



**FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES**  
**"Building a Better Future for Every Child - Every Day!"**  
**Summer 2014**

**Subject Content: World Languages Level 2 Grade : 10 - 12**

**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**

<b>Language Competencies</b>	<b>Intercultural Competencies</b>
<p><b>1. Interpretive Listening (IL) and Reading (IR)</b></p> <p>I can interpret information, concepts, and ideas from a variety of culturally authentic sources on a variety of topics.</p> <p><b>2. Interpersonal Communication (IC)</b></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><b>3. Presentational Speaking (PS) and Writing (PW)</b></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><b>4. Investigation of Cultural Products and Practices (CPP)</b></p> <p>I can use my language skills to investigate the world beyond my immediate environment.</p> <p><b>5. Understanding of Cultural Perspectives (CP)</b></p> <p>I can use my language skills to recognize and understand others' ways of thinking as well as my own.</p> <p><b>6. Participation in Cultural Interaction (CIA)</b></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>
<b>Learning Indicator</b> <b>NL.IL.1 I can occasionally identify the sound of a character or a word.</b>	<b>Learning Indicator</b> <b>NL.IR.1 I can occasionally recognize a few letters or characters.</b>	<b>Learning Indicator</b> <b>NL.IC.1 I can greet my peers.</b>	<b>Learner Indicator</b> <b>NL.PS.1 I can recite words and phrases that I have learned.</b>	<b>Learning Indicator</b> <b>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.</b>
<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can recognize the sound of a few letters when they are spoken or spelled out.</li> <li>• I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can alphabetize a few names or words.</li> <li>• I can match a character in a headline to a supporting visual.</li> <li>• I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can say hello and goodbye.</li> <li>• I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can count from 1-10.</li> <li>• I can say the date and the day of the week.</li> <li>• I can list the months and seasons.</li> <li>• I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can copy the letters of the alphabet.</li> <li>• I can copy the characters that I am learning.</li> <li>• I can copy a simple phrase like "Happy Birthday," "Happy Holidays," etc.</li> <li>• I can...</li> </ul>

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

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

**Novice Mid**

<b>Interpretive</b>		<b>Interpersonal</b>	<b>Presentational</b>	
Interpretive Listening Benchmark	Interpretive Reading Benchmark	Person to Person Benchmark	Presentational Speaking Benchmark	Presentational Writing Benchmark
<p style="text-align: center;"><b>NM.IL</b></p> <p><i>I can recognize some familiar words and phrases when I hear them spoken.</i></p>	<p style="text-align: center;"><b>NM.IR</b></p> <p><i>I can recognize some letters or characters.</i></p> <p><i>I can understand some learned or memorized words and phrases when I read.</i></p>	<p style="text-align: center;"><b>NM.IC</b></p> <p><i>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</i></p>	<p style="text-align: center;"><b>NM.PS</b></p> <p><i>I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</i></p>	<p style="text-align: center;"><b>NM.PW</b></p> <p><i>I can write lists and memorized phrases on familiar topics.</i></p>
<p style="text-align: center;"><b>Learning Indicator</b></p> <p><b>NM.IL.1</b> I can understand a few courtesy phrases.</p>	<p style="text-align: center;"><b>Learning Indicator</b></p> <p><b>NM.IR.1</b> I can recognize words and phrases and</p>	<p style="text-align: center;"><b>Learning Indicator</b></p> <p><b>NM.IC.1</b> I can greet and leave people in a polite way.</p>	<p style="text-align: center;"><b>Learning Indicator</b></p> <p><b>NM.PS.1</b> I can present information about myself</p>	<p style="text-align: center;"><b>Learning Indicator</b></p> <p><b>NM.PW.1</b> 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><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can understand greetings.</li> <li>• I can understand when people express thanks.</li> <li>• I can understand when people introduce themselves.</li> <li>• I can understand when someone asks for a name.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can recognize entrance and exit signs.</li> <li>• I can identify family member words on a family tree.</li> <li>• I can identify the healthy nutritional categories.</li> <li>• I can identify the simple labels on a science-related graph.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can say hello and goodbye to someone my age or younger.</li> <li>• I can say hello and goodbye to my teacher, professor, supervisor, or adults I do not know.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can say what I look like.</li> <li>• I can say what I am like.</li> <li>• I can say what someone looks like.</li> <li>• I can say what someone is like.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can fill out a form with my name, address, phone number, birth date, and nationality.</li> <li>• I can complete a simple online form.</li> <li>• I can fill out a simple schedule.</li> <li>• I can...</li> </ul>
<p><b>Learning Indicator</b></p> <p><b>NM.IL.2</b> I can recognize and sometimes understand basic information in words and phrases that I have memorized.</p>	<p><b>Learning Indicator</b></p> <p><b>NM.IR.2</b> I can recognize words, phrases, and characters when I associate them with things I already know.</p>	<p><b>Learning Indicator</b></p> <p><b>NM.IC.2</b> I can introduce myself and others.</p>	<p><b>Learning Indicator</b></p> <p><b>NM.PS.2</b> I can express my likes and dislikes using words, phrases, and memorized expressions.</p>	<p><b>Learning Indicator</b></p> <p><b>NM.PW.2</b> I can write about myself using learned phrases and memorized expressions.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can identify days of the week and the time.</li> <li>• I can recognize a date.</li> <li>• I can recognize some common weather</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can check off words or phrases on a to-do list, grocery list or scavenger hunt list.</li> <li>• I can identify labeled</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can introduce myself and provide basic personal information.</li> <li>• I can introduce someone else.</li> <li>• I can respond to an introduction.</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can say which sports I like and don't like.</li> <li>• I can list my favorite free-time activities and those I don't like.</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can list my likes and dislikes such as favorite subjects, sports, or free-time activities.</li> <li>• I can list my family</li> </ul>

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

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

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



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

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

**Novice High**

<b>Interpretive</b>		<b>Interpersonal</b>	<b>Presentational</b>	
<b>Interpretive Listening Benchmark</b>	<b>Interpretive Reading Benchmark</b>	<b>Person to Person Benchmark</b>	<b>Presentational Speaking Benchmark</b>	<b>Presentational Writing Benchmark</b>
<b>NH.IL</b> <i>I can often understand words, phrases, and simple sentences related to everyday life.</i>	<b>NH.IR</b> <i>I can understand familiar words, phrases, and sentences within short and simple texts related to</i>	<b>NH.IC</b> <i>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes</i>	<b>NH.PS</b> <i>I can present basic information on familiar topics using language I have practiced using phrases and</i>	<b>NH.PW</b> <i>I can write short messages and notes on familiar topics related to everyday life.</i>

