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

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</tr>
<tr>
<td><strong>NH.INT.1</strong> I can identify the topic and some isolated facts from simple sentences in informational texts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• e.g. I can understand basic personal information from communications (i.e. ads, brochures, personal profiles).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• e.g. I can understand someone’s profile on social media.</td>
<td></td>
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<tr>
<td>• e.g. I can understand simple captions for personal and family photos.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NH.INT.2</strong> I can identify the topic and some isolated facts from simple sentences in fictional texts.</td>
<td></td>
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</tr>
<tr>
<td>• e.g. I can identify some traits of a superhero as described in a comic book.</td>
<td></td>
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</tr>
<tr>
<td><strong>NH.INT.3</strong> I can identify the topic and some isolated facts from simple sentences in conversations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• e.g. I can recognize the difference between a question and a statement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• e.g. I can understand questions about how old I am, where I live, what I do in my free time, etc.</td>
<td></td>
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</tr>
<tr>
<td>• e.g. I can understand questions or statements about family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NH.IC.1</strong> I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• e.g. I can exchange a home address and e-mail address.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• e.g. I can exchange basic information about myself and my family members (i.e. name, age, birthday, origin, nationalities, physical characteristics).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• e.g. I can identify and ask about people and things in personal and family photos.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NH.IC.2</strong> I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• e.g. I can discuss my school materials, school life, daily school routine and extracurricular activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NH.IC.3</strong> I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• e.g. I can converse with others about likes and dislikes (food, activities, classes, teachers).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NH.PC.1</strong> I can present personal information about my life and activities, using simple sentences most of the time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• e.g. I can describe myself and family members (physical appearance, personality, etc.).</td>
<td></td>
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</tr>
<tr>
<td>• e.g. I can write and/or present a skit or song on my average day.</td>
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<tr>
<td>• e.g. I can write about an important experience in my life.</td>
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</tr>
<tr>
<td><strong>NH.PC.2</strong> I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.</td>
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<tr>
<td>• e.g. I can describe what I like and dislike and why.</td>
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<tr>
<td>• e.g. I can give a few details about my favorite restaurant.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• e.g. I can write a description of my favorite character from a story.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NH.PC.3</strong> I can present on familiar and everyday topics, using simple sentences most of the time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• e.g. I can write simple caption for pictures or photos.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CULTURE</th>
</tr>
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<tbody>
<tr>
<td><strong>N.CPP.1</strong> In my own and other cultures I can identify some typical products related to familiar everyday life.</td>
</tr>
<tr>
<td>• e.g. I can identify whom I and people across cultures consider to be part of the family, using a few simple details.</td>
</tr>
<tr>
<td><strong>N.CPP.2</strong> In my own and other cultures I can identify some typical practices related to familiar everyday life.</td>
</tr>
<tr>
<td>• e.g. I can identify aspects of daily life in target cultures with that of my own.</td>
</tr>
</tbody>
</table>
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
- Job
- Favorite sport
- Instrument
- Building
- Chores

- 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 (Frequency words)
- Always
- Never

**Vocabulary Review**

- Sports
- Hobbies/Past Times
- Activities
- Physical Descriptions
- Personality Traits
- School Subjects and Items
- 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
- Review punctuation
What will students be able to do by the end of this unit?

