



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!"

Summer 2014

Subject Content: World Languages Level 1 Grade : 9 – 11



Indicates the Curriculum Map

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

Every learner will use a world language, other than English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities.

Through learning another language, learners will connect with other disciplines and gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.

Summary of World Readiness Standards for Learning Language

Core Performance Competencies

Language Competencies	Intercultural Competencies
<p>1. Interpretive Listening (IL) and Reading (IR)</p> <p>I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.</p> <p>2. Interpersonal Communication (IC)</p> <p>I can exchange information, concepts, and ideas with a variety of speakers or readers on a variety of topics in a culturally appropriate context.</p> <p>3. Presentational Speaking (PS) and Writing (PW)</p> <p>I can present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a culturally appropriate context.</p>	<p>4. Investigation of Cultural Products and Practices (CPP)</p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p> <p>5. Understanding of Cultural Perspectives (CP)</p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p> <p>6. Participation in Cultural Interaction (CIA)</p> <p>I can use my language skills and cultural understanding to interact in a cultural context other than my own.</p>

KENTUCKY STANDARD FOR WORLD LANGUAGE PROFICIENCY

Interpretive		Interpersonal	Presentational	
Interpretive Listening Benchmark	Interpretive Reading Benchmark	Interpersonal communication Benchmark	Presentational Speaking Benchmark	Presentational Writing Benchmark
<i>I can recognize a few memorized words and phrases when I hear them spoken.</i>	<i>I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.</i>	<i>I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</i>	<i>I can present information about myself and some other very familiar topics using single words or memorized phrases.</i>	<i>I can copy some familiar words, characters or phrases.</i>
Learning Indicator NL.IL.1 I can occasionally identify the sound of a character or a word.	Learning Indicator NL.IR.1 I can occasionally recognize a few letters or characters.	Learning Indicator NL.IC.1 I can greet my peers.	Learner Indicator NL.PS.1 I can recite words and phrases that I have learned.	Learning Indicator NL.PW.1 I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer.
Sample Learning Targets <ul style="list-style-type: none"> • I can recognize the sound of a few letters when they are spoken or spelled out. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can alphabetize a few names or words. • I can match a character in a headline to a supporting visual. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can say hello and goodbye. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can count from 1-10. • I can say the date and the day of the week. • I can list the months and seasons. • I can... 	Sample Learning Targets <ul style="list-style-type: none"> • I can copy the letters of the alphabet. • I can copy the characters that I am learning. • I can copy a simple phrase like "Happy Birthday," "Happy Holidays," etc. • I can...

<p>Learning Indicator</p> <p>NL.II.2 I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.</p>	<p>Learning Indicator</p> <p>NL.IR.2 I can connect some words, phrases or characters to their meanings.</p>	<p>Learning Indicator</p> <p>NL.IC.2 I can introduce myself to someone.</p>	<p>Learning Indicator</p> <p>NL.PS.2 I can state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases.</p>	<p>Learning Indicator</p> <p>NL.PW.2 I can write words and phrases that I have learned.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand greetings. • I can recognize some color words. • I can understand some numbers. • I can understand some food items. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can recognize some cities on a map. • I can identify some menu items. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can tell someone my name. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can name famous landmarks and people. • I can name countries on a map. • I can list items I see every day. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write my name, home address, and my e-mail address. • I can write numbers such as my phone number. • I can write the date and the day of the week. • I can write the months and seasons. • I can...
		<p>Learning Indicator</p> <p>NL.IC.3 I can answer a few simple questions.</p>	<p>Learning Indicator</p> <p>NL.PS.3 I can introduce myself to a group.</p>	<p>Learning Indicator</p> <p>NL.PW.3 I can label familiar people, places, and objects in pictures and posters.</p>
		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can respond to some yes/no questions. • I can answer some either/or questions. • I respond to some <i>who, what,</i> 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can state my name, age, and where I live. • I can give my phone number, home address, and e-mail address. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can label famous landmarks and people. • I can write the names of countries on a map. • I can list items I see every day.

		<p><i>when, where</i> questions.</p> <ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • I can label items in a room. • I can...
			<p>Learning Indicator</p> <p>NL.PS.4 I can recite short memorized phrases, parts of poems, and rhymes.</p>	
			<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can sing a short song. • I can recite a nursery rhyme. • I can recite a simple poem. • I can... 	

Novice Mid

Interpretive		Interpersonal	Presentational	
Interpretive Listening Benchmark	Interpretive Reading Benchmark	Person to Person Benchmark	Presentational Speaking Benchmark	Presentational Writing Benchmark
NM.IL	NM.IR	NM.IC	NM.PS	NM.PW
<i>I can recognize some familiar words and phrases when I hear them spoken.</i>	<i>I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</i>	<i>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</i>	<i>I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</i>	<i>I can write lists and memorized phrases on familiar topics.</i>
<p>Learning Indicator</p> <p>NM.IL.1 I can understand a few courtesy phrases.</p>	<p>Learning Indicator</p> <p>NM.IR.1 I can recognize words and phrases and</p>	<p>Learning Indicator</p> <p>NM.IC.1 I can greet and leave people in a polite way.</p>	<p>Learning Indicator</p> <p>NM.PS.1 I can present information about myself</p>	<p>Learning Indicator</p> <p>NM.PW.1 I can fill out a simple form with some basic</p>

