

WORLD LANGUAGES

3 Level Overview

Level 1

UNIT 1 *Nice to meet you!*

UNIT 2 *Who am I?*

UNIT 3 *What do you like to do?*

UNIT 4 *My school life.*

UNIT 5 *Let me introduce my family.*

UNIT 6 *Hanging out.*

UNIT 7 *Let's go out to eat!*

FLOATING UNIT *Let's Celebrate!*

Level 2

Review Unit (Optional) *Basic Level 1 Review*

UNIT 1 *I need some new clothes! (Reviews reg. verb conjugations)*

UNIT 2 *My daily Routine? (Reflexives)*

UNIT 3 *Healthy Eating*

UNIT 4 *Entertain me! (past tense)*

UNIT 5 *Getting Around Town*

UNIT 6 *Planning a trip (including airport)*

UNIT 7 *I need a Doctor.*

FLOATING UNIT *Let's Celebrate!*

Level 3

DRAFT

UNIT 1 *Tell me about yourself. (Summary of levels 1-2)*

UNIT 2 *Getting along with others. (Relationships-)*

UNIT 3 *When I was little. (Childhood- imperfect)*

UNIT 4 *My future and my career.*

UNIT 5 *Staying in a hotel? (Introduce subjunctive)*

UNIT 6 *The arts and me (subjunctive, opinions, responses, reactions to Art)*

FLOATING UNIT *Let's Celebrate!*

BEGINNING LANGUAGE – Level 1**UNIT 1 OVERVIEW: It's nice to meet you**

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can recognize some common greetings and expressions. I can understand someone saying a date or time. I can understand someone talking about their age, where they are from, their phone number and birthday. 	<ul style="list-style-type: none"> I can understand basic personal information from communications such as e-mails, personal profiles. I can identify some cognates or characters that help me understand the meaning. 	<ul style="list-style-type: none"> I can greet and say goodbye to people. I can introduce myself and ask someone their name. I can ask and answer questions about my name, age, origin, and phone number. I can tell someone and ask for the date and time. I can tell someone when my birthday is and ask about theirs. 	<ul style="list-style-type: none"> I can greet people. I can tell my age and my birthday. I can tell where I am from. I can tell the date and time. I can tell my telephone number. I can introduce myself. 	<ul style="list-style-type: none"> I can write an introduction of myself. I can write my age and my birthday. I can write where I am from. I can write my phone number. I can write the date & time.

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

Vocabulary

Hello	I am good/bad/regular.	July	Friday
How are you?	And you?	August	Saturday
What's up?	Where are you from?	September	Sunday
My pleasure.	I am (from)...	October	Day
My name is...	How old are you?	November	Week
What is your name?	I am ... years old.	December	Weekend
Good morning.	What is your telephone number?	What time is it?	Month
Good afternoon.	Today is...	It is...	Year
Good night.	What is the date?	What day is today?	Please
It is...	January	Monday	Thanks
Who is...?	February	Tuesday	You're welcome.
Goodbye.	March	Wednesday	When is your birthday?
See you later.	April	Thursday	Numbers to 60
	May		
	June		

Grammar/Structures

- Date, time and age structures.

Culture (& Cultural Comparisons)

- I can tell you how...
 - people greet each other that they know in the target cultures.
 - people greet each other that they don't know in the target cultures.
 - personal space is different in the target cultures.
 - there is a difference in telling time, dates and phone numbers in the target cultures.
 - a calendar is organized differently in the target cultures.
 - punctuation and written accents/umlauts differ between languages. (Indo-European languages) (Connections)
- I can use different greetings at different times of the day.
- I can use numbers to perform mathematical operations (Connections)

BEGINNING LANGUAGE – Level 1**UNIT 1: It's nice to meet you.**

Name:

Class Period:

I can greet
someone using
proper
gestures and
say goodbye.

I can introduce
myself.

I can ask
"What is your
name?"

I can ask "How
are you?"

I can tell how I
am feeling.

I can tell where
I am from.

I can ask
"Where are
you from?"

I can ask
someone
about their
age.

I can tell
someone my
age.

I can ask
someone about
their telephone
number.

I can tell
someone my
telephone
number.

I can tell what
time it is.

I can ask for
the time.

I can tell the
date.

I can ask
"What is
today's date?"

I can ask
"When is your
birthday?"

I can tell when
my birthday is.

I can count
from 0-10.

I can count
from 10-20.

I can count
from 20-40.

I can say
"Please.",
"Thank you",
and "You're
welcome."

I can count
from 40-60

I can use
different
greetings at
different times
of the day.

I can use
numbers to
perform
mathematical
operations.

I can tell how
people greet
each other they
know in target
cultures.

I can explain the
difference in telling
time, dates and
phone numbers in
target cultures.

I can explain
how a calendar
is organized
differently in
target cultures.

I can explain
how written
accents differ
between
languages.

I can tell how
people greet
each other they
don't know in
target cultures.

I can tell how
personal
space is
different in
target
cultures.

BEGINNING LANGUAGE – Level 1

UNIT 2 OVERVIEW: Who Am I?

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand when someone describes themselves or someone else. I can understand simple questions about myself or someone else. 	<ul style="list-style-type: none"> I can understand some basic personal information found in short readings. 	<ul style="list-style-type: none"> I can answer questions about physical characteristics and personality traits. I can ask questions to find physical characteristics about someone else. 	<ul style="list-style-type: none"> I can describe myself including personality & physical characteristics. I can describe someone else including age, personality, and physical characteristics. 	<ul style="list-style-type: none"> I can write about myself including my personality & 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?

Vocabulary

How old is he/she?	Shy	Good looking	Brown eyes
He/she is...years old.	Outgoing	Pretty	Short hair
What are you like?	Intelligent	Ugly	Long hair
I am...	Stupid/dumb	Fat	Straight hair
What is he/she like?	Interesting	Thin/skinny	Curly hair
He/she is...	Boring	Old	Brown hair
Nice	Weak	Young	Blonde hair
Unpleasant/unfriendly	Strong	What color is your hair?	Red hair
Happy	Organized	What color are your eyes?	Black hair
Sad	Disorganized	I have	Glasses
Funny	Creative	You have	Braces
Mean	Studious	He/she has	Pimples
Serious	Tall	Green eyes	
Athletic	Short	Blue eyes	

Grammar/Structures

- Subject pronouns: I, you, he, she
- Verbs: to be, to have
- Negatives
- Adjectives: gender agreement

Culture (& Cultural Comparisons)

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

BEGINNING LANGUAGE – Level 1

UNIT 2: Who am I?

Name:

Class Period:

I can say at least three things about my appearance.

I can say at least three things about my personality.

I can tell my hair color.

I can tell my eye color.

I can ask "What do you look like?"

I can ask "What are you like?" (personality traits)

I can ask "What color are your eyes?"

I can ask "What color is your hair?"

I can ask "How old are you?"

I can ask what someone else looks like.

I can say at least three things about someone else's appearance.

I can ask what someone else's personality is like.

I can say at least three things about someone else's personality.

I can ask and tell what someone else's eye color is.

I can ask and tell what someone else's hair color is.

I can ask and tell what someone else's age is.

I can ask and tell what someone else's eye color is.

I can

I can

I can

I can describe people using socially acceptable vocabulary in target cultures.

I can

I can...

I can...

I can...

