my own and other cultures I can compare products related to everyday life and personal interests or studies.  
  • I can compare higher educational systems across cultures. | **ICCP.2** In my own and other cultures I can compare practices related to everyday life and personal interests or studies.  
  • I can compare employment recruitment strategies across cultures. (resume vs. curriculum vitae, letter of intent) | **ICIA.2** I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.  
  • I can compare attitudes toward work and leisure activities across cultures. (vacation days, retirement, work expectations) |

GSD World Languages – European Languages Level 3: Unit 4 – 6/18
What will students know about by the end of this unit?

**Benchmark Vocabulary**

**Service Industry**
- Banker
- Barber
- Beautician
- Mailman
- Waiter
- Chef
- Tour guide

**Education**
- Fire fighter
- Judge
- Teacher
- Principal
- Counselor
- Secretary

**Arts and Entertainment**
- Photographer
- Actor / actress
- Designer
- Model
- Artist
- Musician
- Singer
- Dancer

**Business**
- Businessman / woman
- Owner
- Manager
- Salesperson
- Administrator
- Accountant

**Medicine**
- Doctor
- Veterinarian
- Nurse
- Dentist
- Pharmacist
- Physical Therapist
- Researcher

**Law and Order**
- Lawyer
- Paralegal
- Politician
- Police Officer

**Athletics**
- Coach
- Trainer
- Athlete

**Technology**
- Computer programmer
- Video game developer
- Web designer

**Volunteerism**
- To volunteer
- Service
- Humanitarian aid

**Other Vocabulary**
- College
- University
- Trade School
- Military
- Work / job
- To plan
- Vision
- Ideas
- What do you plan to do?
- What would you like to do?
- I would like to be...
- I am interested in studying to be...
- I have always wanted to be a...
- I intend to...
- I dream of...
- Goals
- To become
- To get a job
- To graduate
- To be (un)employed
- To earn money
- To save
- To get / obtain
- To be hired
- To be laid off
- To make decisions

**Grammatical Structures**
- Near future, future tense & other future forms (I want to, I can, I prefer, I plan, etc.)
- Subjunctive (future of probability, desire)
- Compare and contrast
- Paragraph structure

**Extension Vocabulary - Additional Professions**

- Anchorman
- Butcher
- Librarian
- Security Guard
- Reporter
- Baker
- Cashier
- Writer
- Journalist
- Gardener
- Surgeon
- Driver
- Weatherman
- Tailor
- Eye doctor
- Garbage Man
- Plumber
- Farmer
- Orthodontist
- Worker
- Painter
- Florist
- Architect
- Scientist
- Engineer
- Mechanic
- Scientist
- Electrician
- Flight attendant
- Social Worker
- Carpenter
- Pilot
- Jeweler
What will students be able to do by the end of this unit?
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| **IL.INT.1** I can identify the topic and related information from simple sentences in short informational texts.  
• e.g. I can understand a commentary, announcement or short video about the Arts or sports.  
• e.g. I can understand a critique or review about the Arts.  
• e.g. I can understand a simple sports story in a magazine or newspaper.  
• e.g. I can understand an art description in a magazine or website.  
• e.g. I can understand personal information about sports stars/celebrities. | **IL.IC.1** I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.  
• e.g. I can ask and answer questions about interests in the Arts and sports.  
• e.g. I can discuss sports stars/celebrities. | **IL.PC.1** I can present personal information about my life, activities and events, using simple sentence.  
• e.g. I can present about my interests, experiences with them and how they impact my life. |
| | **IL.IC.2** I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.  
• e.g. I can ask and find out information (ticket prices, location, time, dates, opinions) about an event that I may want to attend. | **IL.PC.2** I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.  
• e.g. I can describe a work of art and express my thoughts and opinions about it. |
| | **IL.IC.3** I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.  
• e.g. I can express my opinion about a critique or review about the Arts.  
• e.g. I can discuss a simple sports story in a magazine or newspaper.  
• e.g. I can converse about my favorite sports, teams, athletes, movies, actors, bands, singers, artists, etc. | **IL.PC.3** I can present on familiar and everyday topics, using simple sentences.  
• e.g. I can explain the rules of the game.  
• e.g. I can tell someone what happened at a sport event or concert.  
• e.g. I can write a small editorial about a sporting event, concert, or art exhibit. |

**CULTURE**

| | **L.CP.1** In my own and other cultures I can compare products related to everyday life and personal interests or studies.  
• e.g. I can recognize some products of the Arts created by target culture artisans. | **L.CP.2** In my own and other cultures I can compare practices related to everyday life and personal interests or studies.  
• e.g. I can compare what people find interesting across cultures. |
| | **L.CIA.1** I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.  
• e.g. I can compare the artists, musicians, dancers, athletes, sports etc. across cultures.  
• e.g. I can explain how historical events impact local art in target cultures.  
• e.g. I can compare works of art (music, dance, drama, etc.) across cultures. | **L.CIA.2** I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.  
• e.g. I can understand and explain differences in behavior at sporting events, in sacred locations, museums, etc. |

GSD World Languages – European Languages Level 3: Unit 5 – 6/18
What will students know about by the end of this unit?