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

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

	<p><b>Learning Indicator</b></p> <p><b>NH.IR.4</b> I can understand simple everyday notices in public places on topics that are familiar to me.</p>	<p><b>Learning Indicator</b></p> <p><b>NH.IC.4</b> I can make plans with others.</p>	<p><b>Learning Indicator</b></p> <p><b>NH.PS.4</b> I can present information about others using phrases and simple sentences.</p>	<p><b>Learning Indicator</b></p> <p><b>NH.PW.4</b> I can write basic information about things I have learned.</p>
	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can understand a simple public transportation schedule.</li> <li>• I can locate notices on where to park.</li> <li>• I can understand notices that tell of street or metro closings.</li> <li>• I can understand a store's hours of operation.</li> <li>• I can read the labels on a recycling bin.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can accept or reject an invitation to do something or go somewhere.</li> <li>• I can invite and make plans with someone to do something or go somewhere.</li> <li>• 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.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can talk about others' likes and dislikes.</li> <li>• I can talk about others' free-time activities.</li> <li>• I can give basic biographical information about others.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can write up a simple process like a science experiment.</li> <li>• I can write about a topic from a lesson using pictures or photos.</li> <li>• I can write about something I learned online, in a class, at work, or in the community.</li> <li>• I can...</li> </ul>
		<p><b>Learning Indicator</b></p> <p><b>NH.IC.5</b> I can interact with others in everyday situations.</p>	<p><b>Learning Indicator</b></p> <p><b>NH.PS.5</b> I can give basic instructions on how to make or do something using phrases and simple sentences.</p>	<p><b>Learning Indicator</b></p> <p><b>NH.PW.5</b> I can ask for information in writing.</p>
		<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can order a meal.</li> <li>• I can make a purchase.</li> <li>• I can buy a ticket</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can tell how to prepare something simple to eat.</li> <li>• I can describe a simple routine, like getting lunch in the cafeteria.</li> <li>• I can give simple directions to a nearby location or to an online resource.</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can request resources like brochures, posted information</li> <li>• I can request an appointment with a classmate, teacher, or colleague.</li> <li>• I can request an application for a job, membership in a club, or admission to a school or</li> </ul>

			• I can...	program. • I can...

**Intermediate Low  
IL Proficiency Level**

<b>Interpretive</b>		<b>Interpersonal</b>		<b>Presentational</b>
Interpretive Listening Benchmark	Interpretive Reading Benchmark	Person to Person Benchmark	Interpretive Listening Benchmark	Interpretive Reading Benchmark
IL.IL <i>I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</i>	IL.IR <i>I can understand the main idea of short and simple texts when the topic is familiar.</i>	IL.IC <i>I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</i>	IL.PS <i>I can present information on most familiar topics using a series of simple sentences.</i>	IL.PW <i>I can write briefly about most familiar topics and provide information using a series of simple sentences.</i>
<b>Learning Indicator</b> IL.IL.1 I can understand the basic purpose of a message.	<b>Learning Indicator</b> IL.IR.1 I can understand messages in which the writer tells or asks me about topics of personal interest.	<b>Learning Indicator</b> IL.IC.1 I can have a simple conversation on a limited number of everyday topics.	<b>Learning Indicator</b> IL.PS.1 I can talk about people, activities, events, and experiences.	<b>Learning Indicator</b> IL.PW.1 I can write about people, activities, events, and experiences.
<b>Sample Learning Targets</b> • I can determine if I am hearing an announcement or an advertisement. • I can understand what a radio advertisement is selling.	<b>Sample Learning Targets</b> • I can understand what an e-pal writes about interests and daily routines. • I can understand a simple posting on a friend's social	<b>Sample Learning Targets</b> • I can talk with someone about family or household tasks. • I can talk with someone about hobbies and interests. • I can talk with someone about school or	<b>Sample Learning Targets</b> • I can describe the physical appearance of a friend or family member. • I can describe another person's personality.	<b>Sample Learning Targets</b> • I can describe the physical appearance and personality of a friend or family member. • I can write about a school, workplace, famous place, or

<ul style="list-style-type: none"> <li>• I can understand when and where an event will take place.</li> <li>• I can understand a voice mail response accepting or rejecting an invitation.</li> <li>• I can...</li> </ul>	<p>media page.</p> <ul style="list-style-type: none"> <li>• I can understand a text from a friend about our plans.</li> <li>• I can understand if a friend accepts or rejects an invitation.</li> <li>• I can...</li> </ul>	<p>work.</p> <ul style="list-style-type: none"> <li>• I can...</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe a school or workplace.</li> <li>• I can describe a famous place.</li> <li>• I can describe a place I have visited or want to visit.</li> <li>• I can present my ideas about something I have learned.</li> <li>• I can...</li> </ul>	<p>place I have visited.</p> <ul style="list-style-type: none"> <li>• I can write about a holiday, vacation, or a typical celebration.</li> <li>• I can write about something I have learned.</li> <li>• I can write about what I plan to do next in my life.</li> <li>• I can...</li> </ul>
<p><b>Learning Indicator</b></p> <p><b>IL.II.2</b> I can understand messages related to my basic needs.</p>	<p><b>Learning Indicator</b></p> <p><b>IL.IR.2</b> I can identify some simple information needed on forms.</p>	<p><b>Learning Indicator</b></p> <p><b>IL.IC.2</b> I can ask and answer questions of factual information that is familiar to me</p>	<p><b>Learning Indicator</b></p> <p><b>IL.PS.2</b> I can express my needs and wants.</p>	<p><b>Learning Indicator</b></p> <p><b>IL.PW.2</b> I can prepare materials for a presentation.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can understand a clear and repeated announcement about a flight's departure time and/or gate.</li> <li>• I can understand teacher announcements about when an assignment is due.</li> <li>• I can understand the date and time of when a voicemail message was recorded.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can understand what information is asked for on a customs form.</li> <li>• I can understand what information is asked for on a hotel registration form.</li> <li>• I can understand what information is asked for on a student ID card.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can describe what I need for school or work.</li> <li>• I can tell what I want to do each day.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can write out a draft of a presentation that I plan to present orally.</li> <li>• I can write an outline of a project or presentation.</li> <li>• I can write notes for a speech.</li> <li>• I can...</li> </ul>
<p><b>Learning Indicator</b></p> <p><b>IL.II.3</b> I can understand questions and simple statements on everyday topics when I am part of the conversation.</p>	<p><b>Learning Indicator</b></p> <p><b>IL.IR.3</b> I can identify some information from news media.</p>	<p><b>Learning Indicator</b></p> <p><b>IL.IC.3</b> I can use the language to meet my basic needs in familiar situations.</p>	<p><b>Learning Indicator</b></p> <p><b>IL.PS.3</b> I can present information on plans, instructions, and directions.</p>	<p><b>Learning Indicator</b></p> <p><b>IL.PW.3</b> I can write simply about topics of interest.</p>
<p><b>Sample Learning Targets</b></p>	<p><b>Sample Learning Targets</b></p>	<p><b>Sample Learning Targets</b></p>	<p><b>Sample Learning Targets</b></p>	<p><b>Sample Learning Targets</b></p>