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<td><strong>Speaking / Writing</strong></td>
</tr>
</tbody>
</table>
| **NH.INT.1** I can identify the topic and some isolated facts from simple sentences in informational texts.  
  • e.g. I can understand some of what I hear in commercials, messages and other descriptions about shopping, clothes and prices.  
  • e.g. I can understand most of an advertisement about clothing (descriptions, colors, cost, sales, where to buy it) in a magazine, catalog, newspaper or online.  
  • e.g. I can identify important information about the weather using a map. | **NH.IC.1** I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.  
  • e.g. I can discuss the weather with others using a weather map, forecast, pictures or current weather conditions.  
  • e.g. I can discuss what I wear based on the weather. | **NH.PC.1** I can present personal information about my life and activities, using simple sentences most of the time.  
  • e.g. I can talk about my clothing style (size, fit, color). |
| **NH.INT.3** I can identify the topic and some isolated facts from simple sentences in conversations.  
  • e.g. I can recognize common expressions when people are discussing the weather.  
  • e.g. I can understand someone’s simple descriptions of a photo. | **NH.IC.2** I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.  
  • e.g. I can make a clothing purchase.  
  • e.g. I can exchange advice to choose an outfit for an event.  
  • e.g. I can discuss what I need to wear based on the weather. | **NH.PC.2** I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.  
  • e.g. I can express where I like to shop.  
  • e.g. I can express what I prefer to wear based on the weather. |
| **NH.IC.3** I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.  
  • e.g. I can discuss clothing preferences, colors, sizes, items I am looking for, quantities, prices and sales.  
  • e.g. I can ask for and give simple opinions and compliments about things I might buy.  
  • e.g. I can post photos on social media and ask advice about which to buy. | | **NH.PC.3** I can present on familiar and everyday topics, using simple sentences most of the time.  
  • e.g. I can talk about the weather and what clothing is appropriate for it.  
  • e.g. I can describe what clothes to wear during different seasons and/or for different activities.  
  • e.g. I can talk about a sale in a store.  
  • e.g. I can write a short message (blog, social media, postcard) describing the weather during a specific season.  
  • e.g. I can request information about a clothing item I want to buy online. |
N.CPP.1 In my own and other cultures I can identify some typical products related to familiar everyday life.
- e.g. I can understand the difference in sizing systems 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 understand how to use target culture currency.
- e.g. I can understand how to use exchange rates to convert prices.
- e.g. I can identify common shopping practices including shopping in an open market.

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 use the Celsius scale to talk about the weather.
- e.g. I can use decimal points and commas to express amounts of money.
- e.g. I can mention a cultural reference when using target culture currency.
- e.g. I can explain regional/traditional outfits of target 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 shopping etiquette (bargaining, sales) in target cultures.

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

**Benchmark Vocabulary**

<table>
<thead>
<tr>
<th>Clothing</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirt</td>
<td>Store</td>
</tr>
<tr>
<td>T-shirt</td>
<td>Department store</td>
</tr>
<tr>
<td>Blouse</td>
<td>Excuse me</td>
</tr>
<tr>
<td>Pants</td>
<td>May I help you?</td>
</tr>
<tr>
<td>Shorts</td>
<td>I am looking for</td>
</tr>
<tr>
<td>Jeans</td>
<td>What color?</td>
</tr>
<tr>
<td>Sweatshirt</td>
<td>How much does it cost? (Level 1 Unit 7)</td>
</tr>
<tr>
<td>Sweater</td>
<td>It costs... (Level 1 Unit 7)</td>
</tr>
<tr>
<td>Jacket</td>
<td>How are you paying?</td>
</tr>
<tr>
<td>Dress</td>
<td>Cash (Level 1 Unit 7)</td>
</tr>
<tr>
<td>Skirt</td>
<td>With a credit card (Level 1 Unit 7)</td>
</tr>
<tr>
<td>Suit</td>
<td>Money</td>
</tr>
<tr>
<td>Underwear</td>
<td>Sale (Level 1 ext 4)</td>
</tr>
<tr>
<td>Swimming suit</td>
<td>Too (+adj.)</td>
</tr>
<tr>
<td>Coat</td>
<td>Size</td>
</tr>
<tr>
<td>Socks</td>
<td>Small (Level 1 Unit 5)</td>
</tr>
<tr>
<td>Shoes</td>
<td>Medium</td>
</tr>
<tr>
<td>Sandals</td>
<td>Large (Level 1 Unit 5)</td>
</tr>
<tr>
<td>Boots</td>
<td>Cheap</td>
</tr>
<tr>
<td>Hat</td>
<td>Expensive</td>
</tr>
<tr>
<td>Scarf</td>
<td>Elegant</td>
</tr>
<tr>
<td>Belt</td>
<td>Casual</td>
</tr>
<tr>
<td>Tie</td>
<td>Comfortable</td>
</tr>
<tr>
<td>Sleeve</td>
<td>Short (length) (Level 1 ext 2)</td>
</tr>
<tr>
<td>Bracelet</td>
<td>Long</td>
</tr>
<tr>
<td>Earring</td>
<td>Colors</td>
</tr>
<tr>
<td>Necklace</td>
<td>Brown (Level 1 ext 2)</td>
</tr>
<tr>
<td>Ring</td>
<td>Orange (Level 1 ext 5)</td>
</tr>
<tr>
<td>Watch</td>
<td>Blue (Level 1 ext 2)</td>
</tr>
<tr>
<td>Purse</td>
<td></td>
</tr>
<tr>
<td>Wallet</td>
<td></td>
</tr>
</tbody>
</table>
Red (Level 1 ext 5)   To buy (Level 1 Unit 3)
Green (Level 1 ext 2) To sell
Yellow (Level 1 ext 5) To try on
White (Level 1 ext 5) To put on
Black (Level 1 ext 2)  To wear
Purple (Level 1 ext 5) To be in style

