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.

<table>
<thead>
<tr>
<th>INTERPRETIVE</th>
<th>INTERPERSONAL</th>
<th>PRESENTATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening / Reading</strong></td>
<td><strong>Person-to-Person</strong></td>
<td><strong>Speaking / Writing</strong></td>
</tr>
</tbody>
</table>
| **NM.INT.1** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.  
- e.g. I can identify target language countries on a map.  
- e.g. I can understand basic personal information from social media posts. | **NM.IC.1** I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.  
- e.g. I can ask and provide basic information in a conversation or in written form. | **NM.PC.1** I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.  
- e.g. I can write an introduction of myself. |
| **NM.INT.3** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.  
- e.g. I can recognize dates (birthdates and holidays) in a conversation.  
- e.g. I can understand basic information about someone when they introduce themselves. | **NM.IC.2** I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.  
- e.g. I can introduce someone else and ask related questions.  
- e.g. I can politely ask someone to repeat something I did not understand. |  |

<table>
<thead>
<tr>
<th>CULTURE</th>
</tr>
</thead>
</table>
| **N.CPP.2** In my own and other cultures I can identify some typical practices related to familiar everyday life.  
- e.g. I can identify social practices such as greetings, introductions, leave-taking and thanking people.  
- e.g. I can recognize the date and phone numbers across cultures.  
- e.g. I can identify how a calendar is organized differently across cultures.  
- e.g. I can identify some appropriate and inappropriate gestures across cultures.  
- e.g. I can identify how personal space is different across cultures. |
| **N.CIA.2** I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.  
- e.g. I can greet and say goodbye to someone using polite rehearsed behaviors.  
- e.g. I can use appropriate and avoid inappropriate gestures from target cultures.  
- e.g. I can imitate appropriate behavior regarding personal space.  
- e.g. I can express the date and phone numbers using target culture practices. |
What will students know about by the end of this unit?

**Benchmark Vocabulary**

Hello
Good morning.
Good afternoon.
Good night.

How are you?
What’s up?
I am (feeling) (well, poor, regular)
And you?

What is your name?
My name is...
It is...
Who is...?
This is...
His/her name is...
Pleased to meet you.
Where are you from?
I am from (place)
How old are you?
I am __ years old.
What is your phone number?

What is the date?
When is your birthday?
What day is today?
Today is...

Day
Week
Month
Year
Weekend

January
February
March
April
May
June
July
August
September
October
November
December

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

**Extension Vocabulary**

Time
Nationalities
Weather
Seasons
Numbers 61-100

**Grammatical Structures**

- Greetings/Goodbyes and introductions.
- Date, phone number, origin and age structures (1st and 2nd person singular)
- Awareness only of punctuation
- Punctuation and written accents/umlauts correctly for target languages
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.

<table>
<thead>
<tr>
<th>INTERPRETIVE Listening / Reading</th>
<th>INTERPERSONAL Person-to-Person</th>
<th>PRESENTATIONAL Speaking / Writing</th>
</tr>
</thead>
</table>
| **NM.INT.1** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.  
  e.g. I can understand personal descriptions found in nonfiction readings when accompanied by a visual. | **NM.IC.1** I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.  
  e.g. I can have a conversation to discuss physical characteristics and personality traits of myself and others. | **NM.PC.1** I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.  
  e.g. I can write about what I look like so that someone can recognize me.  
  e.g. I can speak and/or write about myself including personality and physical characteristics.  
  e.g. I can present the physical and or personality traits of a character in a book or a hero of mine. |
| **NM.INT.2** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.  
  e.g. I can identify some phrases describing a character in a story. | **NM.IC.3** I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.  
  e.g. I can choose answers on an online personality survey. | **NM.PC.3** I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.  
  e.g. I can speak and/or write about someone else including age, personality and physical characteristics.  
  e.g. I can give simple information about historical figures based on pictures or photos. |
| **NM.INT.3** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.  
  e.g. I can understand when someone describes themselves or someone else.  
  e.g. I can understand when asked simple questions about myself. | | |

<table>
<thead>
<tr>
<th>CULTURE</th>
<th></th>
</tr>
</thead>
</table>
| **N.CIA.1** I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness  
  I can recognize and use socially acceptable vocabulary to describe others. |
What will students know about by the end of this unit?

