

Spanish 1	
CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>World Language: Spanish</i>	2 terms (HS) 1 year (MS--every other day 7th and every other day 8th)
GRADE LEVEL	DATE LAST REVIEWED
7-12	6/2023
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>None</i>	6/2023
PRIMARY RESOURCE if applicable	
Encuentros 1 by Vista Higher Learning 2022	
COURSE DESCRIPTION AND PURPOSE	
<i>Students will develop basic speaking, writing, listening and reading skills during the study of classroom survival situations and description of self, family and friends, diversions, school life and sports. By the end of the year, students will be able to express themselves and initiate simple conversations. Students will study language through topics and the function of language within these topics.</i>	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<i>Students will understand that...</i>	<i>Students will keep considering...</i>
Comparing and contrasting one's own and other language and culture enables individuals to gain new insight about self and the world.	Who am I? Who are my friends and family?
Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.	What roles do I play in my family and community?
Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.	What does my typical day look like? How do I use my free time?
Culture and language are inseparable; they influence and reflect each other.	What are the important places and characteristics of a community?
The study of world languages enables individuals to participate in multiple communities and enriches their experiences.	
PRIORITY STANDARDS	
<i>Students will know and be able to...</i>	
Standard 1 Interpretive Communication:	
Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	
Standard 2 Interpersonal Communication:	
Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	
Standard 3 Presentational Communication:	
Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	
SUPPORTING STANDARDS	
<i>Students will know and be able to...</i>	
Standard 4 Intercultural Communication	
Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect</i> on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	
Standard 5 Global Competence and Community Engagement	
Students use the target language and cultural knowledge to <i>investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions</i> within their local and global communities.	

Unit 1: Introductions		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
Who am I? Who are my friends and family?	Introduction of self Introduction of others Numbers and Alphabet	Novice Low <i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i>
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
Standard 1 Interpretive Communication: <i>Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.</i>	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts.	<i>Interpretive: Students overhear a conversation and have to decide whether what they are hearing is a greeting, an introduction, or a goodbye.</i>
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.	
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	<i>Interpersonal: You are on a vacation and meet a new friend. Greet and introduce yourself. Other assessment options: May include but not limited to the following: Having a conversation discussing your likes/dislikes and interests, talking about your age and others ages using numbers, talking about time and events using numbers.</i>
	2.b. I can <u>meet my needs or address situations</u> related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to describe their lives, experiences, and events.	<i>Presentational: Introduce the members of your group to the class.</i> <i>Other assessment options: You are in a Spanish-speaking country. Write a letter to your family or friends telling about the weather. May include but not limited to the following: Write about your likes/dislikes and interests, your age and others ages using numbers, and time and events using numbers.</i>
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.	
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to inform, describe, or explain.	
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.b. I can <u>investigate, explain, and reflect on the relationship between cultural practices and perspectives.</u>	
Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	5.e. I can <u>set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.</u>	
Stage 3: PLAN LEARNING EXPERIENCES		
<i>A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	TEACHERS WILL ENGAGE LEARNERS IN THE 3 MODES AND PROVIDE FEEDBACK WITH... INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
introduce myself and others.	Formal and informal YOU	WICOR
greet others and say goodbye.	cognates and patterns	anuncios
ask others and tell others details about personal information such as how they are feeling, where they are from, and how old they are.	article and pronoun agreement	dialogues
say and write the numbers 0-100 in Spanish and use them in conversation.	phonemic awareness	pen pal letters

say the alphabet in Spanish.	Intro weather expressions/seasons	
talk about my likes and dislikes.	Intro days of week/calendar	
respond to classroom commands and give a memorized phrase to express simple needs such as, "May I get a drink of water; I need a pencil; Take out your notebook . . ."	estar with feelings	
describe daily weather	Spanish punctuation	
tell the day/date		