Which? (Level 1 Unit 5) To need (Level 1 Unit 4)
This (one)   What's the weather like?
These (ones)  It's hot. (Level 1 ext 1)
These (ones)  It's cold. (Level 1 ext 1)
That (one)    It's sunny. (Level 1 ext 1)
Those (ones)  It's windy. (Level 1 ext 1)

Extension Vocabulary
Striped
Spotted
Buttons
Zipper
Plaid

How does it fit?
It looks good/It fits well.
It’s in style/stylish.

Grammatical Structures
- Weather structures
- Basic progressive use (“I am looking for?”)
- Review of noun adjective agreement (Level 1 Units 2, 5)
- Possessive adjectives (I like your pants.)
- Demonstrative adjectives and pronouns (as needed to complete the task!)
- Nominalization of adjectives (“the red one” - as needed to complete the task)
What will students be able to do by the end of this unit?

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**INTERPRETIVE**

- **Listening / Reading**
  - **NH.INT.1** I can identify the topic and some isolated facts from simple sentences in informational texts.
    - e.g. I can understand when someone describes their daily routine, activities and chores.
    - e.g. I can understand when someone tells the times when daily activities occur.
    - e.g. I can understand messages about someone’s daily routine, activities and chores in social media.

- **NH.INT.2** I can identify the topic and some isolated facts from simple sentences in fictional texts.
  - e.g. I can understand some details about a character’s daily activities.

- **NH.INT.3** I can identify the topic and some isolated facts from simple sentences in conversations.
  - e.g. I can understand when someone describes his or her daily routine, activities and chores.
  - e.g. I can understand when someone describes what he/she wants to do verses what he/she has to do each day.

**INTERPERSONAL**

- **Person-to-Person**
  - **NH.IC.1** I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.
    - e.g. I can ask and answer simple questions about daily routines and activities.

- **NH.IC.2** I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.
  - e.g. I can discuss household responsibilities with others and react appropriately to what they say.
  - e.g. I can talk about my preferences for products I use in my daily routine (e.g., shampoos, soap, perfume, etc.) and ask others about theirs preferences.

**PRESENTATIONAL**

- **Speaking / Writing**
  - **NH_PC.1** I can present personal information about my life and activities, using simple sentences most of the time.
    - e.g. I can present my daily routine at school and at home (before and after school).
    - e.g. I can name activities and their times in my daily schedule.

- **NH_PC.2** I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.
  - e.g. I can describe what I want to do as well as what I have to do each day.

- **NH_PC.3** I can present on familiar and everyday topics, using simple sentences most of the time.
  - e.g. I can write a to-do list.

**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 products used for daily routine (e.g., shampoos, soap, perfume, etc.) 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 recognize similarities and differences between my daily schedule and that of a peer across cultures.
  - e.g. I can identify the importance of youth having a job while attending school 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 describe school life and leisure activities of youth across cultures.
What will students know about by the end of this unit?

Benchmark Vocabulary

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 (Unit 1)
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
I spend time (Level 1 Unit 3)
I take off (Unit 1)
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
I spend time (Level 1 Unit 3)
I take off (Unit 1)

Lotion
Perfume
Cologne
Makeup
Deodorant
Razor

Chore (Level 1 Unit 6)
Review activities from Level 1 Unit 3
To cook (Level 1 Unit 3)
To clean (Level 1 Unit 3)
To make the bed (Level 1 ext 5)
To wash (dishes/clothes/dog) (Level 1 ext 5)

Extension Vocabulary

To shovel snow (Level 1 ext 5)
To rake leaves (Level 1 ext 5)
To weed garden

Grammatical Structures

- Refresh time (Level 1 Unit 4)
- Writing sentences & paragraphs
- Using sequencing words to tell the order you do things
- Using reflexive pronouns, as needed.
- Ext. Use of past tense
What will students be able to do by the end of this unit?

