CHARLOTTE MECKLENBURG PUBLIC SCHOOLS

**Unit 1**

**High School Level 1 World Languages**

It’s All About Me!

By the end of this unit, you will be able to do the following:

|  |  |  |  |
| --- | --- | --- | --- |
| INTERPRETIVE  (*taking in information*) | | INTERPERSONAL  (taking in and producing language) | PRESENTATIONAL  (producing language) |
| Listening | Reading/Viewing | Person-to-Person | Speaking Writing |
| **I can** do the following through listening, reading, and viewing culturally authentic materials.   * I can understand common expressions such as please and thank you. * I can understand when others say and spell their names. * I can understand common greetings and farewells when I hear or read them. * I can understand introductions when I see or read them. * I can understand personal information such as name, address, age, phone numbers, birthdays, and where people are from when I hear or read it. * I can understand basic descriptions of peoples’ personality and physical characteristics when I hear or read them. * I can understand the days of the week, months of the year, numbers, and dates when I hear or read them. * I can understand information about families when I hear it or read it. * I can understand when I hear or read about others’ likes and dislikes. * I can understand information about how people feel when I hear or read it. | | **I can** combine my interpretive and presentational skills to interact with others in *unrehearsed* interactions in both written\* and spoken forms.   * I can Interact with others using basic expressions such as please and thank you. * I can exchange information about spelling names. * I can interact with others using common greetings and farewells. * I can interact with others when meeting for the first time. * I can interact with others to exchange personal information such as age, phone numbers, and where people are from. * I can ask someone to describe himself/herself and I can describe myself when asked to do so. * I can interact with others to discuss days of the week, months of the year, numbers, and dates. * I can ask someone about his/her family and give information to others about my family when asked to do so. * I can ask someone about his/her likes and dislikes and I can talk about my likes/dislikes when asked to do so. * I can interact with others to discuss how I and others feel.   \**texting, instant messaging, etc.* | **I can** do the following through speaking and writing:   * I can correctly say and write common expressions such as please and thank you. * I can say and spell my name. * I can correctly say and write common greetings and farewells. * I can introduce myself by speaking and writing. * I can speak and write about personal information such as age, phone numbers, and where people are from when I hear or read it. * I can speak and write basic descriptions of peoples’ personality and physical characteristics. * I can talk and write about the days of the week, months of the year, numbers, and dates. * I can speak and write about the members of my family . * I can talk and write about my likes and dislikes. * I can talk and write about how I and others feel. * I can count the number of people and/or items up to thirty-one. |

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

**Vocabulary**

Hello.

Hi.

How are you doing?

And you? (*fam.* and *pol*.)

Fine.

Badly.

So-so.

Great!

Please.

Thank you.

What is your name?

My name is…

How old are you?

I am \_\_\_ years old.

Where are you from? I’m from…

When is your birthday?

My birthday is…

Where do you live?

I live in (city name)

How old is he/she?

He/She is \_\_\_ years old.

I am…

tall

short

good-looking

nice

friendly

funny

cool

serious

athletic

shy

outgoing

lazy

hard-working

intelligent

interesting

mean

red-headed

blond

brunette

I have…He/She has

black hair

blue eyes

green eyes

brown eyes

hazel eyes

short hair

long hair

What do you like?

I like (don’t like)…

pizza

chocolate

hamburgers

french fries

chicken

music (rock, rap, country)

sports

cars

school

television

video games

friend

mother

father

brother

sister

cousin

aunt

uncle

grandfather

grandmother

dog

cat

***Numbers 0-31***

Today is (date)…

***Months of the year***

year

**Essential Structures**

**Subject Pronouns**- I, You, He, She

**Verb & Verb Constructions:**

**To have** (I have, You have, He/She has)

**To like/ not like**

**To be** (I am, You are, He/She is)

**Adjectives:** Gender Agreement only

**Negatives** (no and don’t)

**Definite and Indefinite Article(s)**

**Singular vs. Plural nouns**

day

month

week

*days of the week*

There is/are (not)

How many?

a lot

a little

more

less

What is the date?

What day is it?

How is it spelled?