	characters with the help of visuals.		and others using words and phrases.	personal information.
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand greetings. • I can understand when people express thanks. • I can understand when people introduce themselves. • I can understand when someone asks for a name. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can recognize entrance and exit signs. • I can identify family member words on a family tree. • I can identify the healthy nutritional categories. • I can identify the simple labels on a science-related graph. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can say hello and goodbye to someone my age or younger. • I can say hello and goodbye to my teacher, professor, supervisor, or adults I do not know. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can say what I look like. • I can say what I am like. • I can say what someone looks like. • I can say what someone is like. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can fill out a form with my name, address, phone number, birth date, and nationality. • I can complete a simple online form. • I can fill out a simple schedule. • I can...
<p>Learning Indicator</p> <p>NM.IL.2 I can recognize and sometimes understand basic information in words and phrases that I have memorized.</p>	<p>Learning Indicator</p> <p>NM.IR.2 I can recognize words, phrases, and characters when I associate them with things I already know.</p>	<p>Learning Indicator</p> <p>NM.IC.2 I can introduce myself and others.</p>	<p>Learning Indicator</p> <p>NM.PS.2 I can express my likes and dislikes using words, phrases, and memorized expressions.</p>	<p>Learning Indicator</p> <p>NM.PW.2 I can write about myself using learned phrases and memorized expressions.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can identify days of the week and the time. • I can recognize a date. • I can recognize some common weather expressions. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can check off words or phrases on a to-do list, grocery list or scavenger hunt list. • I can identify labeled aisles in a supermarket. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can introduce myself and provide basic personal information. • I can introduce someone else. • I can respond to an introduction. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can say which sports I like and don't like. • I can list my favorite free-time activities and those I don't like. • I can state my favorite 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can list my likes and dislikes such as favorite subjects, sports, or free-time activities. • I can list my family members, their ages, their relationship to me,

<ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • I can choose a restaurant from an online list of local eateries. • I can identify scores from sports teams because I recognize team names and logos. • I can identify artists, titles and music genres from iTunes. • I can identify the names of classes and instructors in a school schedule. • I can... 	<ul style="list-style-type: none"> • I can... 	<p>foods and drinks and those I don't like.</p> <ul style="list-style-type: none"> • I can... 	<p>and what they like to do.</p> <ul style="list-style-type: none"> • I can list my classes and tell what time they start and end. • I can write simple statements about where I live. • I can...
<p>Learning Indicator</p> <p>NM.IL.3 I can recognize and sometimes understand words and phrases that I have learned for specific purposes.</p>		<p>Learning Indicator</p> <p>NM.IC.3 I can answer some simple questions.</p>	<p>Learning Indicator</p> <p>NM.PS.3 I can present information about familiar items in my immediate environment.</p>	<p>Learning Indicator</p> <p>NM.PW.3 I can list my daily activities and write lists that help me in my day-to-day life.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can recognize the names of the planets in a science class. • I can recognize the names of some parts of the body in a health class. 		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can answer <i>who, what, when, where</i> questions. • I can answer questions about something that I am learning. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can tell about my house • I can tell about my school or where I work. • I can tell about my room or office and what is in it. • I can present basic 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can label activities and their times in my daily schedule. • I can write about what I do on the weekends. • I can write a to-do list.

<ul style="list-style-type: none"> • I can... 			<p>information about my community, town/city, state or country.</p> <ul style="list-style-type: none"> • I can... 	<ul style="list-style-type: none"> • I can write a shopping list. • I can...
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can recognize the names of the planets in a science class. • I can recognize the names of some parts of the body in a health class. • I can... 		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can answer <i>who, what, when, where</i> questions. • I can answer questions about something that I am learning. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can tell about my house • I can tell about my school or where I work. • I can tell about my room or office and what is in it. • I can present basic information about my community, town/city, state or country. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can label activities and their times in my daily schedule. • I can write about what I do on the weekends. • I can write a to-do list. • I can write a shopping list. • I can...
		<p>Learning Indicator</p> <p>NM.IC.4 I can make some simple statements in a conversation.</p>	<p>Learning Indicator</p> <p>NM.PS.4 I can tell about my daily activities using words, phrases, and memorized expressions.</p>	<p>Learning Indicator</p> <p>NM.PW.4 I can write notes about something I have learned using lists, phrases, and memorized expressions.</p>
		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can tell someone what I am doing. • I can say where I went. • I can say whom I am going to see. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can list my classes and tell what time they start and end. • I can name activities and their times in my 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can list the main cities of a specific country. • I can write the phrases and memorized expressions connected

		<ul style="list-style-type: none"> • I can express a positive reaction, such as “Great!” <p>I can</p>	<p>schedule.</p> <ul style="list-style-type: none"> • I can tell what I do on the weekends. • I can... 	<p>with holiday wishes and celebrations in a specific country.</p> <ul style="list-style-type: none"> • I can create a list of topics and categories using vocabulary I have learned. • I can write something I hear or have heard such as simple information in a phone message or a classroom activity. • I can...
		<p style="text-align: center;">Learning Indicator</p> <p>NM.IC.5 I can ask some simple questions.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NM.PS.5 I can present simple information about something I learned using words, phrases, and memorized expressions.</p>	
		<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can ask <i>who, what, when, where</i> questions. • I can ask questions about something that I am learning. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can talk about holiday celebrations based on pictures or photos. • I can name the main cities on a map. • I can talk about animals, colors, foods, historical figures, or sports based 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can ask <i>who, what, when, where</i> questions. • I can ask questions about something that I am learning. • I can...

			<p>on pictures or photos.</p> <ul style="list-style-type: none"> • I can... 	
		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can ask <i>who, what, when, where</i> questions. • I can ask questions about something that I am learning. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can talk about holiday celebrations based on pictures or photos. • I can name the main cities on a map. • I can talk about animals, colors, foods, historical figures, or sports based on pictures or photos. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can ask <i>who, what, when, where</i> questions. • I can ask questions about something that I am learning. • I can...
		<p>Learning Indicator</p> <p>NM.IC.6 I can communicate basic information about myself and people I know.</p>		
		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can say my name and ask someone's name. • I can say or write something about the members of my family and ask about someone's family. • I can say or write something about friends and classmates or co-workers. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

		<ul style="list-style-type: none"> • I can... 		
		<p>NM.IC.7 I can communicate some basic information about my everyday life.</p>		
		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can give times, dates and weather information. • I can tell about what I eat, learn, and do. • I can tell about places I know. • I can ask and understand how much something costs. • I can tell someone the time and location of a community event. • I can... 		