BEGINNING LANGUAGE – Level 1**UNIT 3 OVERVIEW: What do you like to do?****What students will be able to do by the end of this unit?**

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand when someone talks about activities they like or dislike. I can understand simple questions about my likes and dislikes. 	<ul style="list-style-type: none"> I can understand basic information about activities people like or don't like and why. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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?**Vocabulary**

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

Grammar/Structures

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

Culture (Cultural Comparisons & Connections)

- I can tell you...
 - which sports are more/less popular in the target cultures than in the U.S.
 - about teenage participation in sports in the target cultures. (ie. team/school sports vs club sports)
 - how popular music/dances in the target cultures are similar/different than what's popular in the U.S.
 - about the popularity and usage of e-mail, texting, etc.
 - how seasons differ in the northern and southern hemispheres.

BEGINNING LANGUAGE – Level 1

UNIT 3: What do you like to do?

Name:

Class Period:

I can say three things I like to do.

I can say three things I don't like to do.

I can tell what I prefer to do.

I can tell why I like to do something.

I can tell with whom I like to do something.

I can tell when I like to do something.

I can tell how often I like to do something.

I can ask "What do you like to do?"

I can ask "What do you prefer to do?"

I can ask "Why do you like to . . .?"

I can ask "With whom do you like to . . .?"

I can ask "When do you like to . . .?"

I can ask "How often do you like to . . .?"

I can ask and tell what someone else likes to do.

I can ask and tell what someone else prefers to do.

I can ask and tell why someone else likes to do something.

I can ask and tell with whom someone else likes to do something.

I can ask and tell with when someone else likes to do something.

I can ask and tell how often someone else likes to do something.

I can tell which sports are more/ less popular in target cultures compared to U.S.

I can tell about teenage participation in sports in the target cultures.

I can compare popular music/dances in target cultures with those in the U.S.

I can tell about popularity and usage of email, texting, etc.

I can explain how seasons differ in the northern and southern hemispheres.

BEGINNING LANGUAGE – Level 1

UNIT 4 OVERVIEW: My School Life

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand what people say about school schedules, subjects, and class supplies. I can understand when I hear people talk about locations within a school. 	<ul style="list-style-type: none"> I can understand information about supplies for class. I can understand short readings that describe classes and teachers. 	<ul style="list-style-type: none"> I can speak with another person about my school day. I can say what classes and teachers I have and when I have them. I can say what materials I have and need for each class. I can describe my class as difficult or easy. 	<ul style="list-style-type: none"> I can talk about my school schedule. I can tell what school supplies I have & need. I can describe my classes and teachers. 	<ul style="list-style-type: none"> I can write information about my class schedule. I can write a description of my classes and teachers.

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

Vocabulary

When do you have lunch?	After	Whiteboard (Chalkboard)	Computer
What is your favorite class?	Book	Backpack	Technology
My favorite class(es) is(are) ...	Pen	Calculator	Difficult
Who is your favorite teacher?	Paper	Math	Easy
My favorite teacher(s) is(are) . . .	Pencil	Science	There is/there are
What do you need for . . . ?	Notebook/Binder	World Language	It starts (begins)
I need	Computer	History	It ends
What classes are you taking?	Laptop	PE	Schedule
First, I have...	Locker	English	Class
Then	Dictionary	Art	Teacher
Finally	Desk	Music	
Before	Chair	Lunch	

Grammar/Structures

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

Culture (& Cultural Comparisons)

- I can tell you about school schedules in the target cultures.
- I can tell how students and teachers interact in the target cultures.
- I can tell you about the grading systems in the target cultures.

BEGINNING LANGUAGE – Level 1

UNIT 4: My School Life

Name:

Class Period:

I can say three
classes I'm
taking.

I can say what I
need for my
classes.

I can say when I
have lunch.

I can say what
my favorite
classes are.

I can say who
my favorite
teachers are.

I can ask, "What
classes are you
taking?"

I can ask, "What
do you need for
_____ class?"

I can ask,
"When do you
have lunch?"

I can ask, "What
are your favorite
classes?"

I can ask, "Who
are your favorite
teachers?"

I can ask and
tell about
someone else's
classes.

I can ask and
tell about what
someone else
needs for their
classes.

I can ask and
tell when
someone else
has lunch.

I can ask and
tell what
someone else's
favorite classes
are.

I can ask and
tell who
someone else's
favorite
teachers are.

I can describe my
classes as
difficult or easy.

I can tell what
time school or a
class starts and
ends.

I can ...

I can ...

I can ...

I can explain school
schedules in the
target cultures.

I can tell how
students and
teachers interact in
target cultures.

I can explain the
grading systems in
target cultures.

I can ...

I can ...

BEGINNING LANGUAGE – Level 1**UNIT 5 OVERVIEW: Let me introduce my family!**

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand what people say in a short conversation about family members. I can understand basic descriptions of family members. 	<ul style="list-style-type: none"> I can understand personal e-mails, notes and other short reading about family. 	<ul style="list-style-type: none"> I can ask and tell what family members look like and their personalities. I can ask and tell what members of my family like to do and why. 	<ul style="list-style-type: none"> I can describe my family. I can talk about what members of my family like and don't like and what they do in their free time. 	<ul style="list-style-type: none"> I can describe my family using photographs, etc. I can write about what members of my family like and don't like and what they do in their free time.

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

Vocabulary

Father	Stepbrother	House	My
Mother	Grandmother	Apartment	Your
Parents	Grandfather	To live	His
Brother	Grandparents	Older	Her
Sister	Cousins	Younger	Their
Uncle	Dog	We are	Our
Aunt	Cat	They are	He/she measures
Stepfather	Fish	There are	Numbers 60-100
Stepmother	Bird		What does your family like to do?
Stepsister	Pet		What is your family like?

Grammar/Structures

- Subject pronouns: we, you, they
- Plural verb conjugations
- 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.
- Basic possessive adjectives.

Culture (& Cultural Comparisons)

- I can explain the traditional family living arrangements in the target cultures.
- I can explain what a family does together in different countries and compare it with my own.
- I can explain the target cultures' perspectives on the elderly members of society.
- I can explain the role of pets in the target cultures.
- I can use the metric system to express height.

BEGINNING LANGUAGE – Level 1

UNIT 5: Let me introduce my family!

Name:

Class Period:

I can identify my family members.

I can tell how many people are in my family and who they are.

I can say what each family member likes to do.

I can tell the ages of each of my family members.

I can describe what my family does together.

I can tell where we live.

I can describe the personalities of each of my family members.

I can tell someone about a special family member and what makes them special.

I can describe my extended family members.

I can describe my pets (if my family has any.)

I can answer questions about my family.

I can ask and tell about your family.

I can ask and tell about his or her family.

I can ask and tell about what your family likes to do.

I can ask and tell about what his or her family likes to do.

I can . . .

I can . . .

I can . . .

I can . . .

I can . . .

I can explain the target cultures' perspectives on elderly members of society

I can explain the traditional family living arrangements in the target cultures.

I can explain what a family does together in target cultures and compare it with my own

I can explain the role of pets in the target cultures.

I can use the metric system to express height.

BEGINNING LANGUAGE - Level 1

UNIT 6 OVERVIEW: **Hanging Out!**

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand a phone message about when and where to meet a friend. I can understand a short audio announcement about an event (when, where). 	<ul style="list-style-type: none"> I can understand invitations such as cards, emails, texts, and e-vites. I can understand an event announcement such as a poster, flyer, or advertisement. 	<ul style="list-style-type: none"> I can ask and give details about what I do and where I go after school or on the weekend. I can invite someone to do something or go somewhere with me. I can give & find out information about when and where to go. I can accept or reject an invitation to do something or go somewhere. 	<ul style="list-style-type: none"> I can tell what I will do after school or on the weekend. I can give details about my plans such as when, where, who and what. 	<ul style="list-style-type: none"> I can write about what I will do after school or on the weekend. I can give details about my plans such as when, where, who and what.