Benchmark Vocabulary

How old is he/she? He/she is...years old.

What are you like? I am... (not)

What is he/she like? He/she is... (not)

Physical characteristics

Tall
Short (height)
Good looking
Pretty
Ugly
Fat
Thin/skinny
Old
Young
Brown hair/brunette
Blonde
Redhead
Bald

Personality traits

Nice
Happy
Unpleasant/unfriendly
Mean
Funny

Extension Vocabulary

Additional nationalities

Body parts for describing (eyes, nose, mouth, ears, teeth, head, hair, feet, hands, skin)

Big
Small

What color is your hair? What color are your eyes?
I have
You have
He/she has

You have
Gray hair
Black hair

Green eyes
Blue eyes
Brown eyes

Long hair
Short (length) hair

Straight hair
Curly hair

Beard
Tattoo

Glasses
Braces
Pimples
Mustache

Grammatical Structures

- Subject pronouns: I, you, he, she (1st, 2nd, 3rd person singular)
- Verb: to be (1st, 2nd, 3rd person singular) with characteristics
- Age structure (3rd person)
- Adjectives: gender formation, position and agreement
- Adjectives with a negative structure
- Basic question formation
## UNIT 3: What do you like to do?

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.

<table>
<thead>
<tr>
<th>INTERPRETIVE Listening / Reading</th>
<th>INTERPERSONAL Person-to-Person</th>
<th>PRESENTATIONAL Speaking / Writing</th>
</tr>
</thead>
</table>
| **NM.INT.1** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.  
  - e.g. I can understand basic information about activities people like or don’t like and why from a variety of sources (social media and informational texts). | **NM.IC.3** I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.  
  - e.g. I can exchange preferences with my friends about our likes and dislikes and can react to others’ preferences. | **NM.PC.1** I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.  
  - e.g. I can list my weekend activities and say when and with whom I do them. |

| **NM.INT.3** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.  
  - e.g. I can understand when someone talks about activities they like or dislike.  
  - e.g. I can understand simple questions about my likes and dislikes. |  | **IM.PC.2** I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.  
  - e.g. I can make a video/presentation about my likes and dislikes and provide a simple reason why.  
  - e.g. I can state my favorite free-time activities and those I don’t like.  
  - e.g. I can write how much I like or don’t like certain sports.  
  - e.g. I can write a rank-ordered list of my favorite and least favorite free-time activities.  
  - e.g. I can complete a simple questionnaire about my preferences. |

| **N.CPP.1** In my own and other cultures I can identify some typical products related to familiar everyday life.  
  - e.g. I can write or present on a_____ (sport, brand, book, movie, band) from a target culture.  
  - e.g. I can identify which sports/music/dance are more/less popular across cultures. |  |  |

| **N.CPP.2** In my own and other cultures I can identify some typical practices related to familiar everyday life.  
  - e.g. I can write or present on a party/holiday/celebration in a target culture.  
  - e.g. I can identify teenage participation in sports across cultures. (i.e. team/school sports vs club sports).  
  - e.g. In my own and other cultures, I can identify how people use their free time and why. |  |  |

| **N.CIA.2** I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.  
  - e.g. I can demonstrate appropriate behavior at a social gathering of people from target cultures.  
  - e.g. I can participate in a sport with peers of the target culture by observing and imitating them. |  |  |
What will students know about by the end of this unit?