Novice High

Interpretive		Interpersonal	Presentational	
Interpretive Listening Benchmark	Interpretive Reading Benchmark	Person to Person Benchmark	Presentational Speaking Benchmark	Presentational Writing Benchmark
<p>NH.IL</p> <p><i>I can often understand words, phrases, and simple sentences related to everyday life.</i></p> <p><i>I can recognize pieces of information and sometimes understand the main topic of what</i></p>	<p>NH.IR</p> <p><i>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.</i></p> <p><i>I can sometimes understand the</i></p>	<p>NH.IC</p> <p><i>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</i></p> <p><i>I can usually handle short social</i></p>	<p>NH.PS</p> <p><i>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</i></p>	<p>NH.PW</p> <p><i>I can write short messages and notes on familiar topics related to everyday life.</i></p>

<i>is being said.</i>	<i>main idea of what I have read.</i>	<i>interactions in everyday situations by asking and answering simple questions.</i>		
<p>Learning Indicator</p> <p>NH.IL.1 I can sometimes understand simple questions or statements on familiar topics.</p>	<p>Learning Indicator</p> <p>NH.IR.1 I can usually understand short simple messages on familiar topics.</p>	<p>Learning Indicator</p> <p>NH.IC.1 I can exchange some personal information.</p>	<p>Learning Indicator</p> <p>NH.PS.1 I can present information about my life using phrases and simple sentences.</p>	<p>Learning Indicator</p> <p>NH.PW.1 I can write information about my daily life in a letter, blog, discussion board, or email message.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can recognize the difference between a question and a statement. • I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc. • I can sometimes understand questions or statements about my family. • I can sometimes understand questions or statements about my friends and classmates or workmates. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand basic familiar information from an ad. • I can sometimes identify the purpose of a brochure. • I can identify information from a movie description or poster. • I can understand simple information in a text message from a friend. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can ask and say a home address and e-mail address. • I can ask and say someone's nationality. • I can ask and tell about family members and their characteristics. • I can ask and tell about friends, classmates, teachers and co-workers. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can describe my family and friends. • I can describe my school. • I can describe where I work and what I do. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can introduce myself. • I can describe my family and friends. • I can describe my school. • I can describe where I work and what I do. • I can...
<p>Learning Indicator</p> <p>NH.IL.2 I can understand simple information when presented with pictures and graphs.</p>	<p>Learning Indicator</p> <p>NH.IR.2 I can sometimes understand short, simple descriptions with the help of pictures or graphs.</p>	<p>Learning Indicator</p> <p>NH.IC.2 I can exchange information using texts, graphs or pictures.</p>	<p>Learning Indicator</p> <p>NH.PS.2 I can present a familiar experience or event in simple terms using phrases and simple sentences.</p>	<p>Learning Indicator</p> <p>NH.PW.2 I can write short notes using phrases and simple sentences.</p>
<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand some facts about the weather when 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand simple captions under photos. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can ask about and identify familiar things in a picture from a story. 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can tell what I do in class or at work. 	<p>Sample Learning Targets</p>

<p>weather symbols are used.</p> <ul style="list-style-type: none"> • I can understand when someone describes physical descriptions from a photo or an art work. • I can follow simple arithmetic problems when I can see the figures. • I can... 	<ul style="list-style-type: none"> • I can understand very basic information from a real estate ad. • I can understand Web site descriptions of clothing items to make an appropriate purchase. • I can identify the categories on a graph. • I can... 	<ul style="list-style-type: none"> • I can ask about and identify important information about the weather using a map. • I can ask and respond to simple questions about dates, times, places, and events on schedules, posters, and tickets. • I can respond to simple questions based on graphs, or visuals that provide information containing numbers or statistics. • I can... 	<ul style="list-style-type: none"> • I can tell what I do during the weekend. • I can tell what happens after school or work. • I can... 	<ul style="list-style-type: none"> • I can write a postcard message. • I can write a special occasion message such as a birthday or congratulatory note. • I can write a short announcement, invitation, or thank-you note. • I can...
<p style="text-align: center;">Learning Indicator</p> <p>NH.II.3 I can sometimes understand the main idea of conversations that I overhear.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NH.IR.3 I can sometimes understand the main idea of published materials.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NH.IC.3 I can ask for and give simple directions.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NH.PS.3 I can present information about a familiar person, place, or thing using phrases and simple sentences.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NH.PW.3 I can write about a familiar experience or event using practiced material.</p>
<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can sometimes understand if people are referring to me in their conversation. • I can sometimes understand if people are talking about their homes or asking for directions. • I can sometimes understand a simple transaction between a customer and a sales clerk. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can distinguish a birthday card from a note expressing thanks. • I can identify destinations and major attractions on a travel brochure. • I can locate places on city maps. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can ask for directions to a place. • I can tell someone how to get from one place to another, such as go straight, turn left, or turn right. • I can tell someone where something is located, such as next to, across from, or in the middle of. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can describe a useful Web site. • I can talk about my favorite musical group, actor, or author. • I can describe a landmark, vacation location, or a place I visit. • I can talk about a famous person from history. • I can... 	<p style="text-align: center;">Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write what I do in class or at work. • I can write what happens after school or during the weekend. • I can write about a website, a field trip, or an activity that I participated in. • I can...
	<p style="text-align: center;">Learning Indicator</p> <p>NH.IR.4 I can understand simple everyday notices in public places</p>	<p style="text-align: center;">Learning Indicator</p> <p>NH.IC.4 I can make plans with others.</p>	<p style="text-align: center;">Learning Indicator</p> <p>NH.PS.4 I can present information about others using phrases and</p>	<p style="text-align: center;">Learning Indicator</p> <p>NH.PW.4 I can write basic information about things I have</p>