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<td><strong>NH.PC.1</strong> I can present personal information about my life and activities, using simple sentences most of the time.</td>
</tr>
<tr>
<td>e.g. I can understand some of what I hear in a food advertisement.</td>
<td>e.g. I can discuss ingredients in a recipe.</td>
<td>e.g. I can describe my eating habits (when/what I eat, allergies).</td>
</tr>
<tr>
<td>e.g. I can understand the main idea of news stories about food and health.</td>
<td>e.g. I can communicate what ingredients and how much I need for a recipe.</td>
<td>e.g. I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.</td>
</tr>
<tr>
<td>e.g. I can understand and follow a simple recipe.</td>
<td>e.g. I can text a friend to bring me something from a restaurant and we my friend’s questions.</td>
<td>e.g. I can tell what I want to eat for a specific occasion or event.</td>
</tr>
<tr>
<td>e.g. I can understand some information on food packages such as nutrition and ingredients.</td>
<td>e.g. I can discuss whether something is healthy and unhealthy and why.</td>
<td>e.g. I can give advice about healthy eating habits.</td>
</tr>
<tr>
<td>e.g. I can understand the main idea of an article about food and nutrition.</td>
<td>e.g. I can talk with someone about healthy food choices using healthy eating guidelines.</td>
<td><strong>NH.PC.3</strong> I can present on familiar and everyday topics, using simple sentences most of the time.</td>
</tr>
</tbody>
</table>

**NH.INT.3** I can identify the topic and some isolated facts from simple sentences in conversations.
- e.g. I can understand when someone describes to me what is in a dish.
- e.g. I can identify traditional foods/meals from different countries. (i.e. cheeses, ratatouille, gazpacho, paella, flan, Bratwurst, Schnitzel, focaccia bread, etc.)
- e.g. I can describe a traditional dish from a target culture.
- e.g. I can identify eating habits in other cultures.
- e.g. I can compare preparation time and ingredients for a typical meal/dish across cultures.
- e.g. I can apply the metric system to calculate quantities in food preparation.
- e.g. I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.
- e.g. I can demonstrate appropriate etiquette when eating a meal in the target culture.
What will students know about by the end of this unit?

**Benchmark Vocabulary**

**Fruits (Level 1 Unit 7) & Veges**
- Orange
- Apple
- Banana
- Grapes
- Pineapple
- Watermelon
- Peach
- Strawberries
- Lemon
- Lime
- Grapefruit
- Garlic
- Onion
- Carrots
- Peas
- Tomato
- Corn
- Green beans
- Potato (Level 1 Unit 7)
- Lettuce

**Dairy**
- Milk (Level 1 Unit 7)
- Yogurt
- Cheese (Level 1 Unit 7)

**Protein**
- Egg (Level 1 Unit 7)
- Steak (Level 1 Unit 7)
- Beans
- Chicken (Level 1 Unit 7)
- Turkey (Level 1 Unit 7)
- Bacon
- Pork (Level 1 Unit 7)
- Sausage
- Fish (Level 1 Unit 7)
- Seafood

**Grains**
- Cereal
- Pasta
- Noodles
- Rice (Level 1 Unit 7)
- Cracker
- Bread (Level 1 Unit 7)
- Pancakes

**Dessert**
- Cake (Level 1 Unit 7)
- Pie
- Cookie
- Ice cream (Level 1 Unit 7)

**To describe food:**
- Sweet
- Sour
- Spicy
- Fresh
- Fried
- Hot
- Cold
- Healthy
- Baked
- Grilled
- Boiled

**Quantities:**
- How much? (Unit 1)
- Slice/piece
- Cup (L1U7)
- Tablespoon (L1U7)
- Teaspoon
- Package
- Can (aluminum)
- Box
- Pound
- Dozen
- Bottle
- Ounce