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

Vocabulary

Concert	Junior high	After (school)	I have to...(verb)
Game	Beach	Now	Chores
(Birthday) party	Pool	To the	Homework
My friend's house	Church	When?	I ought...
My house	Neighborhood	At what time?	See you then.
Stadium	Café	What day?	Let's go!
Mall	Library	Do you want to...?	What are you doing this weekend?
Movie theater	Tomorrow	I want...	What do you do in your spare time?
Park	At (1:00)	Would you like...?	
Restaurant (fast food)	This weekend	I would like...	
School	Later	I'm sorry	
High school	On "Friday"	I can't because. . .	

Grammar/Structures

- Immediate future (We are going + verb)
- Asking questions
- Connecting places to activities. (We are going to place to verb.)
- To be "located" (estar)

Culture (& Cultural Comparisons)

- I can explain the differences in dating practices in the U.S. and those of target cultures.
- I can explain where teenagers meet their friends.
- I can explain what activities teenagers do with their friends.

BEGINNING LANGUAGE - Level 1**UNIT 6: Hanging Out!**

Name:

Class Period:

I can say three places that I like to go after school or on weekends.

I can say three events that I want to go to after school or on weekends.

I can tell someone which places I go to hang out.

I can explain my plans for the weekend (what, when, where and with whom).

I can ask someone to do something with me.

I can accept an invitation from someone.

I can reject an invitation from someone AND give an excuse.

I can tell when and where an event is.

I can ask "when and where is an event?"

I can say what time an event starts and ends.

I can ask "who is going to be there?"

I can ask and tell what you are going to do.

I can ask and tell what he and she are going to do.

I can ask and tell what WE (my friends and I) are going to do.

I can ask and tell what my friends, they are going to do.

I can ask and tell someone what they like to do in their free time.

I can ask and tell what someone else likes to do in their free time.

I can ask and tell what at WE (my friends and I) like to do in our free time.

I can ask and tell what my friends, they like to do in their free time.

I can explain the differences in dating practices in the U.S. and those of target cultures.

I can explain where teenagers meet their friends.

I can explain what activities teenagers do with their friends.

BEGINNING LANGUAGE – Level 1

UNIT 7 OVERVIEW: **Let's go out to eat!**

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand when a waiter tells me the specials of the day. I can understand some of what people say about food. I can understand what I hear in a restaurant advertisement. 	<ul style="list-style-type: none"> I can understand some of what I read on a menu. I can understand some of what I read about a restaurant in an ad or review in a newspaper, online, or a brochure. 	<ul style="list-style-type: none"> I can order food and drink in a restaurant. I can ask for my bill in a restaurant. I can ask for and understand basic information about the menu. I can talk about what the food is like. I can ask for what I need in a restaurant. 	<ul style="list-style-type: none"> I can talk about a restaurant and its menu. I can give my preferences and recommendations of what to order in a restaurant. 	<ul style="list-style-type: none"> I can write a description of a restaurant and its menu. I can give my preferences and recommendations of what to order in a restaurant.

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

Vocabulary

Tip	Appetizer	Dessert	Meat
Waiter/Waitress	Main course	Ice cream	Chicken
Special of the day	Can you bring me . . . ?	Fruit	Vegetarian
Bill	With/ Without	Vegetables	Soup
Table for #	I recommend	Drink	Potato
Menu	What do you recommend?	Water	Rice
Cuisine (type)	Anything else?	Milk	French fries
How is your meal?	Spoon	Soft drink	Beef
Is everything ok?	Knife	Coffee	Pork
The best	Fork	Tea	Fish
The worst	Plate	Sugar	Please
What is in ... ?	Napkin	Salad	Thanks
It's made with . . .	Cup	Hamburger	To drink
Do you have...?	Glass	Bread	To eat
Enjoy your meal.	Salt	Butter	To ask for, to order
Delicious	Pepper	Sandwich	
Good/Bad	Food	Cheese	

Grammar/Structures

- formal vs. informal questions and answers
- partitive articles (French)

Culture (& Cultural Comparisons)

- I can explain tipping customs in the target cultures.
- I can tell how to deal with waiters in the target cultures.
- I can compare eating times in the target cultures with those of the U.S.
- I can understand and explain bills from the target cultures (tax, tips, sometimes not itemized, etc.)
- I can tell what foods and meals are important in the target cultures. (bread, eggs for dinner, etc.)

BEGINNING LANGUAGE – Level 1

UNIT 7: Let's go out to eat!

Name:

Class Period:

I can order food
and drink in a
restaurant.

I can ask for my
bill in a
restaurant.

I can ask for basic
information about
the menu.

I can ask and
tell what the
food is like.

I can ask and tell
what I need in a
restaurant.

I can talk about
a restaurant and
its menu.

I can express my
preferences of
what to order in a
restaurant.

I can ask and
tell about the
food
preferences of
other people.

I can ask and
tell what other
people are
ordering.

I can give
recommendations of
what to order in a
restaurant.

I can ask and
tell what other
people need at a
restaurant.

I can
understand
some of what
people say
about food.

I can
understand
some of what I
read on a menu.

I can. . .

I can. . .

I can. . .

I can. . .

I can. . .

I can. . .

I can. . .

I can tell what meals
are important in
target cultures.

I can explain tipping
customs in target
cultures

I can compare eating
times in target
cultures with those
of the U.S.

I can understand and
explain bills from the
target cultures (tax,
tips, sometimes not
itemized, etc.)

I tell what foods are
important in target
cultures (bread, rice,
eggs for dinner,
seafood, etc.)

DEVELOPING LANGUAGE – Level 2**UNIT 1 OVERVIEW:** *I need some new clothes!*

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand what I hear in commercials, messages and other descriptions about shopping, clothes and prices. 	<ul style="list-style-type: none"> I can understand most of an advertisement about shopping in a magazine, catalog, and/or newspaper. 	<ul style="list-style-type: none"> I can communicate with a salesperson while shopping, asking and answering questions about my preferences, items I am looking for, sizes, colors and prices. I can ask for and give information about sales, sizes, quantities, colors and prices. I can ask for and give simple opinions and compliments about things I might buy. 	<ul style="list-style-type: none"> I can talk about my style including where I like to shop for clothes, different sizes and fit. I can talk about a sale in a store. 	<ul style="list-style-type: none"> I can write about what clothes to wear during different seasons and/or for different activities. I can write a thank you note.

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

Benchmark Vocabulary

Shirt	Tie	Small	How are you paying?	It's sunny.
T-shirt	Bracelet	Medium	Cash	It's windy.
Blouse	Earring	Large	With a credit card	It's snowing.
Pants	Necklace	Cheap	Thank you for...	It's raining.
Shorts	Ring	Expensive	Style	Spring
Jeans	Watch	Sale	Money	Summer
Sweatshirt	Purse	Elegant	Which?	Fall
Sweater	Wallet	Casual	This (one)	Winter
Jacket	(Sun)glasses	Too	These (one)	
Dress	Store	Short	That (one)	
Skirt	Department store	Long	Those (one)	
Suit		Tight		
Underwear	Brown			
Bathing suit	Orange	Excuse me	To buy	Optional Vocabulary
Coat	Blue	May I help you?	To sell	Striped
Socks	Red	I am looking for	To put on	Spotted
Shoes	Green	How much does it cost?	To take off	Buttons
Boots	Yellow	It costs...	To wear	Zipper
Cap	White	Can I try on the . . . ?	To try on	Plaid
Hat	Black	How does it fit?		Cotton
Scarf	Purple	It looks good/It fits well.	It's hot.	Silk
Belt	Size	It's in style/stylish	It's cold.	Wool
				Leather
				Polyester

Grammar/Structures

- Demonstrative adjectives and pronouns and agreements (*as needed to complete the task!*)
- Possessive adjectives, if not covered previously (I like your pants.)
- Weather structures

Culture (& Cultural Comparisons)

- I can use the Celsius temperature scale to talk about the weather. (Connections)
- I can use exchange rates to convert prices. (Connections)
- I can explain shopping etiquette (including bargaining, sales) in target cultures.
- I can explain different types of stores and current shopping trends.
- I can use decimal points and commas to express amounts of money. (Indo-European languages) (Connections)
- I can explain the difference in sizing systems between the U.S. and the target cultures.