**Benchmark Vocabulary**

<table>
<thead>
<tr>
<th>What do you like to do?</th>
<th>On ... (days of week)</th>
<th>To chat</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (don’t) like</td>
<td>How often?</td>
<td>To listen</td>
</tr>
<tr>
<td>Do you like...?</td>
<td>Sometimes</td>
<td>To talk on the phone</td>
</tr>
<tr>
<td>You (don’t) like</td>
<td>A lot</td>
<td>To text</td>
</tr>
<tr>
<td>What do you prefer to do?</td>
<td>A little</td>
<td>To spend time</td>
</tr>
<tr>
<td>I prefer</td>
<td>Never</td>
<td>To surf the internet</td>
</tr>
<tr>
<td>Me too</td>
<td>Every day</td>
<td>To watch a movie</td>
</tr>
<tr>
<td>Me neither</td>
<td></td>
<td>To watch television</td>
</tr>
<tr>
<td>What does he/she like to do?</td>
<td>To read</td>
<td>To play videogames</td>
</tr>
<tr>
<td>He/she (doesn’t) likes</td>
<td>To write</td>
<td>To play an instrument</td>
</tr>
<tr>
<td>Why?</td>
<td>To study</td>
<td>To sing</td>
</tr>
<tr>
<td>Because</td>
<td>To do homework</td>
<td>To dance</td>
</tr>
<tr>
<td>Interesting (Unit 2)</td>
<td>To draw</td>
<td>To swim</td>
</tr>
<tr>
<td>Boring (Unit 2)</td>
<td>To sleep</td>
<td>To walk</td>
</tr>
<tr>
<td>Fun (Unit 2)</td>
<td>To work</td>
<td>To run</td>
</tr>
<tr>
<td>Easy</td>
<td>To go shopping</td>
<td>To skateboard</td>
</tr>
<tr>
<td>Hard/difficult</td>
<td>To buy</td>
<td>To ride a bike</td>
</tr>
<tr>
<td>With whom?</td>
<td>To travel</td>
<td>To exercise</td>
</tr>
<tr>
<td>With you</td>
<td>To help</td>
<td>To play a sport</td>
</tr>
<tr>
<td>With me</td>
<td>To clean</td>
<td>Baseball</td>
</tr>
<tr>
<td>My friends</td>
<td>To cook</td>
<td>Soccer</td>
</tr>
<tr>
<td>My family</td>
<td>To eat</td>
<td>Football</td>
</tr>
<tr>
<td></td>
<td>To drink</td>
<td>Tennis</td>
</tr>
<tr>
<td>When?</td>
<td>To drive</td>
<td>Volleyball</td>
</tr>
<tr>
<td>In the (morning, afternoon, evening)</td>
<td>To be alone</td>
<td>Basketball</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Golf</td>
</tr>
</tbody>
</table>

**Extension Vocabulary**

| In the winter (ext Unit 1) | Game |
| In the spring (ext Unit 1) | To practice |
| In the summer (ext Unit 1) | To want |
| In the fall (ext Unit 1)   | To love |
| On weekend(s) (Unit 1)     | To hate |

**Grammatical Structures**

- Writing sentences with simple connector words
- Verb: to like [an activity] (1st, 2nd, 3rd person sing.)
- Question formation (review)
- Giving simple reasons (because it’s fun/easy/hard/interesting, because I like to eat, etc.)

*Extension* Additional structures for possible extension and differentiation; i.e. negatives (never, nothing, nobody, neither)
What students will 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.

<table>
<thead>
<tr>
<th>INTERPRETIVE Listening / Reading</th>
<th>INTERPERSONAL Person-to-Person</th>
<th>PRESENTATIONAL Speaking / Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NM.INT.1</strong> I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.</td>
<td><strong>NM.IC.1</strong> I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.</td>
<td><strong>NM.PC.1</strong> I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.</td>
</tr>
<tr>
<td>e.g. I can understand time from an audio/written source.</td>
<td>e.g. I can ask and answer questions about school schedules, classes and teachers.</td>
<td>e.g. I can describe my classes and teachers and tell what I do in class.</td>
</tr>
<tr>
<td>e.g. I can identify classes on a school schedule.</td>
<td>e.g. I can converse with others about the times and dates of upcoming school activities.</td>
<td>e.g. I can list my classes schedule including starting and ending times.</td>
</tr>
<tr>
<td>e.g. I can identify items for each class on a supply list.</td>
<td><strong>NM.IC.2</strong> I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.</td>
<td><strong>IM.PC.2</strong> I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.</td>
</tr>
<tr>
<td>e.g. I can understand when I read about sales on school materials.</td>
<td>e.g. I can discuss with others what school supplies are needed for certain classes.</td>
<td>e.g. I can express which school subjects and teachers are my most and least favorite and tell why.</td>
</tr>
<tr>
<td>e.g. I can understand information on a school ID card.</td>
<td><strong>NM.IC.3</strong> I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.</td>
<td>e.g. I can create a bulleted list telling why a class is my favorite.</td>
</tr>
</tbody>
</table>