<ul style="list-style-type: none"> <li>• I can understand questions about my work or class schedule.</li> <li>• I can understand questions about my likes and dislikes.</li> <li>• I can understand simple compliments related to what I am wearing or what I am doing.</li> <li>• I can...</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand personal information about sports stars from photo captions</li> <li>• I can understand some information on job postings.</li> <li>• I can understand basic information on weather forecasts.</li> <li>• I can...</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask for help at school, work, or in the community.</li> <li>• I can make an appointment or reservation by phone.</li> <li>• I can arrange for transportation, such as by train, bus, taxi, or ride with friends.</li> <li>• I can...</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the rules of a game.</li> <li>• I can give multi-step instructions for preparing a recipe.</li> <li>• I can describe what my plans are for the weekend.</li> <li>• I can describe what my summer plans are.</li> <li>• I can describe holiday or vacation plans.</li> <li>• I can describe what is needed for a holiday or a celebration.</li> <li>• I can describe what I plan to do next in my life.</li> <li>• I can...</li> </ul>	<ul style="list-style-type: none"> <li>• I can write about a movie or song that I like.</li> <li>• I can write about a famous athlete, celebrity, or historical figure.</li> <li>• I can write a brief explanation of a proverb or nursery rhyme.</li> <li>• I can write a simple poem.</li> <li>• I can...</li> </ul>
			<p style="text-align: center;"><b>Learning Indicator</b></p> <p><b>IL.PS.4</b> I can present songs, short skirts or dramatic readings.</p>	<p style="text-align: center;"><b>Learning Indicator</b></p> <p><b>IL.PW.4</b> I can write basic instructions on how to make or do something.</p>
			<p style="text-align: center;"><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can retell a children’s story.</li> <li>• I can present a proverb, poem or nursery rhyme.</li> <li>• I can participate in a performance of a skit or a scene from a play.</li> <li>• I can...</li> </ul>	<p style="text-align: center;"><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can write the rules of a game.</li> <li>• I can write about how to prepare something simple to eat.</li> <li>• I can write about a simple routine, like getting lunch in the cafeteria.</li> <li>• I can write simple directions to a nearby location or to an online resource.</li> <li>• I can...</li> </ul>



			<p><b>Learning Indicator</b></p> <p><b>IL.PS.5</b> I can express my preferences on topics of interest.</p>	<p><b>Learning Indicator</b></p> <p><b>IL.PW.5</b> I can write questions to obtain information.</p>
			<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can give a presentation about a movie or song that I like.</li> <li>• I can give a presentation about a famous athlete, celebrity, or historical figure.</li> <li>• I can express my thoughts about a current event I have learned about or researched.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can post a question for discussion or reflection.</li> <li>• I can develop a simple questionnaire or survey.</li> <li>• I can...</li> </ul>

**Intermediate Mid  
IM Proficiency Level**

<b>INTERPRETIVE</b>		<b>INTERPERSONAL</b>		<b>PRESENTATIONAL</b>
<i>Learner Benchmark</i> <b>IM.IL Interpretive Listening</b>	<i>Learner Benchmark</i> <b>IM.IR Interpretive Reading</b>	<i>Learner Benchmark</i> <b>IM.IC Interpersonal Communication</b>	<i>Learner Benchmark</i> <b>IM.PS Presentational Speaking</b>	<i>Learner Benchmark</i> <b>IM.PW Presentational Writing</b>
<b>IM.IL</b>	<b>IM.IR</b>	<b>IM.IC</b>	<b>IM.PS</b>	<b>IM.PW</b>
<p><i>I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</i></p> <p><i>I can understand the main idea in conversations that I overhear.</i></p>	<p><i>I can understand the main idea of texts related to everyday life and personal interests or studies.</i></p>	<p><i>I can participate in conversations on familiar topics using sentences and series of sentences.</i></p> <p><i>I can handle short social interactions in everyday situations by asking and answering a variety of questions.</i></p> <p><i>I can usually say what I want to say about myself and my everyday life.</i></p>	<p><i>I can make presentations on a wide variety of familiar topics using connected sentences.</i></p>	<p><i>I can write on a wide variety of familiar topics using connected sentences.</i></p>

<p style="text-align: center;"><b>Learning Indicator</b></p> <p><b>IM.IL.1</b> I can understand basic information in ads, announcements and other simple recordings.</p>	<p style="text-align: center;"><b>Learning Indicator</b></p> <p><b>IM.IR.1</b> I can understand simple personal questions.</p>	<p style="text-align: center;"><b>Learning Indicator</b></p> <p><b>IM.IC.1</b> I can start, maintain, and end a conversation on a variety of familiar topics.</p>	<p style="text-align: center;"><b>Learning Indicator</b></p> <p><b>IM.PS.1</b> I can make a presentation about my personal and social experiences.</p>	<p style="text-align: center;"><b>Learning Indicator</b></p> <p><b>IM.PW.1</b> I can write messages and announcements.</p>
<p style="text-align: center;"><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can understand when, where and who is playing in a concert from a radio. advertisement.</li> <li>• I can understand the main message of an e-card greeting.</li> <li>• I can understand what service is offering in a TV ad.</li> <li>• I can identify the type of film from a movie preview.</li> <li>• I can...</li> </ul>	<p style="text-align: center;"><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can understand the questions asked on a career preference survey.</li> <li>• I can understand what is asked for on a simple, popular magazine questionnaire.</li> <li>• I can understand the personal questions to complete a profile on a social media site.</li> <li>• I can...</li> </ul>	<p style="text-align: center;"><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can start a conversation.</li> <li>• I can ask for information, details, and explanations during a conversation.</li> <li>• I can bring a conversation to a close.</li> <li>• I can interview someone for a project or a publication.</li> <li>• I can...</li> </ul>	<p style="text-align: center;"><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can describe a childhood or past experience.</li> <li>• I can report on a social event that I attended.</li> <li>• I can make a presentation on something new I learned.</li> <li>• I can make a presentation about my plans for the future.</li> <li>• I can...</li> </ul>	<p style="text-align: center;"><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can write a message to explain or clarify something.</li> <li>• I can write about common events and daily routines.</li> <li>• I can write an autobiographical statement for a contest, study abroad or other special program, or job application.</li> <li>• I can write an invitation or flyer about an event I am planning.</li> <li>• I can...</li> </ul>
<p style="text-align: center;"><b>Learning Indicator</b></p> <p><b>IM.IL.2</b> I can understand the main idea of what I listen to for personal enjoyment.</p>	<p style="text-align: center;"><b>Learning Indicator</b></p> <p><b>IM.IR.2</b> I can understand basic information in ads, announcements and other simple texts.</p>	<p style="text-align: center;"><b>Learning Indicator</b></p> <p><b>IM.IC.2</b> I can talk about my daily activities and personal preferences.</p>	<p style="text-align: center;"><b>Learning Indicator</b></p> <p><b>IM.PS.2</b> I can make a presentation on something I have learned or researched.</p>	<p style="text-align: center;"><b>Learning Indicator</b></p> <p><b>IM.PW.2</b> I can write short reports about something I have learned or researched.</p>
<p style="text-align: center;"><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can understand basic personal questions that are asked on a video conference.</li> <li>• I can understand what a You Tube clip is about.</li> </ul>	<p style="text-align: center;"><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can understand the information in birth and wedding announcements.</li> <li>• I can understand the information in sales ads.</li> </ul>	<p style="text-align: center;"><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can talk about my daily routine.</li> <li>• I can talk about my interests and hobbies.</li> <li>• I can give reasons for my preferences.</li> <li>• I can give some information about</li> </ul>	<p style="text-align: center;"><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can give a short presentation on a current event.</li> <li>• I can present about a topic from an academic subject, such as science, math, art, etc.</li> </ul>	<p style="text-align: center;"><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can write a short article on a current event.</li> <li>• I can write about an academic subject, such as science, math, art, etc.</li> </ul>