AP Themes

- Contemporary Life
- Personal and Public Identities
- Beauty and Aesthetics
- Global Challenges

DEVELOPING LANGUAGE – Level 2**UNIT 1: I need some new clothes!**

Name:

Class Period:

1.1

I can state which clothing items I am looking for.

1.2

I can ask in what colors or sizes a clothing item is available.

1.3

I can tell someone what color or size I want.

1.4

I can ask someone how much something costs.

1.5

I can ask a friend their opinion about a clothing item.

1.6

I can ask someone's opinion on how an item of clothing fits.

1.7

I can give compliments about clothing item or an outfit

1.8

I can give a negative opinion about a clothing item or an outfit

1.9

I can tell why I like don't like certain clothes on me.

1.10

I can say what clothes I normally wear for certain activities.

1.11

I can describe the weather in different seasons.

1.12

I can say what clothes I normally wear during the different seasons

1.13

I can tell why I wear certain clothes according to the weather.

1.14

I can tell where I prefer to go shopping.

1.15

I can tell why I prefer to shop at a certain store.

I can say what size I wear in American sizes and abroad.

I can explain regional / traditional outfits of target cultures.

I can explain shopping etiquette in target language cultures.

I can use the Celsius temperature scale to talk about the weather.

I can understand exchange rates to convert prices.

I can use decimal points and commas to express amounts of money.

I can explain what an open market is.

I can...

DEVELOPING LANGUAGE – Level 2**UNIT 2 OVERVIEW: *My Daily Life***

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand when someone describes their activities and routines. I can understand a message about someone's daily activities and routines. 	<ul style="list-style-type: none"> I can understand e-mails and messages 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. 	<ul style="list-style-type: none"> I can ask and answer simple questions about daily routines and activities and day-to-day activities. I can describe what I do daily in conversations and understand other people's descriptions in conversation. 	<ul style="list-style-type: none"> I can talk about what I have to do at school, work and/or home on a regular basis. 	<ul style="list-style-type: none"> I can write about what I have to do at school, work and/or home on a regular basis. I can describe what I do daily in e-mails and texts.

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

Benchmark Vocabulary**Chores**

To make the bed
To wash (dishes, clothes, windows, dog, car, etc)
To cook
To vacuum
To dust
To mow the lawn
To clean
To take out the trash
To set/clear the table
To pick up clothes/things

To sweep the floor
To feed the dog/cat/fish
To take care of siblings

Places in the house

Kitchen
Living room
Bathroom
Bedroom
Dining room
Garage

To talk about daily routines:

To brush one's teeth
To dry one's hair
To get dressed
To get ready
To get undressed
To get up
To go to bed
To put on makeup
To relax
To shave
To take a shower

To wake up
To wash
To work out

To talk about personal grooming:

Lotion
Perfume
Cologne
Makeup
Deodorant
Razor
Soap

Shampoo

Recycled:

Before
After
In the morning
In the afternoon
At night
Chore
Responsibility
I have to
At what time, when, etc.

Grammar/Structures

- Sequencing words to tell the order you do things
- Reflexive verbs

AP Themes

- Contemporary Lifestyle
- Beauty & Aesthetics

Culture (& Cultural Comparisons)

- I can compare the similarities and differences of daily routines in the target cultures with those in the U.S. (Comparisons)
- I can compare the importance having a job while attending school for youth in the target cultures with that of youth in the U.S. (Comparisons)
- I can describe school life and leisure activities of youth in the target cultures.

DEVELOPING LANGUAGE – Level 2

UNIT 2: My Daily Routine

Name:

Class Period:

2.1

I can tell
someone when
I get up in the
mornings.

2.2

I can tell what
times I eat.

2.3

I can tell
someone what I
eat for
breakfast

2.4

I can talk about what
I do in the mornings
to get ready for school.

2.5

I can say what I
have to do at
school.

2.6

I can explain
why I do certain
activities at
school

2.7

I can say what
I normally do
after school.

2.8

I can explain
why I follow a
certain daily
routine.

2.9

I can ask
someone what
their daily
routine is.

2.10

I can tell
someone when I
go to bed each
day.

2.11

I can give details
about my weekly
schedule.

2.12

I can give details
about my weekend
activities

2.13

I can explain
why I do certain
activities on the
weekend.

2.14

I can ask
someone about
their weekend
activities.

2.15

I can say what
chores I do at
home.

I can ...

I can ...

I can ...

I can compare daily
routines in target
cultures with mine.

I can compare the
importance of having a job
while in school for American
youth with youth in target
cultures.

I can describe school
life and leisure
activities of youth in
target cultures.

I can ...

I can ...

DEVELOPING LANGUAGE – Level 2

UNIT 3 OVERVIEW: *Let's Eat!*

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand when someone describes to me what is in a meal. I can understand food advertisements. I can understand simple news stories about food and health. I can understand when someone gives me instructions for a recipe. 	<ul style="list-style-type: none"> I can understand nutrition labels. I can understand flyers from a grocery store and food packages. I can understand an article about food and nutrition. I can understand and follow instructions for a recipe from a cookbook. 	<ul style="list-style-type: none"> I can tell and ask what ingredients are in a dish. I can tell and ask whether something is healthy and unhealthy and why. I can talk with someone about healthy food choices using healthy eating guidelines. I can ask and answer questions about my dietary needs and other people's. 	<ul style="list-style-type: none"> I can describe my eating habits, including traditional foods. I can express my dietary needs. I can give advice about healthy eating habits. I can give instructions for making a recipe. 	<ul style="list-style-type: none"> I can write a description of traditional and/or typical foods. I can describe my eating habits and dietary needs. I can write out a daily diet for a healthy lifestyle. I can write instructions for making a recipe.

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

Benchmark Vocabulary

Meals & Categories

Breakfast
Lunch
Snack
Dinner
Soup
Salad
Dish

Fruit

Orange
Apple
Banana
Grape
Pineapple
Watermelon
Peach
Strawberry
Lemon

Dairy

Milk
Yogurt
Ice cream
Cheese

Meat & Proteins

Egg
Steak
Ham
Chicken
Turkey
Bacon
Sausage
Fish
Seafood

Vegetables

Garlic
Onion
Carrot
Peas
Tomato
Corn
Green beans
Potato
Lettuce

Fats

Oil
Butter

Grains

Cereal
Pasta
Noodles
Rice
Bread
Pancakes

Other

Salt
Pepper
Sugar
Food
Cake
Pie
Cookie

To describe food:

Sweet
Sour
Spicy
Fresh
Fried
Hot
Cold

Baked
Grilled
Boiled

To talk about quantities:

Slice/piece
Cup
Liter
Package
Can
Box
Kilo
Dozen
Bottle

To talk about nutrition:

Daily
Ingredient
Good for your health
Bad for your health
I should
You should
Calories
Cholesterol
Carbohydrates
Vitamin

Allergic/food allergies
Diet

To make a recipe:

To mix/stir
To pour
To add
To put (in the oven, in the fridge)
To boil
To bake
To grill

To talk about what I ate/drank:

What did you eat?
What did you drink?
I ate...
I drank...