**N.CPP.1** In my own and other cultures I can identify some typical products related to familiar everyday life.
- e.g. I can identify similarities and differences in school schedules across cultures.
- e.g. I can recognize similarities and differences in grading systems across cultures.

**N.CIA.2** I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.
- e.g. I can imitate how students and teachers interact in target cultures.
- e.g. I can express time and/or school schedules as target language speakers do.
What will students know about by the end of this unit?

**Benchmark Vocabulary**

- What classes do you have?
- What is your favorite class?
- My (least) favorite class(es) is (are)...
- Who is your favorite teacher?
- My favorite teacher(s) is (are)...
- Why? (Unit 3)
- Because (Unit 3)
- Difficult / Hard (Unit 3)
- Easy (Unit 3)
- Interesting (Unit 2)
- Boring (Unit 2)
- Fun (Unit 2)
- Much/little homework
- What do you need for...?
- I (don’t) need
- How many are there?
- There is/are...
- What time is it?
- It’s ___ o’clock.
- Hour
- Minute
- Second
- Half
- Quarter ‘til
- Quarter past
- At what time does (class) begin/end?
- It starts (begins) at
- It ends at
- When do you have (class)?
- To ring (bell)
- First, I have
- Second, third, fourth...to eighth
- Then
- Finally
- Before
- After
- Book
- Notebook/binder
- Dictionary
- Pen
- Paper
- Pencil
- Pencil sharpener
- Computer
- Laptop
- Calculator
- Cell phone
- Locker
- Backpack
- Desk
- Chair
- Whiteboard
- Clock
- Bell
- Schedule
- Math
- Science
- World Language (language specific)
- History
- P. E. (physical education)
- English
- Art
- Music
- Technology
- Lunch
- Class
- Teacher
- Student
- School
- Numbers 60-1000
- Exten
- sion Vocabulary
- Additional classes
- Additional classroom objects
- To be on sale
- Ordinal numbers 9th, 10th
- Some basic, regular verbs (I...study, listen, read, write, do homework, draw, work, help, talk) (I don’t sleep, text, chat, etc.)

**Grammatical Structures**

- Time
- Pluralizing nouns
- Indefinite articles
- Verbs: to have, to need, there is/are
- Ordinal numbers to “eighth”

**Extension**

- Present tense 1st person regular verbs from Unit 3
- Giving simple reasons
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.