Mr.

Mrs./ Ms.

Miss

Who?

It is…

also

with/without

and

or

Yes.

No.

CHARLOTTE MECKLENBURG PUBLIC SCHOOLS

**Unit 2**

**High School Level 1 World Languages**

Where I Spend My Time

By the end of this unit, you will be able to do everything from unit 1 plus the following:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INTERPRETIVE  (*taking in information*) | | INTERPERSONAL  (*Taking in and producing language*) | PRESENTATIONAL  (*Producing Language*) | |
| Listening | Reading/Viewing | Interacting with Others | Speaking | Writing |
| **I can** do the following through listening, reading, and viewing culturally authentic materials.   * I can understand and say the time of day when I hear it or read it. * I can understand information about daily routines when I hear or read it. * I can understand information about parts of a house/apartment when I hear or read it. * I can understand when I hear someone describe his/her ideal home. * I can understand others when they talk or write about the times they arrive and leave from school. * I can understand others when they talk or write about their school schedule. * I can understand others when they speak or write about things they like or do not like about their school, such as classrooms, subjects, and activities * I can understand information about the classroom and common classroom objects * I can understand when I hear or read others’ descriptions of people at my school. | | I can combine my interpretive and presentational skills to interact with others in *unrehearsed* conversations in both written and spoken forms.   * I can ask for and give the time. * I can interact with others to discuss daily routines. * I can interact with others to discuss where people live. * I can interact with others to discuss ideal homes. * I can interact with others to discuss the times we arrive to and leave from school. * I can interact with others to discuss school schedules. * I can interact with others to discuss things we like and dislike about our schools, such as classrooms, subjects, and activities * I can discuss classrooms and common classroom objects with others. * I can interact with others to discuss what different people at my school are like. | I can do the following through speaking and writing:   * I can talk and write about what time it is. * I can talk and write about my daily routine. * I can talk and write about parts of a house/apartment. * I can describe my ideal home. * I can talk and write about the times I arrive and leave school. * I can talk and write about my school schedule. * I can talk and write about things I like and don’t like about my school, such as classrooms, subjects, and activities. * I talk and write about the classroom and common classroom objects.   I can describe people at my school. | |

What will you know by the end of this unit?

**Vocabulary**

***Numbers: 32-60***

**What time is it?**

(**At) what time is…?**

**It is… o’clock.**

**It is at…o’clock**

**quarter after**

**half-past**

**quarter to**

**(in the) morning**

**(in the) evening**

**(in the) afternoon**

**I get up.**

**I return home.**

**I go to bed.**

**What do you do (*in the morning, afternoon, evening, etc.)?***

**I shower.**

**I arrive to school at…**

**I leave school at…**

**I eat.**

**I drink.**

breakfast

lunch

dinner

delicious

nasty

kitchen

bathroom

bedroom

living room

apartment

house

big

small

my

your

white

yellow

red

orange

I go to …at …

First…

Then…

class

science

math

art

P.E.

English

Spanish

French

German

Chinese

Arabic

Japanese

Latin

classmate

teacher

student

sheet of paper

pen

pencil

book

notebook

board

computer

book bag

desk

chair

to read

to write

**Essential Structures**

**Possessive adjectives (my, your, his/her)**

**Present tense of verbs (I, you, he/she): “to live,” “to prepare,” “to eat,” “to drink,” ”to arrive”, “to leave,” ”to go”**

**Prepositions of location (on, in, to/at) (contractions with to/at, from)**

to learn

to study

to do homework

difficult

easy

water

soda

milk

juice

cereal

sandwich

vegetable

salad

meat

fruit

dessert

classroom

gym

cafeteria

library

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**Unit 3**

**High School Level 1 World Languages**

Chillin’