AP Themes

- Science & Technology
- Families and Communities
- Personal & Public Identities
- Beauty & Aesthetics
- Global Challenges
- Health

Grammar/Structures

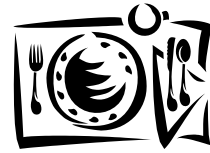
- Healthy eating: what one should and shouldn't eat. (should + inf.)
- Commands (recipes)
- Introduction to past tense

Culture (& Cultural Comparisons)

- I can use healthy eating guidelines from different countries to describe eating habits. (Connections)
- I can describe traditional meals from different countries. (i.e. French cheeses, ratatouille, gazpacho, paella, flan, Schnitzel, etc.)
- I can compare the preparation time and ingredients for a typical meal/dish in the target cultures with that of the U.S. (Comparisons)
- I can apply the metric system to calculate quantities in food preparation. (Connections)

DEVELOPING LANGUAGE – Level 2

UNIT 3: Healthy Eating



Name:

Class Period:

3.1

I can tell what I normally eat and drink for each meal and snack

3.2

I can ask someone what they usually eat and drink.

3.3

I can describe a dish telling what the food is like.

3.4

I can ask and tell someone things that I can't (or won't) eat and drink and why

3.5

I can tell why a food or dish is healthy

3.6

I can tell why a food or dish is not healthy

3.7

I can ask and tell someone what they should eat and drink and why.

3.8

I can tell what I ate (on the weekend, at breakfast, etc.).

3.9

I can ask someone what they ate (on the weekend, for breakfast, etc.).

3.10

I can give advice based on nutritional facts. (what, how often, why)

3.11

I can tell someone what ingredients are in a dish.

3.12

I can ask someone what ingredients are in a dish.

3.13

I can give instructions for making a recipe

3.14

I can create a news story, podcast, or ad about food & health.

3.15

I can give the main idea and several details about an article on healthy food.

I can...

I can...

I can compare what and when people eat and drink in other countries to my habits.

I can describe three traditional dishes from target cultures.

I can compare preparation time and ingredients for a typical meal in target cultures with that of U.S.

I can use healthy eating guidelines from target cultures to describe eating habits.

I can apply the metric system to calculate quantities in food preparation.

DEVELOPING LANGUAGE – Level 2 AP Themes**UNIT 4 OVERVIEW: *Entertain Me!***

Families & Communities
Contemporary Lifestyle
Personal & Public Identities

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand a short advertisement (radio, television, commercial.) I can identify some familiar words in various types of entertainment. I can understand when people talk about entertainment. 	<ul style="list-style-type: none"> I can read and understand information from a variety of sources about entertainment (flyers, posters, ads, brochures, magazines, newspapers, internet, tickets). I can find and use information about an event I would like to attend. 	<ul style="list-style-type: none"> I can have a simple conversation about entertainment. I can say what I like and don't like about entertainment and ask others their opinion. I can ask and answer questions about entertainment. I can tell someone about a type of entertainment and ask their opinion. I can write an email to get basic information about an event and respond to a return email I can ask and answer questions about past activities and events. 	<ul style="list-style-type: none"> I can tell what I like and don't like to do for entertainment. I can tell why I like and don't like certain entertainment. I can describe entertainment. I can describe past activities and events. 	<ul style="list-style-type: none"> I can write an email, blog, or note about an event. I can tell why I like and don't like the entertainment. I can describe entertainment. I can describe past activities and events.

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

Benchmark Vocabulary

To give an opinion:

I believe
I think
In my opinion
At the beginning
At the end
I liked...
It was...

Awesome
Boring
Embarrassing
Emotional
Exciting
Fascinating
Loud
Quiet
Phenomenal
Realistic
Silly/stupid
Violent
Famous

To compare:

The best
Better than
The worst
Worse than
The most ____
The least ____
More ____ than
Less ____ than
As ____ as

Other useful words:

To attend
To arrive
To meet
To leave
To have fun
To cost
Ticket

Sports

Fan
Athlete

Player
Coach, trainer
Referee/umpire
Competition
Score
Points
To tie
To win
To lose
Cheerleaders
Team
Field
Winner
Loser
To score
To shout

Movies

Actor/actress
Comedy
Drama
Romance
Horror
Sci Fi

Action
The scene
Characters
Setting
To play the role of
To act

Past tense expressions:

What did you do?
What did you see, eat, . . . ?
Last weekend
Last month
Yesterday
Last night
Last summer
Last week
Never

Recycled:

previous adjectives (fun, boring, sad, etc.)
I would like
Who, what, when, where, with whom, why, because

Grammar/Structures

- Past Tense
- Comparisons

Culture (& Cultural Comparisons)

- I can talk about entertainment (movies, sports, actors, etc.) from the target cultures.
- I can compare a well-known target culture personality with a well-known personality from the U.S. (Comparison)

Developing Language – Level 2**UNIT 4: Entertain Me!***

*entertainment = concert, movie, tv program, sporting event, videogame,

music, dance, etc.

Name:**Class Period:**

4.1

I can ask & answer "What is your favorite and why...?"

4.2

I can explain why I like or don't like to do certain things for entertainment

4.3

I can ask for a recommendation about entertainment.

4.4

I can recommend a specific event or type of entertainment to someone

4.5

I can describe what is happening during an entertainment event.

4.6

I can ask and tell how much a ticket costs.

4.7

I can tell someone when we are leaving, when we plan to arrive for an event.

4.8

I can tell someone who we are meeting and/or who to look for at an event.

4.9

I can ask the question, "What did you think about...?"

4.10

I can give my opinion about entertainment using several opinion expressions.

4.11

I can ask someone what happened at a specific entertainment "event".

4.12

I can tell someone what happened at a specific entertainment "event".

4.13

I can tell whether or not I liked an entertainment "event" and tell WHY.

4.14

I can compare two or more celebrities or singers

4.15

I can compare two movies

4.16

I can compare two athletic events

4.17

I can tell who or what I prefer and why using comparisons

4.18

I can tell who or what I like most (superlatives)

I can...

I can...

I can. . .

I can talk about which sports are popular in the target culture.

I can describe a traditional dance from the target culture.

I can compare a celebrity from the target culture with a celebrity from the United States.

I can compare television shows from the target cultures with shows from the United States.

DEVELOPING LANGUAGE - Level 2**UNIT 5 OVERVIEW:** *Getting Around Town*

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can follow directions to go somewhere. I can understand the main details when I hear people talking about places in a city and when and where events happen. 	<ul style="list-style-type: none"> I can understand information about places in a town, such as maps, brochures, magazines, ads, etc. I can follow written directions to get from one place to another. 	<ul style="list-style-type: none"> I can ask and answer questions about where one can go do things in a city. I can talk with someone else and share opinions about places in a city. I can tell someone what to do in my city/Utah based on their likes and dislikes. I can ask someone about their city and compare my city to theirs. I can ask for and give directions to go from one place to another. I can ask where someone went and what they did. 	<ul style="list-style-type: none"> I can describe places in a city. I can tell where I want to go and why. I can tell where I went and what I did. 	<ul style="list-style-type: none"> I can describe what I can do in different places in a city. I can write about places to go in my city/Utah using a series of sentences with some details. I can write a comparison of two places. I can describe where I went and what I did last . . . (weekend, month, etc.)