<table>
<thead>
<tr>
<th>INTERPRETIVE Listening / Reading</th>
<th>INTERPERSONAL Person-to-Person</th>
<th>PRESENTATIONAL Speaking / Writing</th>
</tr>
</thead>
</table>
| **NM.INT.1** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.  
  e.g. I can understand family member words on a family tree.  
  e.g. I can understand basic labels of rooms and furniture in a house or apartment from a floor plan. | **NM.IC.1** I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.  
  e.g. I can answer when someone asks for my address and ask for theirs. | **NM.PC.1** I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.  
  e.g. I can introduce myself and my family members.  
  e.g. I can name my family members, describe them, tell their ages, relationship to me and what they like to do.  
  e.g. I can caption a photo with my family members' names, ages, relationship to me and what they like to do. |
| **NM.INT.2** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.  
  e.g. I can understand descriptions of family members in a story. | **NM.IC.3** I can express my own preferences/likes or feelings and react to those of others, using a mixture of practiced or memorized words, phrases and questions.  
  e.g. I can describe my and my family members' physical and personality traits and interests, and ask others to describe their family members.  
  e.g. I can have a conversation about what I like and dislike about having a pet.  
  e.g. I can have a conversation about what kinds of chores are easier or more enjoyable. | **IM.PC.2** I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.  
  e.g. I can talk about what my family members and I like and don't like to do and give reasons why. |
| **NM.INT.3** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.  
  e.g. I can understand when people talk/write about family members’ age, likes and dislikes, physical and personality traits.  
  e.g. I can understand when people give their address. | **NM.IC.4** I can express my likes and dislikes on familiar and everyday topics, using a mixture of practiced or memorized words, phrases and simple sentences.  
  e.g. I can describe my house, some activities in the home, and my neighborhood. | **NM.PC.3** I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.  
  e.g. I can describe my house, some activities in the home, and my neighborhood. |

**CULTURE**

| **N.CPP.1** In my own and other cultures I can identify some typical products related to familiar everyday life.  
  e.g. I can recognize what makes up a “nuclear family” across cultures.  
  e.g. in my own and other culture I can identify who people consider to be part of their family. | **N.CPP.2** In my own and other cultures I can identify some typical practices related to familiar everyday life.  
  e.g. I can recognize perspectives regarding the elderly across cultures.  
  e.g. I can identify traditional family living arrangements across cultures.  
  e.g. I can identify activities that families do together across cultures. | **N.CIA.1** I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness  
  e.g. I can appropriately address members of a family who represent different generations and genders. |

GSD World Languages – European Languages Level 1: Unit 5 – 6/18
What will students know about by the end of this unit?

**Benchmark Vocabulary**

- How many (siblings, cousins)?
- Older
- Younger
- We are
- They are
- There are (Unit 4)
- My
- Your
- His
- Her
- Their
- Father
- Mother
- Parents
- Brother
- Sister
- Siblings
- Uncle
- Aunt
- Cousins
- Grandmother
- Grandfather
- Grandparents
- Stepfather
- Stepmother
- Stepsister
- Stepbrother
- Pet
- Dog
- Cat
- Fish
- Bird
- To live
- To spend time (Unit 3)
- House
- Apartment
- Large / big (Unit 2)
- Small (Unit 2)
- Old (Unit 2)
- New
- Floor
- Living room
- Kitchen
- Dining room
- Bathroom
- Bedroom
- Garage
- What is your address?
- My address is...

**Extension Vocabulary**

- Objects in a house: bed, closet, drawers, shelves, door, window, fridge, oven, table, chair (Unit 4), dishwasher, washer, dryer, sofa, armchair, lamp, sink, mirror, bath/shower, toilet
- Other household words: stairs, balcony, hallway, yard, patio, basement, attic, wall, carpet, floor, review first, second (Unit 4) → 1st floor
- Household chores: mow lawn, vacuum, dust, wash dishes/car/dog, clean windows, set/clear table, shovel snow, rake leaves, make bed, sweep, feed dog/cat/fish, take out garbage, pick up clothes, to have to (as associated with chores)
- Location words/prepositions: behind, in front of, inside, outside, next to, far from, close to, under, over, to be (as associated with prepositions)
- Colors to describe the house (ext Unit 2)

**Grammatical Structures**

- Gender/number agreement
- Review of age and “like” in 1st, 2nd and 3rd person singular
- Basic possessive adjectives
- Present tense regular verbs from Unit 3 in 1st and 3rd person (read, study, do homework, sleep, work, help, clean, cook, eat, drink, talk on the phone, surf the internet, hang out with friends, watch television, play videogames, play an instrument, exercise)