	on topics that are familiar to me.		simple sentences.	learned.
	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can understand a simple public transportation schedule. • I can locate notices on where to park. • I can understand notices that tell of street or metro closings. • I can understand a store's hours of operation. • I can read the labels on a recycling bin. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can accept or reject an invitation to do something or go somewhere. • I can invite and make plans with someone to do something or go somewhere. • I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can talk about others' likes and dislikes. • I can talk about others' free-time activities. • I can give basic biographical information about others. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can write up a simple process like a science experiment. • I can write about a topic from a lesson using pictures or photos. • I can write about something I learned online, in a class, at work, or in the community. • I can...
		<p>Learning Indicator</p> <p>NH.IC.5 I can interact with others in everyday situations.</p>	<p>Learning Indicator</p> <p>NH.PS.5 I can give basic instructions on how to make or do something using phrases and simple sentences.</p>	<p>Learning Indicator</p> <p>NH.PW.5 I can ask for information in writing.</p>
		<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can order a meal. • I can make a purchase. • I can buy a ticket • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can tell how to prepare something simple to eat. • I can describe a simple routine, like getting lunch in the cafeteria. • I can give simple directions to a nearby location or to an online resource. • I can... 	<p>Sample Learning Targets</p> <ul style="list-style-type: none"> • I can request resources like brochures, posted information • I can request an appointment with a classmate, teacher, or colleague. • I can request an application for a job, membership in a club, or admission to a school or program. • I can...

Level 1 Overview

<p>Unit 1 (Semester 1) Week 1-3 It's nice to meet you</p>	<p>Unit 2 Week 4-7 Who am I?</p>	<p>Unit 3 Week 8- 11 What do you like to do?</p>	
<p>Unit 4 Week 12- 14 Let me Introduce my Family</p>	<p>Unit 5 Week 15- 18 My School Life (Review & Finals)</p>	<p>Unit 6 (Semester 2) Week 19- 22 Pobre Ana</p>	
<p>Unit 7 Week 23-26 Let's Go Out to Eat</p>	<p>Unit 8 Week 27- 30 I Need Some New Clothes</p>	<p>Unit 9 Week 31- 34 Hanging Out</p>	<p>Week 35-36 Review & Finals</p>

Week 1-3: Level 1 (A) Unit 1 "It's Nice to meet you"
What will students be able to do by the end of this unit?

Interpretive		Interpersonal	Presentational	
Interpretive Listening	Interpretive Reading	Person to Person	Presentational Speaking	Presentational Reading

<p>I can recognize some common greetings and expressions</p> <p>I can understand some-one saying a date or time.</p> <p>I can understand someone talking about their age, where they are from, their phone number and birthday.</p>	<p>I can understand basic personal information from communications such as e-mails, personal profiles.</p> <p>I can identify some cognates or characters that help me understand the meaning.</p>	<p>I can greet and say goodbye to people.</p> <p>I can introduce myself and ask someone their name.</p> <p>I can answer questions about my name, age, origin, and phone number.</p> <p>I can tell someone the date and time.</p> <p>I can tell someone when my birthday is.</p>	<p>I can greet people</p> <p>I can tell my age and my birthday.</p> <p>I can tell where I am from.</p> <p>I can tell the date and time.</p> <p>I can tell my telephone number.</p> <p>I can introduce myself.</p>	<p>I can tell my age and my birthday.</p> <p>I can tell where I am from.</p> <p>I can tell the date and time.</p> <p>I can tell m</p> <p>I can introduce myself.</p>
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What will students know about by the end of this unit?

<p>Hello</p> <p>How are you?</p> <p>What's up?</p> <p>My pleasure.</p> <p>What is your name?</p> <p>Good morning.</p> <p>Good afternoon.</p> <p>Good night.</p> <p>It is...</p> <p>Who is...?</p> <p>Goodbye</p>	<p>See you later.</p> <p>I am</p> <p>good/bad/regular.</p> <p>Where are you from?</p> <p>What is your telephone number?</p> <p>Today is...</p> <p>What is the date?</p> <p>January ...February</p> <p>March, April, May</p>	<p>June</p> <p>July</p> <p>August</p> <p>September</p> <p>October</p> <p>November</p> <p>December</p> <p>What time is it?</p> <p>It is...</p> <p>What day is today?</p> <p>Monday</p> <p>Tuesday</p>	<p>Wednesday</p> <p>Thursday</p> <p>Friday</p> <p>Saturday</p> <p>Sunday</p> <p>week</p> <p>weekend</p> <p>Why</p> <p>Thanks</p> <p>You're welcome</p> <p>Numbers</p>	
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Culture

I can tell you how... :

people greet each other that they know.

people greet each other that they don't know.

personal space is different.

there is a difference in telling dates and time.

a calendar is organized .

I can use different greetings at different times of the day

Concurrent TPR Unit with commands and basic TPR vocabulary.....