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

Benchmark Vocabulary**Places**

Downtown
Offices
Bank
Theater
Museum
Post office
Hotel
Plaza
Nightclub
Airport
Bus terminal
Hospital
Store
Department store
Neighborhood
Park
Country
Lake
River
Falls
Cave
Forest

Questions

Where is?
How do I get to?
How long (time) to get to?
What is your city like?
What would you like to do?
What do you prefer, ____ or ____?
Where should I go to...?
Where did you go?
Can you help me?
I am lost.

Directions

Go
Stop
Turn left/right.
Cross
Straight ahead
Turn around
Take...(street)
Blocks
Corner
Street light
Stop sign
Intersection

Near

Far
Next to
Across from
Behind
Between
In front of
To the left
To the right

Avenue
Highway
Street
Boulevard
Bridge

Other Expressions

I'm looking for...
It opens at (time)
It closes at (time)
Map
There
Here

Recycled:**Opinions**

I prefer...
In my opinion...
I recommend (to you)...
You should...

Comparisons

The best
The worst
Bigger
Smaller
More interesting, fun, etc. *than*
Less interesting, fun, etc. *than*
As interesting, fun, etc. *as*
The same as

Sequencing Words

First
Next
Then
Later

Grammar/Structures

- Preposition use for giving directions
- Past Tense (building from Unit 4)

Culture (& Cultural Comparisons)

- I can compare preferences for means of transportation for people in the U.S. and people in the target cultures. (Comparisons)
- I can apply the metric system to measure distances. (Connections)
- I can identify, describe and compare types of stores and markets including specialty stores in the target cultures.

AP Themes

Families & Communities
Contemporary Lifestyle
Global Challenges

DEVELOPING LANGUAGE – Level 2**UNIT 5: Getting Around Town**

Name:

Class Period:

5.1

I can ask
someone to
describe their
city.

5.2

I can describe my
city.

5.3

I can compare my
city to another city.

5.4

I can identify and
describe 5 tourist
attractions in Salt
Lake City and/or
Utah

5.5

I can recommend
local places to visit
and what to
do there.

5.6

I can give
recommendation
of where not to go
in SLC and/or
Utah

5.7

I can ask for and
understand direction
around the city.

5.8

I can follow a
map.

5.9

I can give
directions
around the city.

5.10

I can describe the
specific location of a
place relative to
another place

5.11

I can tell where
I want to go
and why.

5.12

I can describe
activities one can
do at different
places around
town

5.13

I can say when and
where events are
happening around
town.

5.14

I can ask
where to go to
do certain
activities.

5.15

I can read and
understand written
text about travel

5.16

I can
understand a
spoken travel
advertisement

I can...

I can...

I can...

I can...

I can...

I can compare travel
and transportation
preferences for people
in U.S. and target
cultures.

I can apply the
metric system to
measure
distances.

I can identify, describe
and compare stores
and markets including
specialty stores in
target cultures.

DEVELOPING LANGUAGE - Level 2**UNIT 6 OVERVIEW: *Let's Travel*****What students will be able to do by the end of this unit?**

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand the basic details presented in an airport or train station announcement. I can understand the basic details when I hear people talking about their travel plans. 	<ul style="list-style-type: none"> I can understand information on signs in airports and train stations. I can find and use transportation information from city guides I can understand a confirmation email about travel plans. 	<ul style="list-style-type: none"> I can ask and answer questions about travel plans. I can ask and answer questions in an airport or train station. I can make a reservation, check in, and board an airplane or train. I can ask someone about a trip they took. 	<ul style="list-style-type: none"> I can talk about visiting an airport or train station. I can discuss travel plans. I can describe a trip I took. 	<ul style="list-style-type: none"> I can describe how to get through an airport or train station. I can blog about a previous travel experience.

What will students know about by the end of this unit?**Benchmark Vocabulary****To talk about making travel plans:**

Travel agency
Travel agent
Luggage/Suitcase
Foreign
Domestic
Reservation
Going to
Airline
Announcement
Passenger
Tourist
Arrival
Departure
Destination

Modes of transportation:

Bus
Train
Metro
Car
Airplane
Taxi
Bicycle
Boat

To talk about airports/flights:

Flight
Terminal
Security
Departure gate
Delay
Ticket counter
Flight attendant
Boarding pass
Seat
Customs
Customs officer
Baggage claim

To talk about train stations:

Ticket window
Platform
Track
Car
Seat
Ticket inspector

Verbs

To plan
To depart
To wait
To board
To arrive

To miss
To lose
To cancel
To return (from)
To take off
To land
To check (luggage)
To claim (luggage)
To inspect, to search
To go through security

Other useful words and expressions:

Open
Closed
Welcome
Ready
Early
On time
Late
Prohibited
To be patient
I have a problem

Recycled:

directions
to buy (a ticket)

Grammar/Structure

- Past tense

Culture (& Cultural Comparisons)

- I can compare preferences for travel destinations and means of transportation for people in the U.S. and people in the target cultures. (Comparisons)
- I can apply the metric system to measure distances. (Connections)

AP Themes

- Families & Communities
- Contemporary Lifestyle
- Global Challenges

DEVELOPING LANGUAGE – Level 2**UNIT 6: Let's Travel**

Name:

Class Period:

6.1
I can ask
where you like
to travel

6.2
I can tell where I like
to travel

6.3
I can make
reservations

6.4
I can read a
confirmation
email

6.5
I can check in
at a train station or
airport

6.6
I can ask,
"Where is my
departure gate?"

6.7
I can ask when my
train/plane leaves

6.8
I can tell when my
train/plane leaves

6.9
I can identify signs
or info at a train
station or airport

6.10
I can identify
announcements
at a train station or
airport

6.11
I can use a map to
get from the airport
to a place in the
city

6.12
I can ask someone
about a trip they
took

6.13
I can describe a
trip I took

6.14
I can describe
a trip I want to take

I can compare travel and
transportation
preferences for people
in U.S. and target
cultures.

I can apply the
metric system to
measure
distances.

I can identify, describe
and compare stores and
markets including
specialty stores in target
cultures.

DEVELOPING LANGUAGE - Level 2

UNIT 7 OVERVIEW: I Need a Doctor!

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand simple instructions from a doctor. I can understand information about being healthy and/or recovering from illness/injury. I can understand when someone talks about what is wrong or what happened. 	<ul style="list-style-type: none"> I can read and understand prescription instructions. I can read and understand simple pamphlets on health issues and/or treatment of injuries. I can understand basic terminology on a health history form. 	<ul style="list-style-type: none"> I can ask and answer basic personal questions to fill out paper work at a hospital or doctor's office. I can explain what is wrong with me or someone else. I can ask about and tell what happened to me or someone else. I can get clarification about a prescription or medical instruction. 	<ul style="list-style-type: none"> I can tell what happened to make me sick or someone else sick. I can tell how I or someone else got hurt. 	<ul style="list-style-type: none"> I can describe what happened to make me sick or someone else sick. I can write about how I or someone else got hurt.

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

Benchmark Vocabulary

Questions

What happened to you?
How do you feel?
What happened to him/her?
How does he/she feel?

Verbs

To fall
To break
To get hurt
To get sick
To have a cold/flu/fever
To cut
To twist
To have a _____ ache
To vomit
To sneeze
To cough
To stay in bed
To rest
To bandage/wrap
To be careful
To put on a cast
To take (medicine, liquid)
To take care of
To make an appointment

Medical people/places

Doctor
Dentist
Pharmacist
Nurse
Patient
Doctor's office
Hospital/Clinic
Pharmacy
Emergency room
Ambulance

Body Parts

Head
Shoulders
Knees
Toes
Eyes
Ears
Mouth
Nose
Stomach
Throat
Back
Leg
Arm

Ankle
Wrist
Elbow
Foot
Hand
Finger
Teeth

Remedies/Recommendations

Medicine
Ointment
Aspirin
Cough syrup
Pills
Bandage
Crutches
Ice
Prescription
Cast
Surgery

AP Themes

- Science & Technology
- Global Challenges

Grammar/Structures

- Past tense to narrate and describe an event that happened in the past (preterit and imperfect)

Culture (& Cultural Comparisons)

- I can compare pharmacies between the U.S. and target cultures (giving advice, products sold, prescriptions, 24-hour access, etc.)
- I can compare medical services between the U.S. and target cultures.
- I can call emergency services in target cultures.
- I can explain the importance of home/natural remedies in the target cultures.