  **Extension** Preposition use

  **Extension** Verb: to be (3rd person plural - My parents are...)
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.

<table>
<thead>
<tr>
<th>INTERPRETIVE Listening / Reading</th>
<th>INTERPERSONAL Person-to-Person</th>
<th>PRESENTATIONAL Speaking / Writing</th>
</tr>
</thead>
</table>
| **NM.INT.1** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts (an announcement, an invitation, website, friend’s text, email, e-vite, advertisement or card).  
  • e.g. I can recognize the date, time, location, with whom and where to meet someone for an activity.  
  • e.g. I can understand whether someone is accepting or declining an invitation. | **NM.IC.1** I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.  
  • e.g. I can make plans with someone to do something or go somewhere with me.  
  • e.g. I can understand an invitation to do something or go somewhere and accept it.  
  • e.g. I can decline an invitation and give a reason for declining. | **NM.PC.1** I can present information about myself, my interests and my activities using a mixture of practiced or memorized words, phrases and simple sentences.  
  • e.g. I can present my plans (where I am going, who/what I am going to see, what I am going to do, how I am getting there and what time I am going to return).  
  • e.g. I can name places in my community, town, city, state or country. |
| **NM.INT.3** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.  
  • e.g. I can recognize the date, time, location, with whom and where to meet someone for an activity.  
  • e.g. I can understand whether someone is accepting or declining an invitation. | **NM.IC.3** I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.  
  • e.g. I can express my preference about where to go (such as a movie theater, concert, restaurant, pool, etc.) and when to meet and react to others’ preferences.  
  • e.g. I can read a note from a friend about evening plans and write a short response. | **NM.PC.3** I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.  
  • e.g. I can extend an invitation (text, social media, card, verbally, etc.) giving some details about where I want to go, when to meet, and what I want to do there. |
| **IM.PC.2** I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.  
  • e.g. I can tell where I like to go and what I like to do there as well as where I dislike to go and why. | **CULTURE** |
| **N.CPP.2** In my own and other cultures I can identify some typical practices related to familiar everyday life.  
  • e.g. I can recognize and compare activities teenagers do with their friends across cultures.  
  • e.g. I can identify where teenagers meet their friends in target cultures.  
  • e.g. I can identify dating practices across cultures. |
What will students know about by the end of this unit?

### Benchmark Vocabulary

<table>
<thead>
<tr>
<th>Activity</th>
<th>What day? (Unit 1)</th>
<th>Café</th>
</tr>
</thead>
<tbody>
<tr>
<td>On “Saturday” (Unit 3)</td>
<td>At what time? (Unit 4)</td>
<td>School</td>
</tr>
<tr>
<td>After school</td>
<td>At... (1:00) (Unit 4)</td>
<td>Beach</td>
</tr>
<tr>
<td>This weekend (Unit 1)</td>
<td>To do</td>
<td>Pool</td>
</tr>
<tr>
<td>There is a/an... (Unit 4)</td>
<td>To meet</td>
<td>Mountains</td>
</tr>
<tr>
<td>Concert</td>
<td>To return</td>
<td>Countryside</td>
</tr>
<tr>
<td>Game (ext Unit 3)</td>
<td>To see</td>
<td>Church</td>
</tr>
<tr>
<td>Party</td>
<td>To go (Unit 3)</td>
<td>Neighborhood</td>
</tr>
<tr>
<td>Activity (Unit 3)</td>
<td>To go out</td>
<td>Library</td>
</tr>
<tr>
<td>Movie</td>
<td>To go</td>
<td>Downtown</td>
</tr>
<tr>
<td>I’m going (to)...</td>
<td>To arrive</td>
<td>How are we getting there?</td>
</tr>
<tr>
<td>We are going (to)...</td>
<td>To hang out</td>
<td>By car, bus, taxi, subway, train, bike,</td>
</tr>
<tr>
<td>To the</td>
<td>To do chores (ext Unit 5)</td>
<td>on foot (ext Unit 2)</td>
</tr>
<tr>
<td>Would you like to go?</td>
<td>To do homework (Unit 3)</td>
<td></td>
</tr>
<tr>
<td>I would like...</td>
<td>To babysit</td>
<td></td>
</tr>
<tr>
<td>Do you want to...?</td>
<td>To work (Unit 3)</td>
<td>Great!</td>
</tr>
<tr>
<td>I want (to)...</td>
<td></td>
<td>Let’s go!</td>
</tr>
<tr>
<td>I prefer (to)...</td>
<td>Where? (Unit 1)</td>
<td>See you then.</td>
</tr>
<tr>
<td>With whom? (Unit 3)</td>
<td>My house (Unit 5)</td>
<td>I’m sorry</td>
</tr>
<tr>
<td>With me (Unit 3)</td>
<td>My friend’s house</td>
<td>I can’t.</td>
</tr>
<tr>
<td>When? (Unit 3)</td>
<td>Stadium</td>
<td>I have to “verb” (ext Unit 5)</td>
</tr>
<tr>
<td>Tomorrow</td>
<td>Movie Theater</td>
<td>I should (ought to)</td>
</tr>
<tr>
<td>Later</td>
<td>Mall</td>
<td>It’s ok.</td>
</tr>
<tr>
<td>Now</td>
<td>Park</td>
<td>I understand.</td>
</tr>
<tr>
<td></td>
<td>Restaurant</td>
<td>Another day perhaps.</td>
</tr>
</tbody>
</table>