Stand

Sit

Walk

Jump

Fast

Slow

Stop

Turn around

Dance

Talk

Touch

See/look

Yell

There is / there are

Suggested Assessments

Performance Assessments, IPAs (Integrated performance Assessments)

*Socratic exit tickets (other online platforms) *Open ended and multiple choice *Cartoon panels *Google voicemails *Timed writing *Story rewrites *Partner retellings of story with teacher observation *Comparisons of two cultures *Quizzes *Closed-Eye Exit Tickets *At the door exit tickets *Student presentations

Suggested Activities/ Strategies

Role playing, Timed writings, TPR , Story telling , TPRS stories *Double circles for questions *Using photographs of people that students can talk about what they need to do based on what they see *Practice e-mails/writing responses with partner. *Cartoon panels. *Story rewrites/retellings, and summaries *Peer review *Comparisons of two cultures *Cognates focus *Authentic readings *Skits *Cloze listening activities *Songs *Story boards *student created videos

Week 4-7: Level 1 (A) Unit 2 “Who am I?”
What will students be able to do by the end of this unit?

Interpretive		Interpersonal	Presentational	
Interpretive Listening	Interpretive Reading	Person to Person	Presentational Speaking	Presentational Reading
I can understand when someone describes themselves or someone else.	I can understand some basic personal information found in short readings.	I can answer questions about physical characteristics, personality and simple likes and dislikes.	I can describe myself including personality & physical characteristics.	I can write about myself including my personality & physical characteristics.
I can understand simple questions about myself or someone else.		I can ask questions to find out basic information about someone else.	I can describe someone else including age, personality, and physical characteristics.	I can write about someone else including their age, personality, & physical characteristics.

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

How old is he/she? He/she is...years old. What are you like? I am... What is he/she like? He/she is... Nice Unpleasant/unfriendly Funny Serious Athletic Shy Outgoing Lazy Hard-working Intelligent	Stupid/dumb Interesting Boring Weak Strong Generous Organized Disorganized Patient Impatient Talented Artistic Creative Studious Tall	Short Good looking Pretty Ugly Fat Thin/skinny Bald Old Young I have You have He/she has Green eyes Blue eyes Brown eyes Short hair	Long hair Straight hair Curly hair Brown hair Blonde hair Gray hair Red hair Glasses Braces Pimples Mustache Beard Tattoo Scar	
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Grammar/Structures

Subject Pronouns: I, You, He, She
 Verbs: To be, to have
 Negatives
 Adjectives: Gender Agreement

Culture:

In the target culture,

I can tell you about popular sports in the target culture.

I can tell you about how popular music/dances in the target culture are similar/different than what's popular in the U.S.

I can tell you how to describe people using socially acceptable vocabulary in the target culture.

Suggested Assessments

Performance Assessments, IPAs (Integrated performance Assessments)
 *Socratic exit tickets (other online platforms) *Open ended and multiple choice *Cartoon panels *Google voicemails *Timed writing *Story rewrites
 *Partner retellings of story with teacher observation *Comparisons of two cultures *Quizzes *Closed-Eye Exit Tickets *At the door exit tickets *Student presentations

Suggested Activities/ Strategies

TPRS stories *TPR *Double circles for questions *Using photographs of people that students can talk about what they need to do based on what they see *Practice e-mails/writing responses with partner. *Cartoon panels. *Story rewrites/retellings, and summaries *Practice grading/review of other students' work *Comparisons of two cultures *Health forms *Cognates focus *Gallery walks *Authentic readings *Skits *Cloze listening activities *Songs *Story boards
 *student created videos

Week 8-11: Level 1 (A) Unit 3 “What do you like to do?”
What will students be able to do by the end of this unit?

Interpretive		Interpersonal	Presentational	
Interpretive Listening	Interpretive Reading	Person to Person	Presentational Speaking	Presentational Reading
I can understand when someone talks about activities they like or dislike. I can understand simple questions about my likes and dislikes.	I can understand basic information about activities people like or don't like and why.	I can answer questions about my likes and dislikes. I can ask and answer questions about activities including when, why, and with whom. I can react to someone else's likes or dislikes. I can describe my activities in e-mails, texts or conversations.	I can express my likes / dislikes about activities. I can express why I like or dislike activities. I can say when and with whom I like or don't like to do something.	I can express my likes / dislikes about activities. I can express why I like or dislike activities. I can write about when and with whom I like or don't like to do something.

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

<p>I like He /she likes You like I don't like He/she doesn't like You don't like What do you like to do? What does he./she like to do? Do you like...? What do you like more? What do you prefer to do? I prefer A little A lot Me too Me neither And why?</p>	<p>Because With With whom? With you with me my friends my family When? In On How often? Frequencies (sometimes, never, a lot, every day, rarely, often) In the Winter In the Spring In the Summer In the Fall</p>	<p>To love To hate Free time/past times To swim To talk on the phone To study To listen To read To practice To run To text To eat To draw To hang out with friends To watch a movie To dance To play a sport To play an instrument</p>	<p>To sing To watch tv To sleep To work To surf the internet To shop To drink To travel To skateboard To ride a bike To buy To write To do homework To be alone To be with friends To cook</p>	<p>To walk To clean To exercise To go To drive To chat Sports Game Baseball Soccer Football Tennis Volleyball Basketball Golf</p>
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Grammar/Structures

Writing sentences with simple connector words
Verbs: To like (be pleasing)
Asking questions

Culture

In the target culture,
I can tell you...
Which sports are more/less popular in the target language speaking countries than in the United States.
Where teenagers meet their friends.
What activities teenagers will do with their friends.
About the popularity and usage of e-mail, texting, etc.

Suggested Assessments	Suggested Activities/ Strategies
Performance Assessments, IPAs (Integrated performance Assessments) *Socrative exit tickets (other online platforms) *Open ended and multiple choice *Cartoon panels *Google voicemails *Timed writing *Story rewrites *Partner retellings of story with teacher observation *Comparisons of two cultures *Quizzes *Closed-Eye Exit Tickets *At the door exit tickets *Student presentations	TPRS stories *TPR *Double circles for questions *Using photographs of people that students can talk about what they need to do based on what they see *Practice e-mails/writing responses with partner. *Cartoon panels. *Story rewrites/retellings, and summaries *Practice grading/review of other students' work *Comparisons of two cultures *Health forms *Cognates focus *Gallery walks *Authentic readings *Skits *Cloze listening activities *Songs *Story boards *student created videos

Week 12- 14: Level 1 (A) Unit 5 “Let me introduce my Family”
What will students be able to do by the end of this unit?