DEVELOPING LANGUAGE – Level 2**UNIT 7: I need a doctor!**

Name:

Class Period:

7.1

I can identify at least ten body parts.

7.2

I can ask someone what hurts them.

7.3

I can tell what hurts.

7.4

I can tell how I got hurt.

7.5

I can tell how I'm feeling (I'm sick, I have a headache, etc.)

7.6

I can ask someone to describe their symptoms.

7.7

I can describe my symptoms.

7.8

I can say how long something has lasted

7.9

I can ask basic medical advice.

7.10

I can give five pieces of medical advice.

7.11

I can understand and fill out a simple patient form

7.12

I can ask questions at a doctor's appointment

7.13

I can answer simple medical questions

7.14

I can read medical labels and prescription

7.15

I can understand a health article or pamphlet

7.16

I can understand medicine ads.

I can...

I can...

I can...

I can...

I can identify the role of pharmacies in target cultures.

I can compare medical services between the U.S. and target cultures.

I can explain the importance of some/natural remedies in target cultures.

EXPANDING LANGUAGE - Level 3**UNIT 1 OVERVIEW: Tell me about yourself.****(Short review unit- recommended 2 week time frame)****What students will be able to do by the end of this unit?**

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can recognize the difference between a question & a statement I can understand questions about how old I am, where I live, what I do in my free time, etc. I can understand questions or statements about family 	<ul style="list-style-type: none"> I can understand basic personal information from communications (i.e. ads, e-mails brochures, and personal profiles) I can understand simple captions for personal & family photos. 	<ul style="list-style-type: none"> I can exchange a home address & e-mail address I can ask & talk about nationalities, physical characteristics and personality traits for myself and others I can ask & talk about family members & their physical characteristics and personality traits I can exchange information about my name, age, origin, birthday, likes & dislikes, school life, and daily routine I can ask about & identify familiar things in personal & family photos 	<ul style="list-style-type: none"> I can tell where I live I can describe myself I can describe my family I can tell about my likes & dislikes, school life and daily routines 	<ul style="list-style-type: none"> I can write a description about myself I can write a description about my family I can write about my likes & dislikes, school life and daily routines I can write a letter about myself (e-mail, postcard, etc.)

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

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

AP Themes

- Contemporary Life
- Personal and Public Identities
- Families and Communities

Grammar/Structures

- Review of the use of adjectives to describe physical and personality characteristics
- Review verbs: to be, to have, to like etc.
- Review questioning formats
- (Optional) Review tenses

EXPANDING LANGUAGE - Level 3**UNIT 2 OVERVIEW: Getting along with others**

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand when people talk about relationships. I can understand when someone is talking about a relationship problem. I can understand how someone is feeling. 	<ul style="list-style-type: none"> I can understand a simple magazine / news article about relationships. I can understand a social media status update or text. 	<ul style="list-style-type: none"> I can discuss what's going on in my relationships; peers, teachers, friends and family members. I can tell someone how I feel about things in my relationships. I can share information about other people's relationships. I can complain to someone about certain situations that happen in my relationships. I can apologize and explain why I am wrong. I can give simple advice to a friend to help them solve a problem with a relationship. 	<ul style="list-style-type: none"> I can describe relationships in my life. I can describe the characteristics of a good / bad relationship (friend, family member, peer, teacher, etc.). I can describe my ideal relationship and tell why it is ideal. 	<ul style="list-style-type: none"> I can describe relationships in my life. I can describe the characteristics of a good / bad relationship (friend, family member, peer, teacher, etc.). I can describe my ideal relationship and tell why it is ideal.

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

Benchmark Vocabulary

(List is disorganized- each language will clean up this list and put adj together , verbs together, etc. opposites.) Need to organize new and recycled vocab still.

boyfriend / girlfriend	considerate	selfish	to anger	to annoy
couple	friendly / unfriendly	naïve	to laugh	to apologize
best friend	annoyed / annoying	trustworthy	to feel badly	to send an email
date	mean	reliable	to blame	to feel
gossip	two-faced	shy	to like someone	to lie
friendship	interfering / meddling	good looking	to shake hands	to break up
love	optimistic / pessimistic		to frustrate	to make up
liar	hard worker / lazy		to trust / mistrust	to love
	idealistic / realistic	Reciprocal actions	to keep a secret	to complain
happy / sad	patient / impatient	to talk to each other	to be happy	
excited	intellectual	to fight with each other	to make happy	
depressed	serious	to kiss each other	to resolve	You should...
embarrassed	boring	to hug each other / cuddle	to respect	I think...
nervous	generous / stingy	to love each other	to share	In my opinion...
in love	independent	to respect each other	to attract	At the end...
broken heart	responsible	to call each other	to hope for	At the beginning...
	athletic	to know each other	to be guilty	My ideal boyfriend / girlfriend
jealous	funny	to like each other	to avoid	
polite	fun	to write each other	to make a	
understanding	supportive	to help each other	mistake	
rude	organized / messy	to date (go out)	to cry	
honest	discreet	Verbs	to yell	
		to (not) get along		

Grammar/Structures

- Review of the use of adjectives to describe physical and personality characteristics
- Reciprocal actions
- Giving excuses and explanations for behavior (German: weil)
- Direct and Indirect object pronouns
- Giving simple advice

AP Themes

- Contemporary Life
- Personal and Public Identities
- Families and Communities

Connections, Culture & Cultural Comparisons

- I can compare dating customs with target cultures with those of the U.S.

EXPANDING LANGUAGE - Level 3

UNIT 3 OVERVIEW: When I was little...

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand when someone talks about his/her childhood. I can understand questions about my childhood. I can understand the main idea and details in a short video, cartoons, conversation, etc. related to childhood. 	<ul style="list-style-type: none"> I can understand a written passage (internet site, short story, magazine article, post or text etc.) about someone's childhood. 	<ul style="list-style-type: none"> I can answer a variety of questions about my childhood. I can ask a variety of questions about someone else's childhood. I can exchange information with someone about my childhood. 	<ul style="list-style-type: none"> 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. (Optional- if you choose to teach both past tenses) I can talk about what I used to like and dislike when I was little. 	<ul style="list-style-type: none"> I can write a description of what I was like when I was little. I can write a description of what I used to do when I was little including when, with whom, where and why. I can write a description of a specific memory about an event, occasion, toy, etc. from my childhood. (Optional- if you choose to teach both past tenses) I can write about what I used to like and dislike when I was little.

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

Benchmark Vocabulary

As a child I was...

There was / were

Back then

Childhood

Memories

After school

On weekends

Never

Often

Sometimes

Always

Every day (week, morning, etc)

Usually

To swing

To climb trees

To jump rope

To collect

To share

To bother / annoy

To tell stories

To Believe

To dig

To have fun

To explore / experiment

To (mis)behave

To lie

To get in trouble

To drive crazy

To hug

To kiss

To cry

To fight

To remember

Bugs / insects

Hide and seek

Tag

Makeup

Dress up

Dolls

Stuffed animals

Cartoons

Action figures

Cards

Board games

Toys

Cars

Stickers

Blocks

Spoiled

Affectionate / tender

Quiet / shy

Adventurous

Obedient / disobedient

Mischievous

Strict

Selfish

Curious

Talkative

Playful

Add Recycled themes column:

Please recycle vocabulary taught in levels 1 and 2

Grammar/Structures

- Past tense (imperfect)
- (Optional) Preterite Tense

Connections, Culture & Cultural Comparisons

- I can compare activities children do in the free time with those of children in target cultures.

