DE Spanish 6	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
World Languages: Spanish	*Two terms*
GRADE LEVEL	**DATE LAST REVIEWED**
10-12	*6/2023*
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
DE Spanish 5 or equivalent	*6/2023*
PRIMARY RESOURCE ***if applicable***	
Creative Communications	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

Spanish 6 is a college level course taught in our high schools. It will cover an intensive grammar review, a comprehensive selection of short stories, plays and poetry written by Spanish-speaking authors, a review and enrichment of vocabulary, and an analysis of a variety of cultural aspects. Present and discuss current events in the Spanish-speaking world. This course can be taken for dual credit through the UW-Oshkosh CAPP program.
WEIGHTED GRADE

ENDURING UNDERSTANDINGS *Students will understand that…*	**ESSENTIAL QUESTIONS** *Students will keep considering…*
Comparing and contrasting one's own and other language and culture enables individuals to gain new insight about self and the world.	What is happening in the Spanish-speaking world today? How do poets use rhyme, meter, and language to assist their artistic expression? How does language enhance expression? What makes a narrative? What is theater? How does it influence the audience? How is grammar used to communicate?
Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.	
Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretive and presentational modes of communication.	
Culture and language are inseparable; they influence and reflect each other.	
The study of world languages enables individuals to participate in multiple communities and enriches their experiences.	

PRIORITY STANDARDS
Students will know and be able to…

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.

Standard 2 Interpersonal Communication:
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.

Standard 3 Presentational Communication:
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.

SUPPORTING STANDARDS
Students will know and be able to…

Standard 4 Intercultural Communication
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.

Standard 5 Global Competence and Community Engagement
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.

Current Events		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
What is happening in the Spanish-speaking world today?	Current events	*By the end of this course, students will reach the following proficiency levels:* *Listening proficiency: Intermediate Mid* *Speaking: Intermediate Low/Mid* *Writing: Intermediate High* *Reading: Intermediate High*
		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** *Students may be given options to show their learning in varied ways.*
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.	*Students will present an article from a specific Spanish-speaking country each week in which they will summaritze the article as well as create discussion questions.*
	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.	*Interperative Rubric*
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.	*Students will ask and answer questions based on the article presented each week,*
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n 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.	*Interpersonal Rubric*
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.*	*Students will prepare their presentation about their article for their country.*
	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.	*Add any supporting learning targets that you may focus on in the unit from our "WL Prioritized Standards & Learning Target Progressions" spreadsheet. add more rows as needed*	
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.	*Add any supporting learning targets that you may focus on in the unit from our "WL Prioritized Standards & Learning Target Progressions" spreadsheet. add more rows as needed*	
Stage 3: PLAN LEARNING EXPERIENCES *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 unforld in a natural flow?*		
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**
Using Costa's level of questions create questions for the article.	Costa's level of questions	
Summarize article in own words,		
Create a presentation for the class.		

Emotion and beauty through language		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
How do poets use rhyme, meter, and language to assist their artistic expression? How does language enhance expression?	Demonstrating emotion and beauty through the use of language.	*By the end of this course, students will reach the following proficiency levels:* *Listening proficiency: Intermediate Mid* *Speaking: Intermediate Low/Mid* *Writing: Intermediate High* *Reading: Intermediate High* *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** *Students may be given options to show their learning in varied ways.*
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.	Analyze authentic poems from the Spanish-speaking world.
	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.	Interpretive Rubric
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.	Read each other's poems and give feedback to the partner.
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n 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.	Interpersonal Rubric
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.*	Present the analysis of an authentic poems from the Spanish-speaking world to their peers.
	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.*	Presentational Rubric
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.	*Add any supporting learning targets that you may focus on in the unit from our "WL Prioritized Standards & Learning Target Progressions" spreadsheet. add more rows as needed*	
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.	*Add any supporting learning targets that you may focus on in the unit from our "WL Prioritized Standards & Learning Target Progressions" spreadsheet. add more rows as needed*	
Stage 3: PLAN LEARNING EXPERIENCES *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 unforld in a natural flow?*		
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**
Count meter	Literary devices	Creation of a personal poem
Interpret poems	poetry specific vocabulary	analyze a poem(s)
Divide poetry lines into syllables		break down poetry for components
Identify and create literary devices		

