Spanish 4	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
World Language: Spanish	*Two terms*
GRADE LEVEL	**DATE LAST REVIEWED**
9-12	*6/2023*
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
Spanish 3 or equivalent	*6/2023*
PRIMARY RESOURCE ***if applicable***	
Encuentros 3 by Vista Higher Learning 2022	

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

Spanish 4 will expand and spiral previous knowledge through the study of topics that will include Spain, outdoor activities, the arts, friends and relationships, health, community and future plans. Students will speak, write, read and comprehend in the indicative, imperative and the subjunctive moods, including nominal and adjectival clauses. In the indicative mood, emphasis will be given to the present, past, future, conditional and perfect tenses. We explore past participles used as adjectives, adjective clauses, and elements of passive voice. In addition, students read and begin to analyze authentic literature. This course is intended for students who are seriously interested in language study. Spanish 4 places the student in an advanced learning environment with emphasis on interpersonal, presentational, and interpretive communication.

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.	How do I relate or connect to people of other cultures? What does it mean to be a good friend? What does literature say about a culture? How do past experiences affect people in general? How can I critically reflect on art and music? How do music and art reflect time and place? Is pop culture global or does it differ from culture to culture? How do I connect to my heritage through art and music? How has Spain's history impacted its language and culture? If I were to visit Spain what key cultural and historical sites should I visit? How do I take care of the world around me? How do I participate in and support the community that I live in? What do I want to be? What fields am I interested in? What can I do now to set myself up to be successful in the future?
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.

Personal relationships		
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: Personal Relationships**	**PROFICIENCY TARGET:**
How do I relate or connect to people of other cultures? What does it mean to be a good friend?	Personal relationships	*Intermediate Low-Intermediate Mid* *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 read and view discussions (videos) about friends and relationships and then discuss/write about their own perspectives. Students will read articles regarding relationships and will engage in conversations, create comparisons and ask 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.	*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 read each other's Dra Corazon letters. Students will create suggestions and recommendations for their peers.*
	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 Speaking 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.*	*Dra Corazon Letter: Students will create a letter describing a fictional relationship issue. Students will utilize unit vocabulary. Presentational Writing Rubric*
	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 *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**
talk about personal relationships	present tense	
express feelings and states of being	ser vs. estar	
express wishes, likes, and preferences	reflexive verbs	
express necesity or obligation	verbs like gustar	
indentify main ideas and significant details in a variety of texts	present subjunctive (nominal and adjective clauses)	
	relationship/family vocabulary	
	commands with pronouns	
	por and para	

History of Mexico		
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 does literature say about a culture? How do music and art reflect time and place? How do past experiences affect people in general?	Historia de México	*Intermediate Low-Intermediate Mid* *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 practice a variety of reading comprehension strategies while reading an authentic text about the History of Mexico.*
	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*
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 read a legend in the target language and then create a skit that extends the legend.*
	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 Speaking 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 present their chapters to the class from a Jigsaw/Reading strategy lesson.*
	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 Speaking 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.	*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

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**
describe events in the past	preterite v. imperfect	Historia de México reading
read and analyze a variety of texts (historical texts, legends)	uses of "se"	Legend of la Llorona
narrate past events	passive voice	Legend of Popo e Ixta
set the scene in the past	to become verbs	
identify main ideas and significant events in a variety of texts.	perfect tenses (present and pluperfect)	
recognize and identify cultural monuments	key words/temporal adverbs for the past	
	vocabulary to support discussions of history/monuments, etc.	

Music		
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 can I critically reflect on art and music? How do music and art reflect time and place? Is pop culture global or does it differ from culture to culture? How do I connect to my heritage through art and music?	Music, art and popular media	*Intermediate Low-Intermediate Mid* *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. 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.	*Students research a musical artist from the target language culture and then create a persuasive speech about why they are the "Artist of the Century"* *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. 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.	*Students research a musical artist from the target language culture and then create a persuasive speech about why they are the "Artist of the Century"*
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.* 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.*	*Students research a musical artist from the target language culture and then create a persuasive speech about why they are the "Artist of the Century" Students write an essay about an important person in their lives including what their hopes and dreams are for that person and their relationship.* *Presentational Speaking 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.	*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 *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**
express opinion about music and artists	subjunctive (opinions, preferences for nominals, adjectival clauses too)	
investigate current artists and musicians	affirmative and negative commands (tú, Ud. Uds. nosotros)	
interrpret and analyze a variety of medium	vocabulary to support discussions about music, art and media	
identify words within an authentic text (auditory)	object pronouns (direct and indirect)	

Let's explore Spain		
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 has Spain's history impacted its language and culture? If I were to visit Spain what key cultural and historical sites should I visit?	Let's explore Spain!	*Intermediate Low-Intermediate Mid* *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 research a specific city and artist in Spain using a variety of texts and watch videos/read articles in the target language to learn about Spain. They then listen to their classmates presentations and take notes in the target language.*
	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*
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 Speaking*
	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.	
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 work together to create a presentation about a specific city and artist in Spain and then do a comprehensive presentation that includes historical, cultural and tourist information.* *Presentational Speaking*
	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.*	*Students create a script of the information they have researched that is co*
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 *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**
Describe a city and its main tourist sites	Perfect tenses (present and pluperfect)	
Research using authentic sources	Passive voice	
Work with a team to present a topic to the class	Definite and indefinite words	
Identify important artists and their work	preterite and imperfect to discribe events/situations of the past	
	adjective agreement	
	vocabulary to support research topics/Spain project	

The environment		
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 I take care of the world around me? How do I participate in and support the community that I live in?	The environment	*Intermediate Low-Intermediate Mid* *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. 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 Students will read "Guerra Sucia." and analize and predict.*
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. 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 Speaking*
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.* 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 Writing - Students will create a skit in which they discuss an environmental issue (Greenpeace / Hunting). Students will present to the class.*
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 *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**
express action in the future, make predictions/probability	future tense	
express what would happen/bucket list/wonder/probability	conditional tense	
interpret authentic texts (reading, listening)	vocabulary to discuss and describe the environment	

What do I want to be?		
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 do I want to be? What fields am I interested in? What can I do now to set myself up to be successful in the future?	What do I want to be?	*Intermediate Low-Intermediate Mid* *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. 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* Students will read "Guerra Sucia." and analize and predict.
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. 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 Speaking*
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.* 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 Writing - Students create a poster with ten predictions for their future and the world.*
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 *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**
discuss areas of interest and identify their skills	future	
describe their work and/or service experience or their goals for the future	conditional	
	vocabulary related to careers	
	to become verbs	