### Extension Vocabulary

- Museum, Zoo, Circus
- Chores (ext Unit 5)

Idiomatic expressions with “Faire”/“Tener” (to be hot, cold, hungry, thirsty, in a hurry, sleepy)

### Grammatical Structures

- Immediate future (We are going to...)
- Infinitive use: to want, to prefer, to be able (can), to ought to (should) + infinitive (I want to see..., I prefer to go tomorrow, I can’t go, I should study, etc.)
- Refresh time
- Question formation
- A contractions, de contractions (French and Spanish)
- Connecting places to activities (We are going to place to verb. OR Let’s go to place to verb!)
- Connecting transportation to places/activities (We are going/Let’s go to the place/activity by transportation)
What students will 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.

<table>
<thead>
<tr>
<th>INTERPRETIVE Listening / Reading</th>
<th>INTERPERSONAL Person-to-Person</th>
<th>PRESENTATIONAL Speaking / Writing</th>
</tr>
</thead>
</table>
| **NM.INT.1** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in informational texts.  
  - e.g. I can understand some of what I hear or read in a restaurant/food ad.  
  - e.g. I can identify several words on a grocery list and/or a menu.  
  - e.g. I can identify some labeled aisles in a supermarket.  
  - e.g. I can choose a restaurant from an online list based on dishes offered.  
  - e.g. I can understand the directions for setting the table. | **NM.IC.1** I can request and provide information by asking and answering a few simple questions on very familiar and everyday topics, using a mixture of practiced or memorized words, phrases, and simple sentences.  
  - e.g. I can ask and answer questions to order in a restaurant.  
  - e.g. I can say I’m hungry and/or thirsty and ask others.  
  - e.g. I can discuss the type of restaurant we plan to go to today. | **IM.PC.2** I can express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases and simple sentences.  
  - e.g. I can say how much I like or dislike foods and drinks and give a simple reason.  
  - e.g. I can caption pictures of what I consider to be good or bad lunch options. |
| **NM.INT.2** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in fictional texts.  
  - e.g. I can identify food in a poem, short story, film clip, etc.  
  - e.g. I can understand some facts from an ordering scene in a restaurant video clip.  
  - e.g. I can understand some phrases about food in captions from pictures in a book. | **NM.IC.2** I can express basic needs related to familiar and everyday activities, using a mixture of practiced or memorized words, phrases, and questions.  
  - e.g. I can ask for what I need in a restaurant.  
  - e.g. I can interact with the waiter regarding my bill in a restaurant. | **NM.PC.3** I can present on very familiar and everyday topics using a mixture of practiced or memorized words, phrases and simple sentences.  
  - e.g. I can text/tweet about a restaurant and its menu (time & dates open, types of dishes, opinion of food, etc.).  
  - e.g. I can present simple information about foods based on pictures or photos. |
| **NM.INT.3** I can identify some basic facts from memorized words and phrases when they are supported by gestures or visuals in conversations.  
  - e.g. I can understand some of what people say when ordering or giving an opinion about food.  
  - e.g. I can understand when a waiter tells me the specials of the day. | **NM.IC.3** I can express my own preferences or feelings and react to those of others, using a mixture of practiced or memorized words, phrases, and questions.  
  - e.g. I can exchange preferences about foods and drinks I like and dislike and give a reason why. | |