The art of story telling		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
What makes a narrative?	The art of story telling.	*By the end of this course, students will reach the following proficiency levels:* *Listening proficiency: Intermediate Mid* *Speaking: Intermediate Low/Mid* *Writing: Intermediate High* *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** *Students may be given options to show their learning in varied ways.*
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.	Write a short story using idiomatic expressions. Analyze short stories through an essay.
	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.	*Interpretive rubric*
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.	Students will engage in Socratic seminars based on authentic movies or literature.
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n 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.	Interperative Rubric
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.*	Write a dialogue using idiomatic expressions.
	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.*	Presentational Rubric
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.	*Add any supporting learning targets that you may focus on in the unit from our "WL Prioritized Standards & Learning Target Progressions" spreadsheet. add more rows as needed*	
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.	*Add any supporting learning targets that you may focus on in the unit from our "WL Prioritized Standards & Learning Target Progressions" spreadsheet. add more rows as needed*	
Stage 3: PLAN LEARNING EXPERIENCES *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 unforld in a natural flow?*		
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**
Analyze short stories.	Types of narration	Analyze a variety of short stories.
	Vocabulary to narration and discussion of narration	
	Idiomatic expressions	

Theater		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
What is theater? How does it influence the audience?	Understanding the difference between narration and dramatization.	*By the end of this course, students will reach the following proficiency levels:* *Listening proficiency: Intermediate Mid* *Speaking: Intermediate Low/Mid* *Writing: Intermediate High* *Reading: Intermediate High* *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** *Students may be given options to show their learning in varied ways.*
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.	Analyze authentic dramas from the Spanish-speaking world). Analyze the characters in a play.
	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.	Interpretive rubric
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.	Students will engage in Socratic seminars based on authentic movies or literature.
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n 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.	Interpersonal Rubric
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.*	*Extend a drama (either add a prequel or an alternate ending).*
	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.*	*Presentaional Rubric*
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.	*Add any supporting learning targets that you may focus on in the unit from our "WL Prioritized Standards & Learning Target Progressions" spreadsheet. add more rows as needed*	
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.	*Add any supporting learning targets that you may focus on in the unit from our "WL Prioritized Standards & Learning Target Progressions" spreadsheet. add more rows as needed*	
Stage 3: PLAN LEARNING EXPERIENCES *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 unforld in a natural flow?*		
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**
Interpret stage direction	theater vocabulary	
Interpret narration vs. dialogue	regional and cultural language differences	
Determine elements of plot		
Analyze character development		

Advanced Grammar (University of Wisconsin - Oshkosh 312)		
STAGE 1: DESIRED UNIT RESULTS *What will students understand as a result of the unit?*		**STAGE 2: ASSESSMENT EVIDENCE** *By what criteria will performances of understanding be assessed? Through what authentic performance tasks will students demonstrate the desired unit results?*
UNIT ESSENTIAL QUESTION (s):	**THEME:**	**PROFICIENCY TARGET:**
How is grammar used to communicate?	Communication	*By the end of this course, students will reach the following proficiency levels:* *Listening proficiency: Intermediate Mid* *Speaking: Intermediate Low/Mid* *Writing: Intermediate High* *Reading: Intermediate High* *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** *Students may be given options to show their learning in varied ways.*
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.	All assessment incorporate grammar.
	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.	Interperative Rubric
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.	Students will engage in Socratic seminars based on authentic movies or literature.
	2.b I can meet *my needs or* address *situations* related to *relevant issues and diverse topics i*n 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.	Interpersonal Rubric
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.*	Present current event from a specific Spanish-speaking country.
	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.*	Presentational Rubric
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.	*Add any supporting learning targets that you may focus on in the unit from our "WL Prioritized Standards & Learning Target Progressions" spreadsheet. add more rows as needed*	
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.	*Add any supporting learning targets that you may focus on in the unit from our "WL Prioritized Standards & Learning Target Progressions" spreadsheet. add more rows as needed*	
Stage 3: PLAN LEARNING EXPERIENCES *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 unforld in a natural flow?*		
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**
	Preterite vs. imperfect	
	Verb charts	
	Present tense (all regulars and irregulars)	
	Verbs for to be	
	Present progressive	
	Reflexives and the impersonal "se"	
	The subjunctive in noun clauses	
	The subjunctive in adjective clauses	
	The subjunctive in adverbial clauses	
	Subjunctive tenses: present, present perfect, imperfect, pluperfect	
	Tense agreement in the indicative and subjunctive moods	
	Agreement in time with the indicitive and subjunctive mood	
	Command forms	

	GENERAL REVIEW	
	Use of prepostions	
	Adjectives in general and the ones that change meaning	
	Direct, Indirect, Reflexive object pronouns	