AP Themes

- Contemporary Life
- Personal & Public Identities
- Families & Communities

EXPANDING LANGUAGE - Level 3**UNIT 4 OVERVIEW: My future and my career**

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand what other people say about their plans for the future. I can understand information about careers and job requirements. I can understand information about volunteer or humanitarian opportunities. 	<ul style="list-style-type: none"> I can understand what I read about careers and future plans. I can understand what is written in a job announcement. I can understand information about volunteer or humanitarian opportunities. * I can understand study abroad materials which talk about programs and requirements. 	<ul style="list-style-type: none"> I can ask someone about his or her plans for the future and can answer questions about my plans for the future. I can discuss with someone my plans for the future, what I am doing now and how I am preparing for the future. I can participate in a mock interview for a job during which I have to use my language skills. I can discuss with someone the advantages and disadvantages of a certain job. I can suggest to someone what he or she should do in order to be successful in the future. 	<ul style="list-style-type: none"> I can talk about what I plan to do in the future, including future studies, a possible career, family etc. I can present information about volunteer or humanitarian opportunities. * I can present study abroad options including programs and requirements. 	<ul style="list-style-type: none"> I can write about my future including my future studies, a possible career, family, etc.

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

Benchmark Vocabulary

College

University

Trade School

Military

Work / job

To plan

What do you plan to do?

What would you like to do?

I would like to be ...

I have always wanted to be a ...

I intend to ...

I dream of ...

To become

To get a job

To graduate

To be (un)employed

To earn money

To save

To get / obtain

To be hired

To be laid off

To make decisions

Service Industry

Banker

Stylist

Beautician

Waiter

Chef

Tour guide

Business

Businessman/woman

Entrepreneur

Manager

Salesperson

Administrator

Accountant

Medicine

Doctor

Veterinarian

Nurse

Dentist

Pharmacist

Physical Therapist

Law and Order

Lawyer

Politician

Police Officer

Fire fighter

Judge

Education

Teacher

Principal

Counselor

Secretary

Arts and Entertainment

Photographer

Actor / actress

Designer

Model

Artist

Musician

Singer

Dancer

Athletics

Coach

Athlete

Technology

Computer programmer

Video game developer

Web designer

Movie director

Graphic designer

Grammar/Structures

- Near future, future tense

Connections, Culture & Cultural Comparisons

- I can compare attitude toward work and leisure in the target culture and the U.S. (vacation days, retirement, work expectations)

EXPANDING LANGUAGE - Level 3

UNIT 5 OVERVIEW: Staying in a hotel

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can follow a simple conversation when individuals talk about their stay at a hotel. Such as: checking in, checking out, making a reservation, asking about amenities I can understand a description about hotel rooms and amenities. 	<ul style="list-style-type: none"> I can find and use information about hotels. Such as: location, amenities, and price I can understand advertisements for hotels. 	<ul style="list-style-type: none"> I can make a hotel reservation I can ask questions about the hotel. I can express my needs, preferences, and opinions about hotel accommodations. I can check in and check out of a hotel room. I can solve simple problems about my hotel room. I can make requests for room service and housekeeping I can suggest to a friend where to stay and why. I can make plans with the concierge. (optional) I can ask what to do around town. (optional) 	<ul style="list-style-type: none"> I can recommend a hotel to others. I can express the important aspects of a quality hotel stay. (What I want in a hotel) 	<ul style="list-style-type: none"> I can describe and express my opinion about hotels. I can post a review of a hotel I stayed at.

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

Benchmark Vocabulary

How much does a room cost...?

I can't find...

I'm missing...

I forgot my....

I lost my...

I'm lost!

I don't have enough...

I need more...

My room is not clean.

My...doesn't work.

Keys

Soap

Pillow

Blanket

Bed Spread

Sheets

Lamp

Night table

Window

Heat

Air conditioning

Balcony

Hanger

Safe

Towel

Hand towel

Wash cloth

Toilet Paper

Outlet

Elevator

Breakfast

Exercise room

Stairs

Emergency Exit

Receptionist

Concierge

Manager

Maid

Housekeeping

Room service

Wake up call

Room

Single room

Double room

Reservation

Credit card

Smoking / non smoking

Floor

Ocean / Mountain view

Front Desk

Taxes

Problems to solve:

Lost keys

Clogged toilet

New Towels

TV (or something) doesn't

work

Noise

Verbs:

to pay

to be full

to be included

to reserve / make a reservation

to pack / unpack

to clean

to be ready

to work/ function

to lose

to need

Subjunctive Intro:

I suggest that...

I recommend that...

It's important that...

It is possible that...

It's necessary that...

It is good that...

Grammar/Structures

- Subjunctive Introduction

Connections, Culture & Cultural Comparisons

- I can use currency from target cultures effectively.
- I can use exchange rates from target cultures to calculate travel expenses.
- I can compare the way time is expressed using a 12 hour and 24 hour clock.

EXPANDING LANGUAGE - Level 3

UNIT 6 OVERVIEW: The Arts and Me*

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

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
Listening	Reading	Person-to-Person	Speaking	Writing
<ul style="list-style-type: none"> I can understand a commentary, announcement or short video about the arts. I can understand an audioguide / virtual museum tour online. I can understand someone else's opinion about art or music 	<ul style="list-style-type: none"> I can understand a critique or review about the Arts. I can understand an art description in a magazine or website. I can understand signs that describe the works of art in a museum. 	<ul style="list-style-type: none"> I can ask someone about their favorite works of art and artists. I can talk about a piece of art with a friend. I can describe paintings and sculptures. I can ask someone else's opinion about art or music. 	<ul style="list-style-type: none"> I can describe a work of art and express my thoughts and opinions about it. I can make recommendations about what to see in a museum. I can compare and contrast works of art. 	<ul style="list-style-type: none"> I can describe a work of art and express my thoughts and opinions about it. I can compare and contrast works of art.

What will students know by the end of this unit?

BENCHMARK VOCABULARY

To talk about painting & sculpture

Color	Objects
Design	Texture
Artist	Abstract
Era	Portrait
Sculpture	Landscape
Work of art	Meaning Symbolize/represent
Painting	Still-life
Shape	Water Color
Shadow	Landscape
Form	Portrait
Foreground	Art exposition
Background	Painter
Style	Paintbrush
Figure	Canvas
	Palette
	Frame

Under / Below
Above / Over
To the right
To the left
In the center

Sculpture
Sculptor
To sculpt
Clay
Marble
Tools
Classical
Baroque
Modern

To realize
To recognize
To appreciate
To value

How does it make you feel?
It is interesting that...
It is fascinating that...
It makes me feel ...
It makes me think about...
It reminds me of

Optional Vocabulary (suggested vocabulary to give students based on individual interests)

Prepositions
Colors
Nature / landscape terms

Unit Focus:

Culture and Communication

Grammar/Structures

- Continuation of subjunctive: Expressing feelings and opinions
- Review of comparisons
- Review of prepositions

Connections, Culture & Cultural Comparisons

- I can recognize some products of the Arts created by the target culture.
- I can explain how historical events impact local art in target cultures.
- I can compare two works of art from target cultures.