**Benchmark Vocabulary**

To talk about painting & sculpture
- Color
- Design
- Sculpture
- Work of art
- Painting
- Shape
- Foreground
- Background
- Style
- Space value
- Form
- Line
- Texture
- Abstract
- Portrait
- Landscape
- Still-life
- Art exposition

To talk about sports:
- Tie
- Game/match
- Points/score
- Win/lose
- Team
- Uniform
- Referee
- Ball
- Penalties/fouls
- Fans
- Sports arena/stadium
- Other sports terms as needed

How does it make you feel?
- It interests me.
- It fascinates me.
- It makes me feel ...
- It makes me think about ...
- It reminds me of ...

To talk about hobbies:
- Reading
- Collecting
- Cards
- Stamps
- Coins
- Scrapbooking
- Sewing
- Cooking
- Video games
- Horseback riding
- Hanging out with friends
- Shopping
- Scouting
- Fishing
- Hunting
- Martial arts
- Clubs (chess/language)
- Theater
- Choir

**Extension Vocabulary (suggested vocabulary for students based on individual interests)**

To talk about music
- Performance
- Beat
- Harmony
- Melody
- Orchestra
- Band
- Lyrics
- Tone
- Different instruments

To talk about dance
- Body
- Movement
- Time
- Energy
- Rhythm

Additional art terms
- Classical
- Neoclassical
- Baroque
- Rococo
- Modern

To talk about drama
- Play
- Musical
- Tragedy / Comedy
- Stage
- Main character
- Theme
- Costume

**Grammatical Structures**

- Expressing feelings and opinions
- Review of comparisons
- Indirect object pronouns

GSD World Languages – European Languages Level 3: Unit 5 – 6/18
What will students be able to do by the end of this unit?

The examples provided under each standard do not constitute a complete assessment of the standard. They are activities that fit under the standard but, in some cases, only partially address the standard. Teachers are encouraged to do additional activities to help students become proficient on the standard.

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| **IL.INT.1** I can identify the topic and related information from simple sentences in short informational texts.  
  - e.g. I can identify a few details from public service announcements about pollution and other environmental issues.  
  - e.g. I can identify basic information about how to reduce, reuse, and recycle.  
  - e.g. I can interpret visual information (graphs, charts, etc.) about environmental issues. | **IL.IC.1** I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.  
  - e.g. I can exchange information about the benefits of reducing, reusing and recycling.  
  - e.g. I can exchange information about how to be involved in recycling.  
  - e.g. I can exchange information about conditions in my environment. | **IL.PC.1** I can present personal information about my life, activities and events, using simple sentence.  
  - e.g. I can assess and express my personal responsibility regarding care of the environment. |
| **IL.INT.3** I can identify the topic and related information from simple sentences in short conversations.  
  - e.g. I can understand when people talk about pollution and other environmental issues. | **IL.IC.3** I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.  
  - e.g. I can discuss the causes and effects of pollution and propose solutions.  
  - e.g. I can exchange information about my opinions regarding pollution and other environmental issues. | **IL.PC.2** I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.  
  - e.g. I can make suggestions to protect the environment.  
  - e.g. I can express and support opinions about environmental issues.  
  - e.g. I can make predictions about what may happen if we don’t reduce, recycle and reuse. |
| **CULTURE** | **I.CPP.2** I can explain the causes of environmental issues across cultures. | **IL.PC.3** I can present on familiar and everyday topics, using simple sentences.  
  - e.g. I can describe conditions in my environment.  
  - e.g. I can describe environmental issues and propose solutions.  
  - e.g. I can present a plan to encourage awareness about an environmental issue. |
| **I.CIA.1** I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.  
  - Using social media, I can converse with a peer from a target culture about an environmental issue. | **I.CIA.2** I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.  
  - I can compare environmental problems across cultures and how they are (or aren’t) being addressed. | |
What will students know about by the end of this unit?

**Benchmark Vocabulary**

Pollution  
Reduce  
Recycle  
Reuse  
Energy sources  
Natural resources  
Endangered species  
Disposable  
Harmful  
Toxic  

Atmosphere  
National park  
Nature  
Tree  
Reef  
Tropical forest  
Countryside  
Field  
Coast  
Desert  
Mountain range  
Sea, ocean  
Landscape  
River  
Lake  
Land, earth  
Outdoors  
Animals  

Government  
Growth  
Decline  
Factory  
Global warming  
Greenhouse effect  
Poison  
Chemicals  
Pesticides  
Warning  
Scarce  
Conservation  
Rescue  

To pick up/gather  
To separate  
To conserve  
To use up  
To better  
To avoid  
To protect  
To destroy  
To waste  
To throw  
To melt  
To solve  
To prevent  
To benefit  
To be worried  
To be bothered by  
To be important  
To be interesting  
To damage  
To appear  
To disappear  
To take care of  
To eliminate  
To permit  
To prohibit  
To save  
To promote  
To produce  
To encourage  
To preserve  
To punish  
To threaten  
To affect  

**Grammatical Structures**

- Near future, future tense and future of probability
- Other future forms (I want to, I can, I prefer, etc.)
- Paragraph structure
What will students be able to do by the end of this unit?