Unit 2: My School, Family and Friends		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
What roles do I play in my family and community?	Family, Friends, and Social activities	Novice Low Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can interpret, analyze, and demonstrate understanding of authentic informational texts from diverse communities and contexts.	Interpretive: Students read about potential host families and answer questions about them. Performance Assessment Options: May include but not limited to: Student write about their family members using descriptive adjectives. Interpretive Rubric
	1.b. I can interpret, analyze, and demonstrate understanding of authentic fictional texts from diverse communities and contexts.	
	1.c. I can interpret, analyze, and demonstrate understanding of authentic conversations and discussions from diverse communities and contexts.	
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to negotiate meaning through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can exchange information, and ideas about relevant issues and diverse topics in linguistically and culturally responsive interactions.	Interpersonal: Students discuss and answer questions with their classmates about their host/own families. Other assessment options: Final exam oral interview with 3 categories of questions. Interpersonal Rubric
	2.b. I can meet my needs or address situations related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	
	2.c. I can express, react to, and support ideas, preferences, and opinions about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can present information and ideas in linguistically and culturally responsive ways to describe their lives, experiences, and events.	Presentational: Students create a family album and share it with their host family. Other assessment options: May include but not limited to the following: anuncios, dialogues, pen pal letters, final exam essays (2) about self and others. Presentational Rubric May include but not limited to: Guess the celebrities
	3.b. I can present information and ideas in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.	
	3.c. I can present information and ideas in linguistically and culturally responsive ways to inform, describe, or explain.	
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.b. I can investigate, explain, and reflect on the relationship between cultural practices and perspectives.	
Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	5.e. I can set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.	
Stage 3: PLAN LEARNING EXPERIENCES <i>A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	Students will know... KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary, Grammatical Structures), Syntax)</i>	Teachers will engage learners in the 3 modes and provide feedback with... INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
say and write family members, state their name and age, and describe their physical traits and personalities using adjectives correctly.	vocabulary for family members, classes, school supplies	WICOR
ask and answer questions about family members.	adjective and article agreement	pronoun quiz
say and write the colors.	question words	-ar verb test
describe a school day (classes/schedule/supplies)	subject pronouns	family vocabulary quiz

express what my friends and I like to do in written and conversational form.	intro AR verbs in present tense	oral interview
use possessives such as my, your, his, hers, and Mary's or Susan's. (NOT a separate unit--in context)	schedule vocabulary and comparisons of schedules	
tell time	possessive adjectives	
describe weather	numbers, colors, descriptive adjectives	
	intro the verb SER with adjectives and with time	
	intro use of HACER and ESTAR with weather expressions	
	intro TENER, GUSTAR (singular forms of Gustar)	
	Celebrations - Cinco de Mayo	

Unit 3: School Life and Free Time		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
What does my typical day look like? How do I use my free time?	Typical school day Sports and Activities	Novice Low <i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i>
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.</i>	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts.	<i>Interpretive: Have a text, email, or in-person conversation with the new student your plans for the weekend, including what you are doing and where you are going, based on how the weather is. Performance Assessment Options: May include but not limited to: -ar verb test (8th grade first semester), unit test (er/ir test).</i> Interpretive Rubric
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.	
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	<i>Interpersonal: A new student comes to your school. Discuss your classroom schedules, extra curriculars that are offered at the school, and what you do in your free time in your town. Other Assessment Options: May include but not limited to: partner interviews.</i> Interpersonal Rubric
	2.b. I can <u>meet my needs or address situations</u> related to relevant issues and diverse topics in linguistically and culturally responsive interactions.	
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to describe their lives, experiences, and events.	<i>Presentational: Present the weather of your favorite vacation spot and what you like to do there to your classmates. May include but not limited to: My locker/desk/classroom project and presentation, anuncios.</i> Presentational Rubric
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to convey a preference, opinion, or persuasive argument.	
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to inform, describe, or explain.	
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to investigate, compare, explain, interact, and reflect on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.b. I can <u>investigate, explain, and reflect on the relationship between cultural practices and perspectives.</u>	
Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to investigate the world, recognize diverse perspectives, interact and exchange ideas with people from diverse backgrounds, and engage with others to improve conditions within their local and global communities.	5.e. I can <u>set goals and reflect on my use of language and intercultural skills to maximize life-long learning, personal enrichment, and benefit to self and community.</u>	
Stage 3: PLAN LEARNING EXPERIENCES		
<i>A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
Students will be able to... KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	Students will know... KEY CULTURAL AND LINGUISTIC KNOWLEDGE (i.e.-Vocabulary , Grammatical Structures), Syntax)	Teachers will engage learners in the 3 modes and provide feedback with... INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
tell what I and others do using -AR verbs in the present tense.	review of AR verbs in the present tense	WICOR
describe my school schedule, talk about my classes and at what time they are.	intro the verb IR	Socratic Circles
tell time and dates.	intro IR + A (both for location and for future events)	-AR verb quiz
use the verb IR to talk about where I and others go.	intro ER/ IR ending verbs in present tense	anuncios