<ul style="list-style-type: none"> <li>• I can understand peers' recorded descriptions about themselves or their avatars.</li> <li>• I can...</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand the main ideas in travel brochures.</li> <li>• I can understand the main ideas on food labels.</li> <li>• I can...</li> </ul>	<p>activities I did.</p> <ul style="list-style-type: none"> <li>• I can give some information about something I plan to do.</li> <li>• I can talk about my favorite music, movies, and sports.</li> <li>• I can...</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe how to plan and carry out an event, such as a party or family reunion.</li> <li>• I can give a short presentation on a famous person, landmark, or cultural event.</li> <li>• I can...</li> </ul>	<ul style="list-style-type: none"> <li>• I can write the minutes or a summary from a club or other meeting.</li> <li>• I can...</li> </ul>
<p><b>Learning Indicator</b></p> <p><b>IM.II.3</b> I can understand messages related to my everyday life.</p>	<p><b>Learning Indicator</b></p> <p><b>IM.IR.3</b> I can understand the main idea of what I read for personal enjoyment.</p>	<p><b>Learning Indicator</b></p> <p><b>IM.IC.3</b> I can use my language to handle tasks related to my personal needs.</p>	<p><b>Learning Indicator</b></p> <p><b>IM.PS.3</b> I can make a presentation about common interests and issues and state my viewpoint.</p>	<p><b>Learning Indicator</b></p> <p><b>IM.PW.3</b> I can compose communications for public distribution.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can understand a voice message about the time and place of a meeting.</li> <li>• I can understand a box-office recording about the times of the performances of events.</li> <li>• I can understand that an event is being postponed or cancelled.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can understand updates in entertainment magazines and blogs.</li> <li>• I can understand postings in blogs on familiar topics.</li> <li>• I can understand postcards from friends.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can request services, such as phone, computer, or car.</li> <li>• I can schedule an appointment.</li> <li>• I can make reservations.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can give a presentation about a favorite movie or song and tell why I like it.</li> <li>• I can give a presentation about a famous person or historical figure and tell why he/she is important.</li> <li>• I can share my reactions about a current event and explain why the event is in the news.</li> <li>• I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can create a flyer for an upcoming event at my school or at work.</li> <li>• I can write a review of a movie, book, play, exhibit, etc.</li> <li>• I can post an entry to a blog or a discussion forum.</li> <li>• I can compose a simple letter, response, or article for a publication.</li> <li>• I can contribute to a school or work publication.</li> <li>• I can...</li> </ul>
	<p><b>Learning Indicator</b></p> <p><b>IM.IR.4</b> I can read simple written exchanges between other people.</p>	<p><b>Learning Indicator</b></p> <p><b>IM.IC.4</b> I can exchange information about subjects of special interest to me.</p>		
	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can understand the main idea</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can talk about artists from other</li> </ul>		

	<p>of personal messages exchanged in chat rooms.</p> <ul style="list-style-type: none"><li>• I can understand the main idea of a magazine biographical interview with a celebrity.</li><li>• I can...</li></ul>	<p>countries.</p> <ul style="list-style-type: none"><li>• I can talk about historical events.</li><li>• I can talk about a mathematics, technology, or science project.</li><li>• I can...</li></ul>		

## Level 2 Overview

<b>Unit 1 (Semester 1)</b> <b>Week 1-3</b> <b>Patricia va a California</b>	<b>Unit 2</b> <b>Week 4-7</b> <b>My Daily Life</b>	<b>Unit 3</b> <b>Week 8- 11</b> <b>Health and wellness</b>
<b>Unit 4</b> <b>Week 12- 15</b> <b>When I was a Child</b>	<b>Unit 5</b> <b>Week 16- 19</b> <b>Celebrations</b> <b>(Review &amp; Finals)</b>	<b>Unit 6 (Semester 2)</b> <b>Week 20- 24</b> <b>Travel</b>
<b>Unit 7</b> <b>Week 25-29</b> <b>Community and Personal Conflicts</b>	<b>Unit 8</b> <b>Week 30- 34</b> <b>Politics and Religion</b>	<b>Week 35-36</b> <b>Review &amp; Finals</b>

### Week 1-3: Level 2 (A) Unit 1 “Patricia va a California” 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	I CAN use context clues to understand	I CAN write, and respond to written communication in e-mails and text	I CAN describe the culture of	I CAN tell a story.

describes what they like to do.  I CAN understand the main idea of a story.	words I don't know.  I CAN read for important details in a text.	messages.  I CAN ask about, and describe who I know and don't know	Guatemala.  I CAN talk about my future plans.  I CAN describe a trip to the mall.	I CAN describe my future plans.  I CAN summarize a text in my own words.
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**What will students know about by the end of this unit?**

<b>Anda</b>	<b>va de compras</b>			
<b>Andas</b>	<b>voy a dormir</b>	<b>voy a pasar tiempo con mis amigos</b>		
<b>Ando</b>	<b>voy a tener</b>	<b>voy a jugar</b>		
<b>Mismo</b>	<b>voy a ir a</b>	<b>voy a reunir con mis amigos</b>		
<b>Alrededor</b>	<b>voy a ver</b>	<b>manda un mensaje</b>		
<b>Conoce</b>	<b>voy a comer</b>	<b>borra un mensaje</b>		
<b>Conoces</b>	<b>voy a estudiar</b>	<b>simpatico (a)</b>		
<b>Conozco</b>	<b>bonito(a)</b>	<b>maleducado(a)</b>		
<b>el centro comercial</b>	<b>después de</b>			

**Grammar/Structures:**

Students will review all present tense forms of verbs as they read, and work in class. They will also be introduced to a type of future tense (voy a comer= I am going to eat). This appears frequently in the book.