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<td><strong>IL.IC.1</strong> I can request and provide information in conversations on familiar topics by creating simple sentences and asking appropriate follow-up questions.</td>
<td><strong>IL.PC.1</strong> I can present personal information about my life, activities and events, using simple sentence.</td>
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<td>• I can understand the main idea and many details in a travel show, commercial, or audio tour.</td>
<td>• I can ask and answer questions about travel plans and destinations.</td>
<td>• I can present/post on what I did/saw/bought/visited/ate on vacation, or during a school break.</td>
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<td>• I can find and use tourist information in city guides.</td>
<td>• I can make a reservation (restaurant, tour, hotel, etc.).</td>
<td>• I can describe/post my summer plans.</td>
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<td>• I can understand signs and announcements with travel information.</td>
<td>• I can ask questions to get information while traveling.</td>
<td><strong>IL.PC.2</strong> I can express my preferences on familiar and everyday topics of interest and explain why I feel that way, using simple sentences.</td>
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<td>• I can understand a message about travel plans (social media posting, etc.).</td>
<td><strong>IL.IC.2</strong> I can interact with others to meet my basic needs in familiar situations by creating simple sentences and asking appropriate follow-up questions.</td>
<td>• I can describe in detail an ideal vacation I would like to take.</td>
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<td>• I can interpret schedules and tickets of different means of transportation.</td>
<td>• I can discuss basic travel needs (directions, transportation, supplies, food).</td>
<td>• I can describe and express my opinion about where to travel and what to do/see/buy/visit/eat there.</td>
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<td><strong>IL.INT.3</strong> I can identify the topic and related information from simple sentences in conversations.</td>
<td><strong>IL.IC.3</strong> I can express, ask about, and react with some details to preferences, feelings, or opinions on familiar topics, by creating simple sentences and asking appropriate follow-up questions.</td>
<td><strong>IL.PC.3</strong> I can present on familiar and everyday topics, using simple sentences.</td>
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<td>• I can follow simple conversations about vacations (what people did/saw/visited/bought/ate).</td>
<td>• I can express my preferences, feelings or opinions about traveling.</td>
<td>• I can create an itinerary for a vacation.</td>
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<td>• I can understand when others talk about activities they enjoy doing on vacation.</td>
<td><strong>I.CPP.2</strong> In my own and other cultures I can compare practices related to everyday life and personal interests or studies.</td>
<td><strong>I.CIA.1</strong> I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.</td>
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<td>• I can compare community layout and transportation practices across cultures</td>
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<td><strong>I.CIA.2</strong> I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.</td>
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<td>• I can tell what I can and cannot take photos of in target cultures.</td>
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<td>• I can explain how to show respect for the culture and customs of target cultures when I travel.</td>
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<td><strong>I.CIA.2</strong> I can use currency from target cultures effectively.</td>
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| | | **I.CIA.3** I can use exchange rates from target cultures to calculate travel expenses. | **GSD World Languages – European Languages Level 3: Unit 7 – 6/18**
What will students know about by the end of this unit?

**Benchmark Vocabulary**

To relax
To go sight-seeing
To take a tour
To ride (bus, train, plane, etc.)
To rent
To tan
To try (as in food)
To arrive

What did you do on vacation?
I/we went...
I/we bought...
I/we tried...
I/we saw....
I/we watched...
I/we had fun.

It was fun.
Did you like...?
How do I get to...?
When is... open?
At what time...?
How much is/are...?
What is the best place to...?
I'm looking for...
I can't find...
I'm missing...
I forgot my....
I lost my...
I'm lost!
I don't have enough...
I need more...

My room is not clean.
My...doesn't work.
Credit card
Cash
People
Travel guide (book)
Walking tour
Customs agent
Customs
Passport
Arts & crafts
Typical food
Authentic food
Embassy
On strike
A protest

Airplane
Train
Subway
Taxi
Rental car
Boat
On foot

Airport
Gate
Long lines
Missed flight
Lost luggage
Suitcases
Carry-on

Security
Market
Street vendor
Cathedral
Palace
Ruins
Castle/fortress
Train station
Taxi/bus stop
Internet café
Bank
ATM
Post office
Stamps
Post cards
Batteries
Bottled water
Tip

Towels
Elevator
Sheets
Blanket
Pillow
Wakeup call
Maid
Room service
Bed
Private
Bathroom

**Grammatical Structures**

- Future
- Conditional
- Past tense
- Paragraph structure