Interpretive		Interpersonal		Presentational
Interpretive Listening	Interpretive Reading	Person to Person	Presentational Speaking	Presentational Reading
I can understand what people say in a short conversation about family members.	I can understand personal e-mails, notes and other short reading about family.	I can ask and tell what my family member look like and their personality.	I can describe my family.	I can describe my family using photographs, etc.
I can understand basic descriptions of family members.		I can ask and tell what members of my family like to do and why.	I can talk about what members of my family like and don't like and what they do in their free time.	I can write about what members of my family like and don't like and they do in their free time.

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

Father Mother Parents Brother Sister	Stepmother Stepsister Stepbrother Grandmother Grandfather	Cat Fish Pet House Apartment To live	We are They are There are His Her	
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Uncle Aunt Stepfather	Grandparents Cousins Dog	Older Younger	Their	
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Grammar/Structures

Full usage of gender/number agreement if it hasn't been taught yet.
Spanish: Full usage of "gustar" if it hasn't been taught yet.

Culture

I can provide a definition of "nuclear family" in the target culture.
I can compare and contrast what a family does together in different countries with my own.

Suggested Assessments

Suggested Assessments

Performance Assessments, IPAs (Integrated performance Assessments)
*Socratic exit tickets (other online platforms) *Open ended and multiple choice
*Cartoon panels *Google voicemails *Timed writing *Story rewrites *Partner retellings of story with teacher observation *Comparisons of two cultures
*Quizzes *Closed-Eye Exit Tickets *At the door exit tickets *
Student presentations

Suggested Activities/ Strategies

TPRS stories *TPR *Double circles for questions *Using photographs of people that students can talk about what they need to do based on what they
*Practice e-mails/writing responses with partner. *Cartoon panels. *Story rewrites/retellings, and summaries *Practice grading/review of other student work *Comparisons of two cultures *Health forms *Cognates focus *Gallery walks *Authentic readings *Skits *Cloze listening activities *Songs *Story boards *student created videos

Week 15- 18: Level 1 (A) Unit 4 "My School Life"
What will students be able to do by the end of this unit?

Interpretive		Interpersonal	Presentational	
Interpretive Listening	Interpretive Reading	Person to Person	Presentational Speaking	Presentational Reading
I can understand what people say about school schedules, subjects, and class supplies.	I can understand information about supplies for class.	I can speak with another person about my school day.	I can talk about my school schedule.	I can write information about my class schedule.
I can understand when I hear people talk about locations	I can understand short readings that	I can say what classes and teachers I have and when I have them.	I can tell what school supplies I have & need.	I can write a description of my classes and teachers.

within a school.	describe classes and teachers.	I can say what materials I have and need for each class. I can describe my class as difficult or easy.	I can describe my classes and teachers.	
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What will students know about by the end of this unit?

Book Pen Paper Pencil Notebook/Binder Computer Dictionary Desk Backpack	Calculator Math Science World Language History PE English Art Music	Lunch Computer Science/Technology Difficult Easy Interesting Boring A lot A little	There is/there are My favorite class is... First, I have... It starts (begins) It ends I need Schedule Class Teacher	
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Grammar/Structures

To have
Present Tense regular verbs (as necessary to complete task)

Culture

I can tell you about school schedules in the target culture(s).
I can give some information about teenage participation in sports in the target culture(s).
I can tell how students and teachers interact in the target cultures.

Suggested Assessments

Suggested Assessments

Performance Assessments, IPAs (Integrated performance Assessments)
*Socratic exit tickets (other online platforms) *Open ended and multiple choice
*Cartoon panels *Google voicemails *Timed writing *Story rewrites *Partner retellings of story with teacher observation *Comparisons of two cultures
*Quizzes *Closed-Eye Exit Tickets *At the door exit tickets *
Student presentations

Suggested Activities/ Strategies

TPRS stories *TPR *Double circles for questions *Using photographs of people that students can talk about what they need to do based on what they see *Practice e-mails/writing responses with partner. *Cartoon panels. *Story rewrites/retellings, and summaries *Practice grading/review of other students' work *Comparisons of two cultures *Health forms *Cognates focus *Gallery walks *Authentic readings *Skits *Cloze listening activities *Songs *Story boards *student created videos

**Week 19- 22: Level 1 (B) Unit 6 “Pobre Ana” (Spanish: Other languages may choose another reader)
(Semester 2)**

Students will read a novel completely in Spanish about a young girl who travels to Mexico from California. Students will read at their own pace in partners or groups while learning vocabulary through comprehensible input as they read through the novel.

This will serve as a review for 1st semester

Interpretive		Interpersonal		Presentational
Interpretive listening	Interpretive Reading	Interpersonal Communication	Presentational Speaking	Presentational Writing
I CAN understand the main idea and important details.	I CAN understand the main idea and important details. I CAN use context clues to identify words that I don't know.	I CAN ask questions about a text, and respond to questions about a text.	I CAN summarize the events in a text in my own words.	I CAN summarize the events in a text in my own words. I CAN compare and contrast my way of life to someone else's.
Vocabulary				
Le da Asiste Puede Ve Vende	Sube Montana Conoce Sale Regresa	Despide Viene Abraza Compra Tienda	Película Hace calor Hace frio Hace viento	

Grammar/Structures:

Focus on the third person singular and third person plural forms of the verbs.

Students will encounter different previously taught grammatical structures including, but not limited to subject verb agreement, gender, verb endings, possession, etc.