**Miscellaneous:**
- Jar
- Half
- Soup (Level 1 Unit 7)
- Salad
- Breakfast
- Lunch (Level 1 Unit 4)
- Dinner
- Snack
- Daily
- Serving
- Ingredient
- Good/Bad for your health
- I/You should (Level 1 Unit 6)
- Nutrition
- Calories
- Fat
- Cholesterol
- Carbohydrates
- Vitamin
- Allergic/food allergies
- Diet
- What’s in ...? (L1U7)
- Dish
- Recipe
- Salt (Level 1 Unit 7)
- Pepper (Level 1 Unit 7)
- Sugar (Level 1 Unit 7)
- Food (Level 1 Unit 7)
- Typical
- Traditional
- To prepare
- To cook (Unit 2)
- To add
- To put (Unit 1)
- To boil
- To eat
- To be hungry (Level 1 Unit 7)
- To be thirsty (Level 1 Unit 7)

**Extension Vocabulary**

What did you eat?  
I ate...

What did you drink?  
I drank...

**Grammatical Structures**

- Review food vocabulary, (dis)likes & why (Level 1 Unit 7)
- I can tell people what they should and shouldn’t do. (should + inf.)
- Informal commands
- Writing descriptions using a series of sentences or short paragraphs using connector words
What will students be able to do by the end of this unit?

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  - e.g. I can understand the topic, details, and type of entertainment is being described in a short advertisement about an upcoming event.
  - e.g. I can understand isolated facts about entertainment from a variety of sources (flyers, posters, ads, brochures, magazines, newspapers, internet, tickets).
  - e.g. I can understand personal information and opinions about sports, TV/movies, and music stars from photo captions.
  - e.g. I can select a movie based on a short description.
  - e.g. I can understand when a sports announcer introduce the team players. |
| **NH.IC.1** I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. |
  - e.g. I can exchange information about an upcoming event (movie, concert, game) including what, where, when, how much and can invite someone to go with me.
  - e.g. I can accept or decline an invitation to an event and give a reason for declining.
  - e.g. I can buy a ticket to an event.
  - e.g. I can contribute to a conversation about a story by identifying who, what, when and where. |
| **NH.PC.2** I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time. |
  - e.g. I can tell what I like and don’t like to do for entertainment and explain why.
  - e.g. I can compare two forms of entertainment and recommend one over the other.
  - e.g. I can recommend places to experience a variety of art and music styles. |

| **NH.INT.2** I can identify the topic and some isolated facts from simple sentences in fictional texts. |
  - e.g. I can identify how to get to the next level when playing a video game.
  - e.g. I can identify some actions described in a scene from a movie or play. |
| **NH.IC.3** I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. |
  - e.g. I can say what I like and don’t like about entertainment and why and ask others their opinion. |
| **NH.PC.3** I can present on familiar and everyday topics, using simple sentences most of the time. |
  - e.g. I can present on a famous athlete, celebrity, gamer, actor, etc.
  - e.g. I can describe a movie, TV show, concert, game that I watched/attended. |

| **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 target language entertainers (actors, musicians, athletes) that are popular in their home countries or in the U.S. and can identify their contributions.
  - e.g. I can compare a well-known target culture personality with a well-known personality from the U.S.
  - e.g. I can identify traditional/popular music, dance, sports, entertainment, etc. in a target language culture. |
What will students know about by the end of this unit?

**Benchmark Vocabulary**

- I went to...
- Last (week, Friday...)
- I saw
- I liked / didn’t like...
- Because (Level 1 Unit 3)
- It was...
- What kind of (music, game entertainment, movie)...
- In my opinion
- To prefer (Level 1 Unit 3)
- To enjoy
- To hate (Level 1 ext 3)
- To recommend (Level 1 Unit 7)
- At the beginning
- At the end
- Then (Level 1 Unit 4)
- Finally (Level 1 Unit 4)
- For example
- Even though
- Like
- Too (+adjective) (Unit 1)
- Too (also) (Level 1 Unit 3)
- Awesome
- Fun (Level 1 Unit 2)
- Boring (Level 1 Unit 2)
- Loud
- Quiet
- Entertaining
- Fascinating
- Exciting
- Phenomenal
- Silly/stupid
- Embarrassing
- Sad (Level 1 Unit 2)
- Violent
- Scary
- Funny (Level 1 Unit 2)
- Fast
- Slow
- Arrogant
- Humble
- Charitable
- Rich
- Poor
- Emotion
- To begin (Level 1 Unit 4)
- To end (Level 1 Unit 4)
- To attend
- To arrive (Level 1 Unit 6)
- To meet (Level 1 Unit 6)
- To leave (Unit 2)
- To see (Level 1 Unit 6)
- To listen to (Level 1 Unit 3)
- To hear
- To look for (Unit 1)
- To have fun
- To laugh
- To cry
- To be afraid
- To cost (Unit 1)
- Ticket
- To earn money
- To give
- To help (Unit 1)
- To be successful
- To be talented
- Let’s meet at
- The best (Level 1 Unit 7)
- Better than
- The worst (Level 1 Unit 7)
- Worse than
- The most ___
- The least ___
- More/Less ___ than