ask and answer basic questions about my school day.	review of SER	<i>postcard</i>
talk and write about the weather and seasons.	intro HACER and review use with weather expressions	<i>snowman letter</i>
discuss sports and activities.	hobbies, sports, preferred activities	
	intro TENER, the verb GUSTAR (with IOPs)	
	Celebrations - Day of the Dead	

Unit 4: My Home and Community		
STAGE 1: DESIRED UNIT RESULTS <i>What will students understand as a result of the unit?</i>		STAGE 2: ASSESSMENT EVIDENCE <i>By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?</i>
UNIT ESSENTIAL QUESTION (s):	THEME:	PROFICIENCY TARGET:
What are the important places and characteristics of a community?	My house, my room, my city, and making plans.	<i>Novice Low or Novice Mid</i> <i>Standards-Based rubrics are used throughout the unit to communicate success criteria, goal setting, reflection, and growth/achievement.</i>
PRIORITY STANDARDS & LEARNING TARGETS		Summative- Integrated Performance Assessment Tasks by Mode <i>Students may be given options to show their learning in varied ways.</i>
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding</i> of authentic speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic informational texts</i> from diverse communities and contexts.	<i>Interpretive: You are a food critic, write a positive and negative restaurant review.</i> <i>Interpretive Rubric</i>
	1.b. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic fictional texts</i> from diverse communities and contexts.	
	1.c. I can <u>interpret, analyze, and demonstrate understanding</u> of <i>authentic conversations and discussions</i> from diverse communities and contexts.	
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	<i>Interpersonal: You are at a 5 star restaurant and the waiter messes up your order. Have a conversation to fix the order and discuss with your friend where you are going to go instead.</i> <i>Interpersonal Rubric</i>
	2.b. I can <u>meet my needs or address situations</u> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to <i>present information, concepts, and ideas</i> on topics of relevance to their lives and broader communities to <i>inform, explain, persuade, and narrate</i> for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events</i> .	<i>Presentational: Option 1: The superintendent comes up to you and asks you to redesign the classroom and present it to board members on why it is the best lay out. Option 2: Congratulations! You won a contest with your favorite musician/artist/actor/athlete! He/she is coming to YOUR new town and needs to know the layout for his/her security team. You will be able to spend the day together! Write an email message to him/her, and describe the locations of your buildings and places in Spanish in paragraph form.</i> <i>Presentational Rubric</i>
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument</i> .	
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .	
SUPPORTING STANDARDS AND LEARNING TARGETS		
Standard 4: Intercultural Communication (IC)—Students use the target language and cultural knowledge to <i>investigate, compare, explain, interact, and reflect</i> on the relationships between the products, practices, and perspectives of diverse and dynamic cultures within their local and global communities.	4.b. I can <u>investigate, explain, and reflect</u> on the <i>relationship between cultural practices and perspectives</i> .	
Standard 5: Global Competence and Community Engagement (GCE)—Students use the target language and cultural knowledge to <i>investigate</i> the world, recognize diverse perspectives, <i>interact and exchange ideas</i> with people from diverse backgrounds, and <i>engage with others</i> to improve conditions within their local and global communities.	5.e. I can <u>set goals and reflect</u> on my use of <i>language and intercultural skills</i> to maximize <i>life-long learning, personal enrichment, and benefit to self and community</i> .	
Stage 3: PLAN LEARNING EXPERIENCES <i>A brief summary of the key learning activities- How will students build knowledge & develop skills? How will learning be relevant, accessible, and engaging? How will the learning unfold in a natural flow?</i>		
Students will be able to... KEY LANGUAGE FUNCTIONS AND COMMUNICATION STRATEGIES	Students will know... KEY CULTURAL AND LINGUISTIC KNOWLEDGE <i>(i.e.-Vocabulary , Grammatical Structures), Syntax)</i>	Teachers will engage learners in the 3 modes and provide feedback with... INSTRUCTIONAL STRATEGIES, CHECKS FOR UNDERSTANDING, & AUTHENTIC RESOURCES/ OTHER RESOURCES
describe rooms of the house.	kitchen, bathroom, bedroom, basement, family room(Can be used with Estar and locations)	WICOR
apply topics from previous units in spontaneous conversations	use of all types of verbs in context (regular and irregular)	restaurant dialogue/skit
use estar to talk about where people and things are located.	comparison / contrast of where one meets friends	Dream Home