Culture:

Students will focus on the target culture from the text (Mexico is the setting of the story). Possible topics might include: Greetings in other countries (kiss on both cheeks, etc.), geography/topography, holidays and celebrations, previous civilizations (Maya and Aztec cultures), gastronomy, and school life.

Daily Lessons and Objectives	
Day 1	Objective: I CAN read for the main idea and important details. Vocabulary/Culture: N/A students will form their groups, and assign jobs/roles.
Day 2	Objective: I CAN read for the main idea and important details. Vocabulary/Culture: le da, asiste, puede.
Day 3	Objective: I CAN read for the main idea and important details. Vocabulary/Culture: N/A Students will self-select the vocabulary that th

Day 4	Objective: I CAN read for the main idea and important details.	Vocabulary/Culture: pelicula, tienda, compra.
Day 5	Objective: I CAN read for the main idea and important details.	Vocabulary/Culture: ve, vende, sube, montana,
Day 6	Objective: I CAN read for the main idea and important details.	Vocabulary/Culture: hace frio, hace calor, hace viento.
Day 7	Objective: I CAN summarize a text in my own words.	Vocabulary/Culture: N/A Students will self-select the vocabulary that they wish to add to their vocabulary journals.
Day 8	Objective: I CAN compare and contrast my life to Ana's life based on the text.	Vocabulary/Culture: N/A Students will self-select the vocabulary that they wish to add to their vocabulary journals.
Day 9	Objective: I CAN read for the main idea and important details.	Vocabulary/Culture: conoce, sale, regresa.
Day 10	Objective: I CAN ask and understand questions about the main events in a text.	Vocabulary/Culture: despide, viene a escuela, abraza.
Day 11	Objective: I CAN compare my life and customs to life and customs in Mexico.	Vocabulary/Culture: N/A Students will self-select the vocabulary that they wish to add to their vocabulary journals.
Day 12	Objective:	Vocabulary/Culture:
Day 13	Objective:	Vocabulary/Culture:
Day 14	Objective:	Vocabulary/Culture:
Day 15	Objective:	Vocabulary/Culture:

Suggested Assessments	Suggested Activities/Strategies
*Socratic exit tickets (other online platforms) *Open ended and multiple choice *Cartoon panels *Google voicemails *Timed writing *Story rewrites	*Literature circles (suggested jobs: vocabulary finder, new narrator, sequencer, illustrator, news reporter, etc.) *Literature circles in partners *Multiple types of reading: 1. Translate the text to English. 2. Read in Spanish

*Partner retellings of story with teacher observation *Comparisons of two cultures *Quizzes *Closed-Eye Exit Tickets *At the door exit tickets *Student presentations *Literature circle products

with English summaries. 3. Read in English with Spanish summaries. 4. Partner listens and then summarizes. 5. Partner reads along, reads last word of each sentence. 6. One person reads, and the others act out what they hear.

*TPRS stories *TPR *Double circles for questions *Using photographs of people that students can talk about what they need to do based on what they see *Practice e-mails/writing responses with partner. *Cartoon panels. *Story rewrites/retellings, and summaries *Practice grading/review of other students' work *Comparisons of two cultures *Health forms *Day of the Dead altars *Cognates focus *Gallery walks *Authentic readings *Skits *Cloze listening activities *Songs *Story boards *student created videos

Week 23- 26: Level 1 (B) Unit 7 “Let’s go out to eat”
What will students be able to do by the end of this unit?

Interpretive		Interpersonal		Presentational	
Interpretive listening	Interpretive Reading	Interpersonal Communication	Presentational Speaking	Presentational Writing	
<p>I can understand when a waiter tells me the specials of the day.</p> <p>I can understand some of what people say about food.</p> <p>I can understand what I hear in a restaurant advertisement.</p>	<p>I can understand some of what I read on a menu.</p> <p>I can understand what I read about a restaurant in an ad or review in a newspaper, online, or a brochure.</p>	<p>I can order food and drink in a restaurant.</p> <p>I can ask for my bill in a restaurant.</p> <p>I can ask for and understand basic information about the menu.</p> <p>I can talk about what the food is like.</p> <p>I can ask for what I need in a restaurant.</p>	<p>I can talk about a restaurant and its menu.</p> <p>I can give my preferences and recommendations of what to order in a restaurant.</p>	<p>I can write a description of a restaurant and its menu.</p> <p>I can give my preferences and recommendations of what to order in a restaurant.</p>	

What will students know by the end of this unit?

tip	Do you have...?	Knife	Chicken	Drink Water	Soup
Waiter/Waitress(s)	It's made with . . . meat	Fork	Vegetarian	Milk	Potato
special of the day	Enjoy your meal.	Plate		Soft drink	Rice
Bill	poultry	Napkin		Coffee	French fries
table for #	Delicious appetizer	Cup		Tea (iced)	Beef
Menu	Good/Bad	Glass		Sugar	Pork
cuisine (type)	main course	Salt		Salad	Fish
How is your meal?	Can you bring me . . . ?	Pepper		Hamburger	Please
the best	We are with I recommend	Food		Bread	Thanks
Is everything ok?	without dollars	Dessert		Butter	To drink
the worst	Anything else?	Ice cream		Sandwich	To eat
What is in ...?	Spoon	Fruit		Cheese	To ask for, To order

Grammar/Structures:

formal vs. informal questions and answers

Culture:

Tipping:
 Dealing with waiters
 Eating times
 Understanding Bills (tax, tips, sometimes not itemized, etc.)
 Important foods/meals (bread, eggs for dinner)

Suggested Assessments

Performance Assessments
 *Socratic exit tickets (other online platforms) *Open ended and multiple choice *Cartoon panels *Google voicemails *Timed writing *Story rewrites
 *Partner retellings of story with teacher observation *Comparisons of two cultures *Quizzes *Closed-Eye Exit Tickets *At the door exit tickets
 *Student presentations *Literature circle products

Suggested Activities/Strategies

*TPRS stories *TPR *Double circles for questions *Using photographs of people that students can talk about what they need to do based on what they see *Practice e-mails/writing responses with partner. *Cartoon panels. *Story rewrites/retellings, and summaries *Practice grading/review of other students' work *Comparisons of two cultures *Health forms *Cognates focus *Gallery walks *Authentic readings *Skits *Cloze listening activities *Songs *Story boards *student created videos

Week 27-30 Level 1 (B) Unit 8 “I Need Some New Clothes”
What will students be able to do by the end of this unit?