By the end of this unit, you will be able to do everything from Units 1 and 2, plus the following:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INTERPRETIVE  (*taking in information*) | | INTERPERSONAL  (*taking in and giving information*) | PRESENTATIONAL  (*giving information*) | |
| Listening | Reading/Viewing | Person-to-Person | Speaking | Writing |
| **I can** do the following through listening, reading, and viewing culturally authentic materials.   * I can understand when someone describes his/her free time activities when I hear it or read it. * I can understand information about when people are **going to do** future activities, such as a sport or activity, when I hear or read it. * I can understand conversations in which people are inviting others to participate in activities. * I can talk and write about what I **know how** to do. * I can understand the time, date, and location of an event when I hear or read about it. * I can understand information about where people are going to do activities when I hear or read it. * I can understand a weather report when I hear or read it. | | I can do the following through speaking and writing:   * I can ask others about their free time activities and I can tell what I do in my free time. * I can interact with others about when people are **going to** do different activities. * I can invite someone to an event or suggest that we do an activity and I can accept or decline invitations extended to me. * I can ask others about what activities they **know how** to do and tell about things that I **know how** to do. * I can discuss thetime, date, and location of an event with others. * I can interact with others to discuss where people go to do different activities. * I can ask and answer questions about the weather and seasons. | I can combine my interpretive and presentational skills to interact with others in *unrehearsed* conversations in both written and spoken forms.   * I can speak and write about what I and others do in their free time. * I can speak and write about when I and others are **going to** do different activities. * I can invite someone to an event or suggest that we do an activity through speaking and writing. * I can talk and write about what I and others**know how** to do. * I can speak and write about the time, date, and location of events. * I can speak and write about where I and others go to complete different activities. * I can talk and write about the weather and seasons. | |

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

**Vocabulary**

magazines

to play

soccer

basketball

baseball

football

to swim

to run (track)

to skateboard

to hang out with friends

to draw

to sing

to dance

to speak

to text

cell phone

to listen to music

to watch tv/movies

to use the computer

to cook

guitar

piano

drums

with me

with you /you all

the park

the pool

the beach

the field/court

the movie theater

the mall

a concert

a game (sporting event)

a party

today

tonight

this afternoon

tomorrow

next

on [day(s) of the week]

**Numbers 61-199**

the weekend

always

never

sometimes

almost

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Do you want to?**

**at \_\_\_\_\_\_\_\_’s house**

**What are you going to do?**

**I’m going to \_\_\_.**

**What do you want to do?**

**I want to\_\_\_\_.**

**What’s the weather like?**

**When is … ?**

**The temperature is \_\_\_\_ degrees.**

**It’s sunny.**

**It’s hot.**

**It’s cold.**

**It’s cool.**

**It’s cloudy.**

**It’s raining.**

**It’s snowing!**

**I can’t \_\_\_ because…**

**Happy birthday!**

**Congratulations!**

**Let’s go \_\_\_\_.**

**I know…**

**Do you know…?**

**Essential Structures**

**Subject pronouns**—we, you all, they

**Immediate future**

**To want** and **to do** in all forms

**Present tense verbs** - all forms

CHARLOTTE MECKLENBURG PUBLIC SCHOOLS

**Unit 4**

**High School Level 1 World Languages**

Getting Around

By the end of this unit, you will be able to do everything from Units 1-3, plus:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INTERPRETIVE  (*taking in information*) | | INTERPERSONAL  (*taking in and giving information*) | PRESENTATIONAL  (*giving information*) | |
| Listening | Reading/Viewing | Person-to-Person | Speaking | Writing |
| **I can** do the following through listening, reading, and viewing culturally authentic materials.   * I can understand requests from others when I hear or read them. * I can understand when I hear or read about places that people go to get things. * I can understand questions about where I go to get the things that I need. * I can understand when someone describes where something is located. * I can follow directions to a place when I hear or read them. * I can understand the ways people get around when I hear or read about them. * I can understand information about where activities happen in my community. * I can understand when someone tells me or writes about people, places, and things they are familiar with. | | I can do the following through speaking and writing:   * I can ask make requests and respond to others’ requests. * I can understand others when they tell where they go to get things and I can tell where I go to get things I need. * I can ask questions about where people go to get the things they need. * I can ask about and tell where different things are located. * I can discuss how to get to different places. * I can ask about and tell how I and others get around town. * I can ask and answer questions about where activities happen in my community. * I can ask others about people, places, and things they are familiar with and tell them about people, places, and things I am familiar with. | I can combine my interpretive and presentational skills to interact with others in *unrehearsed* conversations in both written and spoken forms.   * I can describe and request things that I need. * I can talk and write about where I go to get things. * I can ask others where they go to get the things they need in both spoken and written forms. * I can talk and write about where things are located. * I can give directions on how to get to different places through speaking and writing. * I can speak and write about how I and others get around town. * I can speak and write about where different activities happen in my community. * I can tell and write that I am(not) familiar with people, places and things | |