express where I and others are going to go using the near future.	comparison / contrast of where one lives (dwelling and location)	<i>Ad/Presentation</i>
identify the places in the city.	introduce stem-changing verbs. (jugar, querer, tener, empezar, dormir, poder, almorzar) (Optional: preferir, pedir)	<i>Written Essay</i>
describe what I and others do in various city locations using regular and stem-changing verbs.	comparison/contrast of transportation	<i>IR, to go, quiz,</i>
recognize stem-changing verbs		<i>city with estar and locations assessment</i>
food preferences and ordering at a restaurant		<i>anuncios</i>
recognize reflexive verbs		

Priority Standards & Learning Target Unit Reference		Unit 1	Unit 2	Unit 3	Unit 4
Standard 1 Interpretive Communication: Students use the target language and cultural knowledge to <i>interpret, analyze, and demonstrate understanding of authentic</i> speech, texts, media, or signed language on topics relevant to their lives and broader communities.	1.a. I can <u>interpret, analyze, and demonstrate understanding of authentic informational texts</u> from diverse communities and contexts.	x	x	x	x
	1.b. I can <u>interpret, analyze, and demonstrate understanding of authentic fictional texts</u> from diverse communities and contexts.	x	x	x	x
	1.c. I can <u>interpret, analyze, and demonstrate understanding of authentic conversations and discussions</u> from diverse communities and contexts.	x	x	x	x
Standard 2: Interpersonal Communication (IP)—Students use the target language and cultural knowledge to <i>negotiate meaning</i> through the exchange of information, ideas, reactions, feelings, and opinions in spoken, written, or signed interactions relevant to their lives and broader communities.	2.a. I can <u>exchange information, and ideas</u> about <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	x	x	x	x
	2.b. I can <u>meet my needs or address situations</u> related to <i>relevant issues and diverse topics</i> in linguistically and culturally responsive interactions.	x	x	x	x
	2.c. I can <u>express, react to, and support ideas, preferences, and opinions</u> about relevant issues and diverse topics in linguistically and culturally responsive interactions.	x	x	x	x
Standard 3: Presentational Communication (PS)—Students use the target language and cultural knowledge to present information, concepts, and ideas on topics of relevance to their lives and broader communities to inform, explain, persuade, and narrate for diverse audiences within and beyond the learning environment.	3.a. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>describe their lives, experiences, and events</i> .	x	x	x	x
	3.b. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>convey a preference, opinion, or persuasive argument</i> .	x	x	x	x
	3.c. I can <u>present information and ideas</u> in linguistically and culturally responsive ways to <i>inform, describe, or explain</i> .	x	x	x	x