**Extension Vocabulary**

- I believe
- I think

**Grammatical Structures**

- Asking questions
- Writing sentences & paragraphs with transition/connecting words
- Making comparisons
- Giving opinions and recommendations
- Describing people and describing events in the past
### Student Choice Vocabulary

#### To talk about sports:
- Game
- Fan
- Athlete
- Player
- Mascot
- Coach, trainer
- Referee/umpire
- Champion
- Championship
- Competition
- League
- Score
- Scoreboard
- Goal
- Points
- To tie
- To win
- To lose
- Last, final
- Cheerleaders
- Team
- Trophy
- Medals
- Field
- First, second, third place
- Winner
- Loser
- To score
- To shout
- To play (sport)
- To support

#### To talk about TV/Movies:
- Movie
- Program (sports, news, musical)
- Director
- Producer
- Actor/actress
- Movie star
- Game show host
- 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:
- Music
- Concert
- Musician
- Singer
- Group
- Audience
- Rap
- Country
- Classical
- Pop
- R & B
- Rock (n Roll)
- Heavy metal
- Song
- Musical instruments
- Microphone
- On tour
- Stage
- To shout
- To sing
- To play (an instrument)
- To download
- To support

#### To talk about video games:
- Game
- Controller
- Headphones
- Disc
- Hand-held
- Hands-free
- Camera
- Online
What will students be able to do by the end of this unit?

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| **NH.INT.1** I can identify the topic and some isolated facts from simple sentences in informational texts.  
  • e.g. I can understand prescription instructions as well as written doctor directions and recommendations for recovery.  
  • e.g. I can understand the main idea and some facts from pamphlets on illnesses and/or treatment of injuries.  
  • e.g. I can understand basic terminology on a health history form.  | **NH.IC.1** I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.  
  • e.g. I can ask and answer questions to explain what is wrong with me or someone else.  
  • e.g. I can ask and answer questions to explain what happened to me or someone else.  
  • e.g. I can ask questions to get clarification about a prescription or medical instructions.  | **NH.PC.1** I can present personal information about my life and activities, using simple sentences most of the time.  
  • e.g. I can explain my symptoms and tell what body parts hurt.  
  • e.g. I can present about how I or someone else got hurt.  
  • e.g. I can present about what happened to me or someone else sick.  
  • e.g. I can complete documentation at a hospital or health clinic about my health history, symptoms and injury/illness.  
  • e.g. I can give simple reasons why I am late for an appointment.  |
| **NH.INT.3** I can identify the topic and some isolated facts from simple sentences in conversations.  
  • e.g. I can understand when someone talks about what is wrong or what happened.  
  • e.g. I can understand simple instructions from a doctor, possibly with a visual (X-ray, ultrasound, charts, physical body models [i.e. teeth, joints, skeleton]).  
  • e.g. I can understand information about being healthy and/or recovering from illness/injury with visuals (ex. how-to video, infomercials, exercise handout, etc.)  | **NH.IC.2** I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.  
  • e.g. I can exchange information with a doctor’s office to prepare for an upcoming appointment.  | **NH.PC.3** I can present on familiar and everyday topics, using simple sentences most of the time.  
  • e.g. I can explain the doctor’s recommendations for recovery from sickness or injury.  
  • e.g. I can request a doctor’s appointment or additional information from a doctor about recovery.  |
| **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 home/natural remedies in the target cultures.  
  • e.g. I can compare medical services across cultures.  | **NH.IC.3** I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.  
  • e.g. I can exchange some ideas about ways to stay healthy.  |  |
| **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 the role of pharmacies in target cultures (giving advice, prescriptions, 24-hour access or farmacias de turno, etc.)  |  |  |
What will students know about by the end of this unit?