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

**Vocabulary**

store

bank

stadium

restaurant/café

church

synagogue

temple

mosque

supermarket

bakery

kiosk

museum

neighborhood

pay

buy

money

something to eat

something to drink

something to wear

clothes

shirt

jeans

shorts

dress

shoes

tickets

street

to ride

to the left/right

far/near

facing/across from

in front of/behind

above/below

in/around

next to

straight ahead

on foot

by …

bus

car

bike

taxi

train

subway

salesperson

server

coach

a sale

a dance club

a wedding

a cookout/picnic

an athletic practice

a (music/skill) lesson

a meeting

walk

work

celebrate

prepare

practice

visit

before

after\_\_\_\_\_\_\_\_\_\_\_

**I need…**

**I have to…**

**It costs…**

**Turn** (command)…

**Where is…?**

**How do I get to…?**

**Go/walk** (command).

**Continue** (command)..

**It is** (located)…

**Are you familiar with**…?

**Can I help you**?

**I am (not) familiar with…**

**Can you help me?**

**Excuse me?**

**Essential Structures**

**Prepositions** of place

Forming **questions**

**To know**

**To be familiar with**

Unit 1 Theme: It’s all about me!

|  |  |  |  |
| --- | --- | --- | --- |
| INTERPRETIVE | | INTERPERSONAL | PRESENTATIONAL |
| Listening | Reading/Viewing | Person-to-Person | Speaking Writing |
| * I can understand common expressions such as please and thank you. * I can understand when others say and spell their names. * I can understand common greetings and farewells when I hear or read them. * I can understand introductions when I see or read them. * I can understandpersonal information such as name, address, age, phone numbers, birthdays, and where people are from when I hear or read it. * I can understand basic descriptionsof peoples’ personality and physical characteristics when I hear or read them. * I can understand the days of the week, months ofthe year, numbers, and dates when I hear or read them. * I can understand information about families when I hear it or read it. * I can understand when I hear or read about others’ likes and dislikes. * I can understand information about how people feel when I hear or read it. | | * I can Interact with others using basic expressions such as please and thank you. * I can exchange information about spelling names. * I can interact with others using common greetings and farewells. * I can interact with others when meeting for the first time. * I can interact with others to exchange personal information such as age, phone numbers, and where people are from. * I can ask someone to describe himself/herself and I can describe myself when asked to do so. * I can interact with others to discuss days of the week, months of the year, numbers, and dates. * I can ask someone about his/her family and give information to others about my family when asked to do so. * I can ask someone about his/her likes and dislikes and I can talk about my likes/dislikes when asked to do so. * I can interact with others to discuss how I and others feel.   \**texting, instant messaging, etc.* | * I can correctly say and write common expressions such as please and thank you. * I can say and spell my name. * I can correctly say and write common greetings and farewells. * I can introduce myself by speaking and writing. * I can speak and write about personal information such as age, phone numbers, and where people are from when I hear or read it. * I can speak and write basic descriptions of peoples’ personality and physical characteristics. * I can talk and write about the days of the week, months of the year, numbers, and dates. * I can speak and write about the members of my family. * I can talk and write about my likes and dislikes. * I can talk and write about how I and others feel. * I can count the number of people and/or items up to thirty-one. |