**Daily Lessons and Objectives**

<b>Objective: I can ask about, and describe who I know and don't know.</b>	<b>Vocabulary/Culture: conoce, conoes, alrededor, mismo, anda</b>
<b>Objective: I CAN describe a trip to the mall.</b>	<b>Vocabulary/Culture: conozco, conoces, el centro comercial, va de compras.</b>
<b>Objective: I CAN talk about my future plans.</b>	<b>Vocabulary/Culture: andas, ando, voy a dormir, voy a tener, voy a ir a.</b>
<b>Objective: I CAN talk about my future plans.</b>	<b>Vocabulary/Culture: voy a ver, voy a comer, voy a estudiar, bonito, despues.</b>
<b>Objective: I CAN describe my future plans.</b>	<b>Vocabulary/Culture: voy a pasar tiempo con mis amigos, voy a reunir, voy a jugar.</b>
<b>Objective: I CAN understand the main idea of a story.</b>	<b>Vocabulary/Culture: manda/envia un mensaje, borra un mensaje, simpatico, maleducado.</b>
<b>Objective: I CAN being to describe some of the social and economic difficulties of life in Guatemala.</b>	<b>Vocabulary/Culture: Focus on the geography, gastronomy, people, and school systems in Guatemala.</b>
<b>Objective: I CAN read for the main idea and important details.</b>	<b>Vocabulary/Culture: N/A students begin reading <i>Patricia va a California</i>.</b>
<b>Objective: I CAN read for the main idea and important details.</b>	<b>Vocabulary/Culture: Students read <i>Patricia va a California</i>.</b>
<b>Objective: I CAN use context clues to understand words that I don't know.</b>	<b>Vocabulary/Culture: Students read <i>Patricia va a California</i>.</b>
<b>Objective: I CAN read for important details in a text.</b>	<b>Vocabulary/Culture: Students read <i>Patricia va a California</i>.</b>

Objective: I CAN tell a story in my own words.	Vocabulary/Culture: Students read <i>Patricia va a California</i> .
Objective: I CAN read for the main idea and important details.	Vocabulary/Culture: Students read <i>Patricia va a California</i> .
Objective: I CAN summarize a text in my own words.	Vocabulary/Culture: Students read <i>Patricia va a California</i> .
Objective: I CAN summarize a text in my own words.	Vocabulary/Culture: Students read <i>Patricia va a California</i> .

**Suggested Formative Assessments**

\*TPRS story retells to partner. \*Listening quizzes requiring summaries. \*Formal presentations. \*Short reading comprehension quizzes. \*Timed writings. \*Short summary activities. \*Story creation (written and verbal). \*Traditional quizzes. \*Online/text responses.

**Suggested Activities:**

TPRS stories, reading short stories, interpersonal questioning with conozco, conoces. Listen to stories and summarize. Read: *Patricia va a California* (Read in English, read in Spanish and summarize in English, read in English and summarize in Spanish). Interpersonal note writing with future plans to imaginary host families. Timed writing activities, writing activities with cartoon panels. Gallery walks and stations to learn about Guatemala. Formal presentations on subjects in Guatemala. Tolerance talks with political cartoons.



**Week 4-7: Level 2 (A) Unit 2 “My Daily 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 when someone describes their activities and routines.	I can understand e-mails and messages about someone's daily activities and routines.	I can ask and answer simple questions about daily routines and activities and day-to-day activities.	I can talk about what I have to do at school, work and/or home on a regular basis.	I can write about what I have to do at school, work and/or home on a regular basis.
I can understand a message about someone's daily activities and routines	I can understand when I read something telling me what needs to be done on a daily basis.	I can describe what I do daily in e-mails, texts and conversations.		

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

<b>Chores</b> To make the bed To do the laundry To Cook To vacuum To cut the grass To clean <b>Places in the house</b> Kitchen Living room Bedroom Bathroom	<b>To talk about daily routines</b> I brush my teeth I dry my hair I get dressed I get ready I get undressed I get up I go to bed I put on I put on makeup I relax I shave I take a shower	I wake up I wash my face I wash my hair I work out  <b>To talk about personal grooming</b> Lotion Perfume Cologne Makeup	<b>Other words</b> Boyfriend Girlfriend before after In the morning In the afternoon At night I have to	
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**Daily Lessons and Objectives**

<b>Day 1</b>	<b>Objective: I CAN understand when someone talks about their daily routine.</b>	<b>Vocabulary/Culture: he/she gets up, I get up, he/she brushes, they brushes, he/she goes to bed, I go to bed, he/she showers, I shower, he/she trains, I train.</b>
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<b>Day 2</b>	<b>Objective: I CAN ask and answer questions about my daily activities and routines.</b>	<b>Vocabulary/Culture: he/she/I washes their face, he/she/I take a bath, he/she/I clean, he/she/I cut the grass.</b>
<b>Day 3</b>	<b>Objective: I CAN write a short story about other people's activities.</b>	<b>Vocabulary/Culture: There was, he/she/ looked, he/she was sad/happy. He/she/ walked, first, last.</b>
<b>Day 4</b>	<b>Objective: I CAN tell a short story about other people's activities.</b>	<b>Vocabulary/Culture: he/she went, he/she was hungry/thirsty, second, third, fourth, fifth.</b>
<b>Day 5</b>	<b>Objective: I CAN understand when someone talks about their daily routine.</b>	<b>Vocabulary/Culture: he/she wanted, he/she did, he/she got up, he/she got dressed, he/she went to bed.</b>
<b>Day 6</b>	<b>Objective: I CAN understand when someone describes their daily routine and activities.</b>	<b>Vocabulary/Culture: he/she washed their face, he/she brushed their teeth, he/she showered, he/she ate.</b>
<b>Day 7</b>	<b>Objective: I CAN understand messages about what someone did in the past.</b>	<b>Vocabulary/Culture: he/she shaved, he/she exercised, he/she trained/worked out, he/she put on makeup.</b>
<b>Day 8</b>	<b>Objective: I CAN listen and understand the main idea and important details about someone's daily routine.</b>	<b>Vocabulary/Culture: he/she cleaned their room, he/she took out the trash, he/she washed the plates, clean, dirty.</b>

Day 9	Objective: I CAN describe someone's daily routine and activities.	Vocabulary/Culture: the kitchen, the living room, he/she made the bed, he/she cooked the dinner, he/she vacuumed the rug.
Day 10	Objective: I CAN describe my daily routine and activities.	Vocabulary/Culture: I brushed my teeth/hair, I showered, I washed my face.
Day 11	Objective: I CAN read and respond to emails about someone's daily routine and activities.	Vocabulary/Culture: I went, I got up, I went to bed.
Day 12	Objective: I CAN describe my daily routine and activities.	Vocabulary/Culture: I trained/worked out, I washed my face, I ate, I was hungry/thirsty, I wanted.
Day 13	Objective: I CAN compare my daily routine and daily chores to someone else's routine.	Vocabulary/Culture: I cleaned my room, I washed the dishes, I took out the trash, I vacuumed the rug.
Day 14	Objective: I CAN understand when someone talks about what needs to be done.	Vocabulary/Culture: I have to clean, I have to study, I have to study, I have to sleep, I have to wash my face.
Day 15	Objective: I CAN describe what I have to do on a daily basis.	Vocabulary/Culture: I have to exercise/work out, I have to shower, I have to get dressed, I have to eat.
<b>Suggested Formative Assessments</b> *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		<b>Suggested Activities:</b> *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, *Practice