**Benchmark Vocabulary**

What happened to you? / How does s/he feel?
I / He / She fell.
I / He / She / broke my / his / her
I / He / She / hurt (injured) my / his / her
I / He / She got sick.
I / He / She caught a cold.
I / He / She / cut my / his / her ...
I / He / She / twisted my / his / her

How do you feel? / How does s/he feel?
I / She / He feel(s) sick.
I / He / She don’t (doesn’t) feel well

My / His / Her _________ hurts
I / He / She have (has) a fever
I / He / She have (has) a cough
I’m / He’s / She’s hot
I’m / He’s / She’s cold
I / He / She have (has) chills
I / He / She have (has) a(n) ___ ache

To injure
To hit (get hit by)
To fall
To twist
To break
To cut
To cough
To sneeze
To vomit
To be hot
To be cold
To have (fever, cough)
To bleed
Pain
Spots
Rash

Doctor
Nurse
Patient
Doctor’s Office
Hospital
Clinic
Pharmacy
Emergency Room

To stay in bed
To take (medicine, liquid)

**Grassmatical Structures**

- Commands and recommendations
- Write ordered and connecting sentences and paragraphs
- Past tense (1st and 3rd person singular) to narrate and describe feelings and events the past
## UNIT 7: Let’s Go On Vacation!

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

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| **NH.INT.1** I can identify the topic and some isolated facts from simple sentences in informational texts.  
  - e.g. I can understand the main idea and some details about places in a city in written and/or audio texts.  
  - e.g. I can understand the main idea and some details about travel plans in written and/or audio texts.  
  - e.g. I can understand some information about places in a city from maps, brochures, travel websites, magazine, ads, etc...  
  - e.g. I can understand a simple public transportation schedule. | **NH.IC.1** I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time.  
  - e.g. I can ask for and give directions to go from one place to another.  
  - e.g. I can exchange information about things to do in my town.  
  - e.g. I can exchange information about what I do for fun, where, and with whom. | **NH.PC.2** I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.  
  - e.g. I can express my opinion about places to visit on a vacation and describe where I want to visit.  
  - e.g. I can craft a response to a blog post about recommendations of places to visit. |
| **NH.INT.2** I can identify the topic and some isolated facts from simple sentences in fictional texts.  
  - e.g. I can understand the main idea and some details about a dream vacation. | **NH.IC.2** I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time.  
  - e.g. I can ask and answer questions to make travel arrangements (buy a train/bus/subway ticket, check in/out of a hotel, etc.).  
  - e.g. I can ask and answer questions to exchange money and buy a plane, metro, bus or train ticket.  
  - e.g. I can ask for and give directions to go from one place to another.  
  - e.g. I can ask for directions when I’m lost.  
  - e.g. I can make plans with others via text messages. | **NH.PC.3** I can present on familiar and everyday topics, using simple sentences most of the time.  
  - e.g. I can describe my travel plans (where, why, when, with whom, my flight and hotel, places I want to see, things I want to do and why.)  
  - e.g. I can give simple directions to a nearby location. |
| **NH.INT.3** I can identify the topic and some isolated facts from simple sentences in conversations.  
  - e.g. I can understand the main idea and some details when friends talk about travel plans.  
  - e.g. I can understand the main idea and some details when friends talk about places in a city. | **NH.IC.3** I can express, ask about, and react to preferences, feelings, or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic.  
  - e.g. I can tell someone what to do on vacation based on their likes and dislikes.  
  - e.g. I can describe what I want to do/see (based on my likes and dislikes) and ask questions about where I can do/see those things in a city.  
  - e.g. I can share opinions about where to go on vacation.  
  - e.g. I can ask someone about their city and compare my vacation plans with another’s plans.  
  - e.g. I can find a good travel companion based on preferences (food, activities, places, budget, transportation etc.). | |
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 popular and/or important travel destinations across cultures.
- e.g. I can identify common means of transportation across cultures.
- e.g. I can identify types of stores and markets including specialty stores across cultures.
- e.g. I can identify how culture is reflect in currencies across cultures.

N.CPP.2 In my own and other cultures I can identify some typical practices related to familiar everyday life.
- e.g. In my and other cultures, I can identify how people travel from one place to another, such as driving, taking the train, riding a bike and why they choose to travel this way.