Interpretive		Interpersonal		Presentational
Interpretive Listening	Interpretive Reading	Person to Person	Presentational Speaking	Presentational Reading
I can understand what I hear in commercials, messages and other descriptions about shopping, clothes and prices.	I can understand most of an advertisement about shopping in a magazine, catalog, newspaper or online.	<p>I can communicate with a salesperson while shopping.</p> <p>I can ask for and give information about sales, sizes, quantities, colors and prices.</p> <p>I can ask for and give simple opinions and compliments about things I might buy.</p> <p>I can write a friend about a sale in a store.</p>	I can talk about my style including where I like to shop for clothes, different sizes and fit.	<p>I can write about what clothes to wear during different seasons and/or for different activities.</p> <p>I can write a thank you note.</p>

What will students know by the end of this unit?

Pants socks skirt suit shirt (men’s) shorts sweat-shirt jacket t-shirt blouse jeans dress sweater underwear bathing suit coat	bracelet earring necklace ring purse wallet brown orange blue red green yellow white black purple size	department stores excuse me may i help you to look for (i am looking for) how much does it cost? it costs..... how does it fit? it looks good/ it fits well it’s in style/stylish how are you paying? cash with credit card style cheap expensive	money too thank you for... it’s hot it’s cold it’s sunny it’s windy it’s snowing it’s raining this (one) these that (one) those which to buy to sell	
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shoes boots cap hat scarf belt tie	small medium large store	sale elegant casual	to wear to save	
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Grammar/Structures

Demonstrative adjectives and pronouns and agreements (as needed to complete the task!)
Possessive Adjectives (I like your pants)

Culture

Money and conversions
Shopping etiquette (including bargaining)
Open markets
When sales happen
Regional and traditional outfits

Suggested Assessments

Performance Assessments
*Socratic exit tickets (other online platforms) *Open ended and multiple choice *Cartoon panels *Google voicemails *Timed writing *Story rewrites *Partner retellings of story with teacher observation
*Comparisons of two cultures *Quizzes *Closed-Eye Exit Tickets *At the door exit tickets *Student presentations *Literature circle products

Suggested Activities/Strategies

*TPRS stories *TPR *Double circles for questions *Using photographs of people that students can talk about what they need to do based on what they see *Practice e-mails/writing responses with partner. *Cartoon panels.
*Story rewrites/retellings, and summaries *Practice grading/review of other students' work *Comparisons of two cultures *Health forms *Cognates focus *Gallery walks *Authentic readings *Skits *Cloze listening activities
*Songs *Story boards *student created videos

Week 31-34 Level 1 (B) Unit 9 "Hanging out"

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

(This unit may or may not be completed depending on the number of snow days taken.)

Interpretive		Interpersonal		Presentational
Interpretive Listening	Interpretive Reading	Person to Person	Presentational Speaking	Presentational Reading
<p>I can understand a phone message about when and where to meet a friend.</p> <p>I can understand a short audio announcement about an event (when, where).</p>	<p>I can understand invitations such as cards, emails, e-vites, and texts.</p> <p>I can understand an event announcement such as a poster, flyer, or advertisement.</p>	<p>I can ask and give details about what I do and where I go after school or on the weekend.</p> <p>I can invite someone to do something or go somewhere with me.</p> <p>I can give & find out information about when and where to go.</p> <p>I can accept or reject an invitation to do something or go somewhere.</p>	<p>I can tell what I will do after school or on the weekend.</p> <p>I can give details about my plans such as when, where, who and what.</p>	<p>I can write about what I will do after school or on the weekend.</p> <p>I can give details about my plans such as when, where, who and what.</p>

What will students know by the end of this unit?

<p>concert game (birthday) party My friend's house My house stadium mall movie theater park restaurant (fast food)</p>	<p>(high) school beach pool church neighborhood café library tomorrow at (1:00) this weekend</p>	<p>later on "Friday" after (school) now I'm going (to) We are going (to) To the When? At what time? What day?</p>	<p>Do you want to...? I want... Would you like...? I would like... I'm sorry I can't. I have to...FINISH ME!!!</p>	
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Grammar/Structures

Immediate future (We are going to...)
Asking questions

Culture

Compare how students “hang out” in other cultures

Suggested Assessments

Performance Assessments

*Socratic exit tickets (other online platforms) *Open ended and multiple choice *Cartoon panels *Google voicemails *Timed writing *Story rewrites *Partner retellings of story with teacher observation *Comparisons of two cultures *Quizzes *Closed-Eye Exit Tickets *At the door exit tickets *Student presentations *Literature circle products

Suggested Activities/Strategies

*TPRS stories *TPR *Double circles for questions *Using photographs of people that students can talk about what they need to do based on what they see *Practice e-mails/writing responses with partner. *Cartoon panels. *Story rewrites/retellings, and summaries *Practice grading/review of other students' work *Comparisons of two cultures *Health forms *Cognates focus *Gallery walks *Authentic readings *Skits *Cloze listening activities *Songs *Story boards *student created videos