**\*Quizzes \*Closed-Eye Exit Tickets \***

**grading/review of other students' work**

**\*Comparisons of two cultures \*Cognates focus  
\*Gallery walks \*Authentic readings \*Skits \*Cloze  
listening activities \*Songs \***

**Grammar/Structures**

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

**Culture:**

Daily routines in the target culture(s)

**Week 8-11: Level 2 (A) Unit 3 “Health and Wellness”  
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 simple instructions from a doctor.	I can read and understand prescription instructions.	I can ask and answer basic personal questions to fill out paper work at a hospital or doctor’s office.	I can tell what happened to make me sick or someone else sick.	I can tell what happened to make me sick or someone else sick.
I can understand information about being healthy and/or recovering from illness/injury.	I can read and understand simple pamphlets on health issues and/or treatment of injuries.	I can explain what is wrong with me or someone else.	I can tell how I or someone else got hurt.	I can tell how I or someone else got hurt.
I can understand when someone talks about what is wrong or what happened.	I can understand basic terminology on a health history form.	I can ask about and tell what happened to me or someone else.		
		I can get clarification about a prescription or medical		

instruction.

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

What happened to you?/How does he/she feel?

I /He/She fell/

I /He/She/broke my/his/her

I /He/She hurt 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 he/she 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 \_\_\_\_\_

ache  
doctor  
nurse  
patient  
doctor's office  
hospital  
clinic  
emergency room  
last name

Head  
Stomach  
Leg  
Arm  
Ankle  
Wrist  
Elbow  
Eye  
Ear  
Foot  
Hand  
Nose  
back  
hip  
brain

medicine  
ointment  
aspirin  
cough syrup  
pills  
bandage  
crutches  
Ice  
Water  
Juice  
Crutches  
Surgery  
health  
  
the flu  
a cold  
a cough  
a fever

to stay in bed  
To rest  
to bandage/wrap  
to be careful  
to put on  
  
to have a fever

### **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 Formative 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 \***

### **Suggested Activities:**

**\*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, \*Practice grading/review of other students' work \*Comparisons of two cultures \*Cognates focus \*Gallery walks \*Authentic readings \*Skits \*Cloze listening activities \*Songs \***

**Week 12- 15: Level 2 (A) Unit 4 “When I was a Child”**  
**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 his/her childhood. I CAN understand questions about my childhood. I CAN understand the main idea and many details in a short video, cartoon, or conversation related to childhood.	I CAN understand a written passage (internet sites, short story, magazine articles, etc.) about someone’s childhood.	I CAN answer a variety of questions about my childhood. I CAN ask a variety of questions about someone else’s childhood. I CAN compare/contrast my childhood with someone else’s childhood.	I CAN describe what I was like when I was little. I CAN describe what I used to do when I was little including when, with whom, where, and why. I CAN describe a specific memory about an event, occasion, toy, etc. from my childhood.  I CAN talk about what I used to like and dislike when I was little.	I CAN describe what I was like when I was little. I CAN describe what I used to do when I was little including when, where, with whom, and why.  I CAN describe a specific memory about an event, occasion, toy, etc. from my childhood.	

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

<b>To like</b> <b>To love</b> <b>To share</b> <b>To bother</b> <b>To fight</b> <b>To play tricks</b> <b>To play hide-and-peek</b> <b>To jump rope</b> <b>To climb trees</b> <b>To read books</b> <b>To watch cartoons</b> <b>To draw</b> <b>To tell stories</b> <b>To ride a bike/horse</b> <b>To eat</b>	To cook To swing To play with dolls To walk To dream To nap To get good/bad grades To have nightmares To believe To want	Noisy Quiet Gossipy Playful Funny Talkative Obedient Strict Patient Curious	<b>Memories</b> <b>Board games/computer games</b> <b>Stuffed animals</b> <b>Worms</b> <b>Mud</b>	<b>To go to</b> <b>To live</b> <b>To give</b> <b>To collect</b> <b>To explore</b> <b>To remember</b> <b>To run</b> <b>To have fun</b> <b>To speak</b> <b>To dance</b> <b>To play house</b> <b>To play sports</b> <b>To wear</b>
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**Grammar/Structures**

Introduction the imperfect tense focusing on first person singular, and third person singular and plural. Students will begin to learn the differences between

imperfect and preterit by the situations in which they are used.

**Culture**

**Focus on the cultural differences in childhoods from country to country (ex. Some children have to work from an early age). Look at the different ways people grow up around the world to compare to how students are growing up in the United States.**

**Suggested Formative 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 \*

**Suggested Activities:**

- \*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,
- \*Practice grading/review of other students' work
- \*Comparisons of two cultures
- \*Cognates focus \*Gallery walks
- \*Authentic readings \*Skits
- \*Cloze listening activities \*Songs \*

**Week 16- 19: Level 2 (A) Unit 5 “Let’s Celebrate”  
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 when someone describes a celebration.	I can understand what I read about celebrations.  I can understand a	I can ask and answer questions about celebrations.  I can discuss celebrations in my community with someone	I can give a presentation that describes celebrations in my community.  I can talk about a specific past	I can develop a presentation that describes celebrations in my community.  I can tell about a celebration in



I can understand what I hear when someone describes what happened at a celebration.	description of what happened at a celebration.	from another culture.  I can talk about a celebration (or celebrations) in which I participated.	celebration.	which I participated.  I can compare celebrations in other countries with those in my community
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**What will students know about by the end of this unit?**

Graduation Wedding Festival Parade Fireworks Surprise Party Church/Mosque/Temple Derby Holiday Christmas Thanksgiving New Year's Independence Day Halloween Easter birthdays	o celebrate/party to spend time to come to visit to dress/wear to watch to drink* to eat* to give to receive to believe to decorate to go to remember to dance*	to cook/bake to make to shop to prepare to open to wrap to cook tradition get-together games music gifts event together	candles normally typically there is, are similar to different from like, as every year	
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**Grammar/Structures**

- “We” present tense conjugations
- Past tenses, especially “I” and “We”
  - Comparisons
  - Sequence words

**Culture**

Target Culture Holidays, Celebrations (birthdays, weddings, coming of age, etc)

<b>Suggested Assessments</b> <b>Performance assessments *Suggested Formative Assessments</b>	<b>Suggested Activities/ Strategies</b> <b>*TPRS stories *TPR *Double circles for questions</b> <b>*Using photographs of people that students can talk about</b>
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- \*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 \*

- what they need to do based on what they see
- \*Practice e-mails/writing responses with partner.
- \*Cartoon panels. \*Story rewrites/retellings,
- \*Practice grading/review of other students' work
- \*Comparisons of two cultures
- \*Cognates focus \*Gallery walks
- \*Authentic readings \*Skits
- \*Cloze listening activities \*Songs \*

**Week 20- 24: Level 2 (B) Unit 6 "Travel"**  
**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
I can follow a simple conversation when individuals talk about their vacations	I can find and use tourist information from city guides.	I can ask and answer questions about transportation needs while	I can describe in detail where to travel and what to do/see	I can describe and express my opinion