N.CIA.2 I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.
- e.g. I can apply the metric system to measure distances.
- e.g. I can access simple information about transportation options based on my location.

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

**Benchmark Vocabulary**

**Places**
- Tourist attraction
- Office
- Bank
- Museum
- Post office
- Hotel
- Nightclub
- Airport
- Bus terminal
- Bus stop
- Train / Traxx station
- Hospital (Unit 5)
- Store (Unit 1)
- Department store
- Neighborhood
- Amusement park
- City
- Country / outskirts
- Lake
- River
- Forest
- Ancient ruins
- Historical site
- Tourist Office

**Recycle places** from Level 1 Unit 6 - beach, café, countryside/outskirts, downtown, mountains, mall, pool, theater, park, restaurant, etc.

**Travel agency**
- Reservation
- Domestic
- International
- Direct
- Layover
- Visa
- Passport

**Verbs**
- To arrive (Unit 4)
- To be patient
- To be interesting
- To change (money)
- To check (luggage)
- To depart
- To go on vacation
- To land
- To leave (Unit 2)
- To pay (Unit 1)

**Hotel**
- For how long?
- For how many people?
- Bed (Level 1 Unit 5)
- Smoking / non-smoking

**What is your city like?**
**What would you like to do?**
**Do you prefer __ or __?**
**I’m looking for (Unit 1)**
**There is/are (Level 1 Unit 4)**
**Where should I go to (find, see)?**
**You should...**
**You can...**
**If you like...**
**I prefer...**
**In my opinion (Unit 4)**
**I recommend (to you)...**
**What a good idea!**
**It opens at (time)**
**It closes at (time)**
**Tour**
**How much does it cost? (Unit 1)**
**Ticket (entrance)**
**Ticket (bus, train)**

**Airplane/Purchase**
- Airline
- Boarding pass
- Suitcase / Luggage
- Flight
- Flight attendant
- Passenger
- Seat
- Aisle
- Window (Level 1 Unit 5)
- Will you bring me? (Level 1 Unit 7)
- Customs
- Purpose
- Departure
- Departure gate
- Arrival
- On time
- Early
- Late
- Delayed

**Where is?**
**How do I get to?**
**In order to get to...**
**How long does it take to get to?**

**Does it include (breakfast, internet)?**
**Is there a (pool, gym)?**
To plan
To prohibit
To relax
To reserve
To return (Level 1 Unit 6)
To sit
To sunbathe
To take off (plane)
To travel
To wait
To (get to) know
To visit
To find

Recycle verbs from Level 1 Units 3 & 7 - to shop, buy, spend time, read, eat, drink, do, see, go, walk, cost, can, should, want, need, prefer, Etc.

Other phrases
I would like to (visit, change money, make a reservation) (Level 1 Unit 6)
I’m interested in
I’m looking for (Unit 1)
In my opinion (Unit 4)
Cash / credit card (Unit 1)
Ticket window
From where does it leave?
What time does it arrive?
What is the exchange rate?
Open / closed (Level 1 Unit 7)
Vacation
Weather

Welcome
Adjectives
Authentic
Touristic

Recycle adjectives - popular, important, interesting, fun, big, small, expensive, cheap, big, small, etc.

Comparisons
Less (adj.) than
More (adj.) than
As (adj.) as
The best
The worst
The same as

Directions
Upon (leaving, turning, etc.)
Go
Stop
Turn
Cross
Walk
Continue
Straight ahead
Take...(street, bus)
Get on
Get off
Block
Corner
Street light
Stop sign

Intersection
First
Next
Then
Later
After
Near/close
Far
Next to
Across
Behind
Between
In front
To/on the left
To/on the right
Here/There (Level 1 Unit 6)
Inside
Outside

Avenue
Highway
Street
Bridge
Exit
Map
Guide

Recycle directions - North, South, East, West

Recycle transportation - bus, taxi, car, train, subway

Extension Vocabulary
other places in the city and outskirts (falls, cave, fairgrounds, plaza, etc.)

Grammatical Structures
- Refresh time
- Comparative structures (Refresh Unit 4)
- Refresh simple future (going to)
- Commands
- Comparative structures
- Preposition use
- Simple subjunctive use “I recommend that you (go, see, visit)...”
- “to be” with locations
Ext. Passive voice (“one can go to...”)

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