Unit 2 Theme: Where I Spend My Time

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INTERPRETIVE | | INTERPERSONAL | PRESENTATIONAL | |
| Listening | Reading/Viewing | Interacting with Others | Speaking | Writing |
| * I can understand and say the time of day when I hear it or read it. * I can understand information about daily routines when I hear or read it. * I can understand information about parts of a house/apartment when I hear or read it. * I can understand when I hear someone describe his/her ideal home. * I can understand others when they talk or write about the times they arrive and leave from school. * I can understand others when they talk or write about their school schedule. * I can understand others when they speak or write about things they like or do not like about their school, such as classrooms, subjects, and activities * I can understand information about the classroom and common classroom objects * I can understand when I hear or read others’ descriptions of people at my school. | | * I can ask for and give the time. * I can interact with others to discuss daily routines. * I can interact with others to discuss where people live. * I can interact with others to discuss ideal homes. * I can interact with others to discuss the times we arrive to and leave from school. * I can interact with others to discuss school schedules. * I can interact with others to discuss things we like and dislike about our schools, such as classrooms, subjects, and activities * I can discuss classrooms and common classroom objects with others. * I can interact with others to discuss what different people at my school are like. | * I can write and talk about the current and future times. * I can talk and write about my daily routine. * I can talk and write about parts of a house/apartment. * I can describe my ideal home. * I can talk and write about the times I arrive and leave school. * I can talk and write about my school schedule. * I can talk and write about things I like and don’t like about my school, such as classrooms, subjects, and activities. * I talk and write about the classroom and common classroom objects. * I can describe people at my school. | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INTERPRETIVE | | INTERPERSONAL | PRESENTATIONAL | |
| Listening | Reading/Viewing | Person-to-Person | Speaking | Writing |
| * I can understand when someone describes his/her free time activities when I hear it or read it. * I can understand information about when people are **going to do** future activities, such as a sport or activity, when I hear or read it. * I can understand conversations in which people are inviting others to participate in activities. * I can talk and write about what I **know how** to do. * I can understand the time, date, and location of an event when I hear or read about it. * I can understand information about where people are going to do activities when I hear or read it. * I can understand a weather report when I hear or read it. | | * I can ask others about their free time activities and I can tell what I do in my free time. * I can interact with others about when people are **going to** do different activities. * I can invite someone to an event or suggest that we do an activity and I can accept or decline invitations extended to me. * I can ask others about what activities they **know how** to do and tell about things that I **know how** to do. * I can discuss thetime, date, and location of an event with others. * I can interact with others to discuss where people go to do different activities. * I can ask and answer questions about the weather and seasons. | * I can speak and write about what I and others do in their free time. * I can speak and write about when I and others are **going to** do different activities. * I can invite someone to an event or suggest that we do an activity through speaking and writing. * I can talk and write about what I and others**know how** to do. * I can speak and write about the time, date, and location of events. * I can speak and write about where I and others go to complete different activities. * I can talk and write about the weather and seasons. | |

Unit 3 Theme: Chillin’

Unit 4 Theme: Getting Around

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INTERPRETIVE | | INTERPERSONAL | PRESENTATIONAL | |
| Listening | Reading/Viewing | Person-to-Person | Speaking | Writing |
| * I can understand requests from others when I hear or read them. * I can understand when I hear or read about places that people go to get things. * I can understand questions about where I go to get the things that I need. * I can understand when someone describes where something is located. * I can follow directions to a place when I hear or read them. * I can understand the ways people get around when I hear or read about them. * I can understand information about where activities happen in my community. * I can understand when someone tells me or writes about people, places, and things they are familiar with. | | * I can ask make requests and respond to others’ requests. * I can understand others when they tell where they go to get things and I can tell where I go to get things I need. * I can ask questions about where people go to get the things they need. * I can ask about and tell where different things are located. * I can discuss how to get to different places. * I can ask about and tell how I and others get around town. * I can ask and answer questions about where activities happen in my community. * I can ask others about people, places, and things they are familiar with and tell them about people, places, and things I am familiar with. | * I can describe and request things that I need. * I can talk and write about where I go to get things. * I can ask others where they go to get the things they need in both spoken and written forms. * I can talk and write about where things are located. * I can give directions on how to get to different places through speaking and writing. * I can speak and write about how I and others get around town. * I can speak and write about where different activities happen in my community. * I can tell and write that I am(not) familiar with people, places and things | |