<p>(what they did/saw/visited/bought/ate).</p> <p>I can understand when someone talks about activities they enjoy doing on vacation.</p> <p>I can understand the main idea &amp; many details in a travel show, commercial, audio tour.</p>	<p>I can understand signs with travel information.</p> <p>I can understand a message about travel plans.</p> <p>I can understand information I find on an Internet travel site and travel magazines.</p>	<p>travelling.</p> <p>I can make a reservation (restaurant, tour, hotel).</p> <p>I can ask questions to get information while traveling.</p> <p>I can express my reactions and emotions to others about my travels.</p> <p>I can ask and answer questions about basic travel needs (directions, supplies, food).</p> <p>I can ask and answer questions to make purchases.</p> <p>I can solve simple problems I encounter while traveling.</p>	<p>/visit/buy/eat there.</p> <p>I can describe in detail my ideal vacation.</p> <p>I can describe what I did/saw/bought/visited/ate on my vacation or during a school break.</p>	<p>about where to travel and what to do/see there.</p> <p>I can compare two travel destinations.</p> <p>I can post about what I did/saw/bought/ visited/ate on my vacation or during a school break.</p>
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### Vocabulary

<p>to relax</p> <p>to go site-seeing</p> <p>to take a tour</p> <p>to ride (bus, train, plane, etc.)</p> <p>to rent</p> <p>to tan</p> <p>to try (as in food)</p> <p>to arrive</p> <p>What did you do on vacation?</p> <p>I went, We went</p> <p>I bought, We bought</p>	<p>When is...open?</p> <p>At what time...?</p> <p>How much is...?</p> <p>What is the best place to...?</p> <p>I'm looking for...</p> <p>I can't find...</p> <p>I'm missing...</p> <p>I forgot my...</p> <p>I lost my...</p> <p>I'm lost!</p> <p>credit card</p> <p>cash</p>	<p>walking tour</p> <p>embassy</p> <p>consulate</p> <p>customs</p> <p>customs agent</p> <p>passport</p> <p>on strike</p> <p>a protest</p> <p>airplane</p> <p>train</p> <p>subway</p> <p>taxi</p> <p>(rental) car</p> <p>boat</p>	<p>suitcases</p> <p>carry-on</p> <p>gate</p> <p>security</p> <p>market</p> <p>street vendor</p> <p>cathedral</p> <p>palace</p> <p>ruins, castle ??</p> <p>train station</p> <p>taxi/bus stop</p> <p>internet cafe</p> <p>exchange (house)</p>	<p>I don't have enough...</p> <p>I need more...</p> <p>My room is not clean...</p> <p>My...doesn't work</p> <p>towels</p> <p>elevator</p> <p>sheets</p> <p>blanket</p> <p>pillow</p> <p>wake up call</p> <p>maid</p> <p>room service</p> <p>bed</p>
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I tried, We tried I saw, We saw I watched, We watched I had fun... It was fun... Did you like...? How do I get to...?	arts & crafts typical food authentic food people travel guide (not a person) tour guide	on foot airport long lines missed flight lost luggage	ATM post office stamps post cards batteries bottled water tip	private bathroom
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### Grammar/Structures:

- Simple past tense
- Paragraph structure

### Culture:

- Restaurant customs (e.g. taxes, tipping, ...)
- International clock
- Transportation options in the target culture

Suggested Assessments	Suggested Activities/Strategies
<p>*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</p>	<p>*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 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.</p> <p>*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</p>

**Week 25 - 29: Level 2 (B) Unit 7 “Community and Personal Conflicts”**  
**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><b>I can</b> understand when someone talks about searching for something</p> <p><b>I can</b> understand when someone describes a conflict they had</p>	<p><b>I can</b> understand an extended text for the main idea and some details</p> <p><b>I can</b> understand the cultural traditions in my book of study</p> <p><b>I can</b> make a prediction about what will happen based on an extended text.</p> <p><b>I can</b> summarize the main idea and important details of an extended text</p>	<p>I can discuss the details of the text</p>	<p>I can describe a time when I had a conflict with someone else</p> <p>I can compare a conflict that the main character had to a conflict of my own</p> <p>I can describe a time when I made a mistake</p> <p>I can retell a story from a different character’s point of view</p> <p>I can describe a time when I was scared</p> <p>I can describe a time that I was embarrassed</p> <p>I can describe a time when I was jealous</p> <p>I can describe my experience in a new city</p> <p>I can compare my town to the main character’s town</p>	<p>I can describe a time when I had a conflict with someone else</p> <p>I can compare a conflict that the main character had to a conflict of my own</p> <p>I can describe a time when I made a mistake</p> <p>I can retell a story from a different character’s point of view</p> <p>I can describe a time when I was scared</p> <p>I can describe a time that I was embarrassed</p> <p>I can describe a time when I was jealous</p> <p>I can describe my experience in a new city</p> <p>I can compare my town to the main character’s town</p>

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

yo dije yo quise	preocupado deprimido	el chisme la autopista		
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yo fui no entendí yo pensé que Caminé hablé crucé paré bajé subí comí pregunté encontré terminé busque olvidé recordé vivi/vivía abrí leí dormí escribí	tenía esperanza culpable rabia solo sentía vergüenza celoso incómodo tenía razón	la acera el piso el barrio el vecino el campo la esquina el semáforo la calle el periódico		
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**Grammar/Structures:**

Comprehension and ability to use the preterit and imperfect past tenses together

**Culture:**

If using *Los Rebeldes de Tejas*:

- The mexican american experience
- The story of the Alamo

If using *La Vampirata*:

- Colombia
- The spanish inquisition
- Indigenous groups of Colombia

**Daily Lessons and Objectives**

<b>Day 1</b>	<b>Objective: I can describe a time when I had a conflict with someone else</b>	<b>Vocabulary/Culture:</b> dije, quise, el chisme, tenía razón
<b>Day 2</b>	<b>Objective: I can describe a time when I had a conflict with someone else</b>	<b>Vocabulary/Culture:</b> yo fui, yo no entendí, yo pensé que (bonus: todavía/mientras)
<b>Day 3</b>	<b>Objective: I can understand an extended text for the main idea and some details.</b>	<b>Vocabulary/Culture:</b> student selected vocabulary from chapter 1
<b>Day 4</b>	<b>Objective: I CAN understand an extended text for the main idea and some details.</b>	<b>Vocabulary/Culture:</b> student selected vocabulary from chapter 2
<b>Day 5</b>	<b>Objective: I can describe a time when I had a conflict with someone else</b>	<b>Vocabulary/Culture:</b> Yo decidí, Yo supe/yo sabía, yo vi, yo escuché
<b>Day 6</b>	<b>Objective: I CAN compare a conflict that the main character had to a conflict of my own.</b>	<b>Vocabulary/Culture:</b> student selected vocabulary from chapter 3
<b>Day 7</b>	<b>Objective: I CAN understand when someone talks about searching for something.</b>	<b>Vocabulary/Culture:</b> Cognates: La floristería, La panadería, La frutería, la carnicería, la estación de tren/autobuses, heladería, joyería. Vocab: Yo busque, Yo encontré, Yo caminé, el vecino, el barrio
<b>Day 8</b>	<b>Objective: I CAN understand the cultural traditions in my book of study</b>	<b>Vocabulary/Culture:</b> dormí, escribí, terminé, deprimido, student selected vocabulary from chapter 4
<b>Day 9</b>	<b>Objective: I CAN describe a time when I made a mistake.</b>	<b>Vocabulary/Culture:</b> olvidé, me sentía culpable, me sentía rabia , recordé
<b>Day 10</b>	<b>Objective: I CAN retell a story from a different character's point of view.</b>	<b>Vocabulary/Culture:</b> student selected vocabulary from chapter 5
<b>Day 11</b>	<b>Objective: I CAN describe a time when I was scared.</b>	<b>Vocabulary/Culture:</b> Estaba preocupado, Subí, Bajé, la esquina
<b>Day 12</b>	<b>Objective: I CAN make a prediction about what will happen based on an extended text.</b>	<b>Vocabulary/Culture:</b> student selected vocabulary from chapter 6
<b>Day 13</b>	<b>Objective: I CAN describe a time when I was jealous.</b>	<b>Vocabulary/Culture:</b> sentía vergüenza, el campo, hablé, sentía incómodo
<b>Day 14</b>	<b>Objective: I CAN describe the emotions of the main character.</b>	<b>Vocabulary/Culture:</b> student selected vocabulary from chapter 7
<b>Day 15</b>	<b>Objective: I CAN describe my experience in a new city.</b>	<b>Vocabulary/Culture:</b> Crucé, Paré, el semáforo, sentía esperanza

<b>Day 16</b>	<b>Objective: I CAN compare my town to the main character's town.</b>	<b>Vocabulary/Culture:</b> student selected vocabulary from chapter 8
<b>Day 17</b>	<b>Objective: I CAN summarize the main idea and important details of an extended text in Spanish.</b>	<b>Vocabulary/Culture:</b> student selected vocabulary from chapter 9
<b>Day 18</b>	<b>Objective: I CAN understand when someone describes a conflict they had.</b>	<b>Vocabulary/Culture:</b> comí, pregunté, la acera, el piso
<b>Day 19</b>	<b>Objective: I can demonstrate my proficiency level in the unit 7 material</b>	<b>SUMMATIVE ASSESSMENT</b>

<b>Suggested Assessments</b>	<b>Suggested Activities/Strategies</b>
<ul style="list-style-type: none"> <li>-Timed writings</li> <li>-Comparative listening: Listen to different version of story read and have students identify the changed details</li> <li>-Google Voice recordings to compare and contrast the conflict to personal experiences</li> </ul>	Literacy circles with the TPRS books <i>Los Rebeldes de Tejas</i> or <i>La Vampirata</i>

**Week 30-34 Level 2 (B) Unit 8 "Politics and Religion"**

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

Interpretive		Interpersonal	Presentational	
Interpretive Listening	Interpretive Reading	Person to person	Presentational writing	Presentational Speaking
I can understand what I hear about sacred places and their histories and can compare them to sacred sites in my community	I can understand what I read about problems in society I can understand the main ideas and important details of a reading about an ancient culture's belief system I can understand what I read in newspapers about current	I can discuss my opinions about various topics with someone	I can compare an experience that my community had with an experience of another community  I can compare an experience that my community had with an	I can compare an experience that my community had with an experience of another community



	events I can utilize a variety of sources to draw conclusions about the political experiences of a country I can understand what I read about problems in society		experience of another community	
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**What will students know by the end of this unit?**

palacio violentas policías sociedad protestas los derechos humanos la mayoría la minoría el gente	la iglesia rezar es lo mismo antepasados políticos teorías población los estereotipos proteger respetan	sagrado dios creencias la tierra desarrollaron monumental ritos marcaron universales contenido	luchar la ley el gobierno volver acuerdo desacuerdo solución culpa responsabilidad ambos	
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**Grammar/Structures**

**Being able to use the present and past tenses together to describe historic events and their current effects**

**Culture :**

**POLITICS:**

Rigoberta Menchu and the Guatemala Civil War with Comparison to the War on Poverty in Eastern Kentucky  
 Colombia War on Drugs (What is Plan Colombia? What is US direct and indirect involvement? Who is the FARC?) with Comparison to the drug experience in Eastern Kentucky

**RELIGION:**

Machu Picchu – Inca’s capital in Peru  
 La Sagrada Familia – Gaudi’s Cathedral in Spain  
 La Isla de Pascua  
 Compare the different religious sites and beliefs to the religious experience in Eastern Kentucky

<b>Daily Lessons and Objectives</b>		
<b>Day 1</b>	<b>Objective: I can understand what I read about problems in society</b>	<b>Vocabulary/Culture: los derechos humanos, la mayoria, la minoria, el gente, luchar</b>
<b>Day 2</b>	<b>Objective: I can compare an experience that my community had with an experience of another community</b>	<b>Vocabulary/Culture: Student generated vocabulary list based on comparative conversation</b>
<b>Day 3</b>	<b>Objective: I can utilize a variety of sources to draw conclusions about the political experiences of a country</b>	<b>Vocabulary/Culture: la ley, el gobierno, volver, acuerdo, desacuerdo</b>
<b>Day 4</b>	<b>Objective: I can compare an experience that my community had with an experience of another community</b>	<b>Vocabulary/Culture: Student generated vocabulary list based on comparative conversation</b>
<b>Day 5</b>	<b>Objective: I can understand what I read in newspapers about current events</b>	<b>Vocabulary/Culture: Students generated vocabulary list based on student needs</b>
<b>Day 6</b>	<b>Objective: I can understand the main ideas and important details of a reading about an ancient culture's belief system</b>	<b>Vocabulary/Culture: sagrado, el dios, las creencias, la tierra, desarrollaron</b>
<b>Day 7</b>	<b>Objective: I can understand what I hear about sacred places and their histories and can compare them to sacred sites in my community</b>	<b>Vocabulary/Culture: monumental, los ritos, marcaron, universals, contenido, la iglesia, rezar, es lo mismo, antepasados</b>
<b>Day 8</b>	<b>Objective: I can explain to people my opinions about various topics</b>	<b>Vocabulary/Culture: Student generated vocabulary list based on comparative conversation</b>
<b>Day 9</b>	<b>Objective: I can demonstrate my ability to understand conversations and readings about politics and religion</b>	<b>Vocabulary/Culture:</b>
<b>Day 10</b>	<b>Objective: I can demonstrate my proficiency level within the material of unit 8</b>	<b>SUMMATIVE ASSESSMENT</b>

**Formative Assessments:**

**Compare and contrast essays about readings**

**Exit Tickets**

**Class conversations**

**Suggested Activities:**

- Research projects
- Group readings
- Class discussions