---

**CULTURE**

- **N.CPP.1** In my own and other cultures I can identify some typical products related to familiar everyday life.  
  - e.g. I can identify important foods and meals across cultures (bread, eggs for dinner, etc.)

- **N.CPP.2** In my own and other cultures I can identify some typical practices related to familiar everyday life.  
  - e.g. I can identify when, how, and why people eat what they do across cultures.

- **N.CIA.2** I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.  
  - e.g. I can act appropriately when obtaining food in a restaurant or grocery store.
What will students know about by the end of this unit?

**Benchmark Vocabulary**

<table>
<thead>
<tr>
<th>English</th>
<th>Spanish</th>
<th>Italian</th>
<th>French</th>
<th>German</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiter/Waitress(s)</td>
<td>Cash</td>
<td>Ketchup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Table for #</td>
<td>Credit Card</td>
<td>Salt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Menu</td>
<td>Tip</td>
<td>Pepper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special of the day</td>
<td></td>
<td>Sugar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do you recommend?</td>
<td>Spoon</td>
<td>Ice cream</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I recommend</td>
<td>Knife</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you have? (Unit 4)</td>
<td>Fork</td>
<td>Fruit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much does it cost?</td>
<td>Plate</td>
<td>Cake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It costs</td>
<td>Bowl</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you like? (Unit 6)</td>
<td>Napkin</td>
<td>Drink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would like (Unit 6)</td>
<td>Cup</td>
<td>Water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cuisine (type)</td>
<td>Glass</td>
<td>Milk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetarian</td>
<td></td>
<td>Soft drink</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is in__?</td>
<td>Food</td>
<td>Juice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It has__</td>
<td>Soup</td>
<td>Coffee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With (Unit 3)</td>
<td>Salad</td>
<td>Tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Without</td>
<td>Steak</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoy your meal.</td>
<td>Hamburger</td>
<td>Please (Unit 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appetizer</td>
<td>Sandwich</td>
<td>Thank you. (Unit 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main course</td>
<td>Bread</td>
<td>To drink (Unit 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dessert</td>
<td>Butter</td>
<td>To eat (Unit 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anything else?</td>
<td>Cheese</td>
<td>To ask for, to order</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How is your food?</td>
<td>Beef</td>
<td>To pay</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is everything ok?</td>
<td>Chicken</td>
<td>To want (Unit 6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delicious</td>
<td>Fish</td>
<td>To need (Unit 4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good/Bad</td>
<td>Pork</td>
<td>To take</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The best</td>
<td>Turkey</td>
<td>To open</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The worst</td>
<td>Eggs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will you bring me...?</td>
<td>Potato</td>
<td>To be hungry (ext Unit 6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bill</td>
<td>French fries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dollars</td>
<td>Rice</td>
<td>To be thirsty (ext Unit 6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Extension Vocabulary**

Additional ways to describe food: It lacks seasoning. It made me sick. It’s horrible, too salty, well done, rare, medium, burned.

Command “put/set” and some prepositions for setting the table (next to, to the left/right, on top of, under, etc.)

**Grammatical Structures**

- Formal vs. informal questions and answers
- Giving simple reasons
- German: Modal Verbs
  - Extension: Giving recommendations

- Refresh time (Unit 4)
- Refresh days of week (Unit 1)
- Refresh numbers (Unit 1 & Unit 4)