***Theme 1: Personal and Public Identities***

**Unit Title: Who in the world am I?**

*Topic: Cultural Identities*

Essential Questions:

* Who am I?
* How do the activities I do and where I am from define who I am?
* How do my gender and age affect my identity?

I can…

* Present basic information about myself and others
* Ask about and comprehend the cultural identity of others
* Talk about what I do at school and in my free time
* Describe my role in my family and school

Grammar/Functions:

* To be
* Agreement/gender of adjectives
* Present tense verb

Vocabulary

* To be
* Nationalities
* Introductions
* Age
* Adjectives
* Family members
* Activities

State Standards & Competencies

* Interpretive Communication - 1a,b,c,d,e; 3f
* Interpersonal Communication - 1b; 2a,d
* Presentational Communication - 1b,c,e; 2c
* Culture Standards - 1g; 2d

***Theme 2: Contemporary Life***

**Unit Title: Welcome Home!**

*Topics: Leisure activities, Chores and Housing*

Essential Questions:

* How does where I live affect my daily life?
* How does my home environment compare to those in the target cultures?
* How do my surroundings dictate my leisure activities?

I can…

* Describe my home and community
* Investigate and compare my home with homes in the target culture
* Discuss Leisure activities that interest me?

Grammar/Function:

* Ser/Estar
* Demonstrative adjectives
* First and second person
* Preterite/passé composé of regular verbs

Vocabulary:

* Places where we live
* Review family members
* Chores

State Standards & Competencies

* Interpretive Communication - 1a,b,d,e; 2a, 3b,d,e; 4a,f
* Interpersonal Communication - 1b; 2b,d,f,g
* Presentational Communication - 1b,c,d,g; 2c
* Culture Standards - 1b,c,g

***Theme 3: Science and Technology***

***Unit Title: Healthy Living***

*Topics: Body parts, Health and Nutrition*

Essential Questions:

* How do we live a healthy lifestyle?
* How do my daily life and food choices affect my health?

I can…

* Talk about making healthy and unhealthy choices
* Explain a minor illness
* Describe my daily routine

Grammar/Function:

* Reflexives
* Formal commands

Vocabulary:

* Reflexive verbs
* Body parts
* Nutrition terms
* Review food terms
* Illnesses

State Standards & Competencies

* Interpretive Communication - 1b,c; 2b; 3a; 4
* Interpersonal Communication - 1a,b; 2c; 3b,d, f,g
* Presentational Communication - 1b,c,d,g; 2b,c,e,g
* Cultures Standards - 1b,c,g; 2e

***Theme 4: Families, Communities and Social Relationships***

***Unit Title: Career Choices***

*Topics: Professions, Places in the Community (library, store, park, etc)*

Essential Questions:

* What professions are necessary for community life in my culture and in the target cultures?
* What are the important places in my community? In the target culture?
* How is my family part of my community?

I can…

* Name the places and professions in my community
* Compare common professions in the target culture and in my own
* Present/explain the role of my family within the community
* Ask others about their profession and their community
* Describe people and places
* Report on an event in the past

Grammar/Functions:

* Preterite/Passé Composé

Vocabulary

* Professions
* Places in the community

State Standards & Competencies

* Interpretive Communication - 1a,b,c,d,e; 2a,d; 3b,d,e,f; 4a,g
* Interpersonal Communication - 1b,c; 2a,b,d,f,g; 3b
* Presentational Communication - 1b,c,d,g; 2b,c
* Culture Standards - 1c,g

***Theme 5: Global Issues and Challenges***

***Unit Title: Vacation Time!***

*Topics: Landforms ( Lakes, Rivers, Mountains, etc) Animals, Travel*

Essential Questions:

* What arrangements must I make to travel in countries where the target language is spoken?
* How does geography affect travel?
* What animals are common in the target culture?
* What environmental challenges exist in the target culture countries?

I can…

* Describe common forms of travel to and within the target language country
* Identify environmental challenges that exist in the target cultures

Grammar/Functions:

* Preterite/Passé Composé

Vocabulary

* Animals
* Modes of transportation
* Land forms

State Standards & Competencies

* Interpretive Communication - 1a,b,c,d,e; 2a,d; 3b,c,d,f; 4a,e,g
* Interpersonal Communication - 1b,c; 2b,d,f,g
* Presentational Communication - 1b,c,d,g; 2c; 3b
* Cultures Standard - 1b,c,f,g

***Theme 6: Beauty and Aesthetics***

***Unit Title: Feeling Artsy***

*Topics: Art Forms and Architecture*

Essential Questions:

* What is art? What does it mean to me?
* How does art reflect history in the target cultures?
* What do monuments represent?
* What are common architectural features in the target cultures?

I can…

* Understand the importance of a work of art
* Describe a work of art from the target culture
* Give my opinion on a work of art

Grammar/Functions:

* Imperfect

Vocabulary

* Colors
* Shapes
* Forms
* Types of art

State Standards & Competencies

* Interpretive Communication - 1a,c,d; 2d; 3b,d; 4a,c
* Interpersonal Communication - 1a,b; 2a, b, d; 3b
* Presentational Communication - 1b; 2c
* Cultures Standard - 1c; 2d,h