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

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

*Topic: Ethnic Groups, Cultural Practices and Self-Identity*

Essential Questions:

* What influences have shaped who I am?
* What is my place in the world?
* How do I relate or connect to other groups?
* How does diversity contribute to the culture of our school, a community, a nation?

I can…

* Understand the main idea and some details on familiar topics expressed in sentences, short conversations, presentations, and messages.
* Understand the main idea and some details in texts that contain familiar vocabulary.
* Begin and carry on a conversation on a limited number of familiar topics.
* Ask and answer simple questions and exchange information in familiar situations using phrases and a series of sentences.
* Provide information on familiar topics using a series of sentences with some details.
* Write on familiar topics and experiences using a series of sentences with some details.

Grammar/Functions:

* Present tense (regular and irregular verbs)
* Interrogatives
* Preterite tense
* Comparison expressions (i.e. more than, less than, better than, etc.)

Vocabulary

* Nationalities
* Belief systems/religions
* Interests and hobbies (including school-related activities, social media, technology, food)

State Standards & Competencies

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

***Theme 2: Families and Communities/Social Relationships***

**Unit Title: Back in the day...**

*Topics: Community and Childhood*

Essential Questions

* Who makes up my family and community?
* How did members of my family and community make me who I am today?

I can…

* Talk about a specific past celebration and the food associated with it
* Describe a celebration that is from another culture
* Compare and understand different holiday practices and celebrations
* Provide information about my childhood experiences

Grammar/Function

* Review preterite
* Review imperfect

Vocabulary

* Holidays
* Celebrations
* Time and frequency expressions,
* Childhood vocabulary
* Food

State Standards & Competencies

* Interpretive Communication - 2c; 3c
* Presentational Communication - 2c
* Cultures Standard - 2e

***Theme 3A: Contemporary Life***

***Unit TItle: I’m bored/Entertain Me!***

*Topics: Leisure/Entertainment*

Essential Questions:

* Why is it important to engage in leisure time activities?
* What do different cultures do for leisure/entertainment?

I can…

* Discuss leisure/entertainment with some details
* Recommend some leisure/entertainment activities

Grammar/Function

* Connector words (transitions)
* Present perfect (Spanish)

Vocabulary

* Places around town
* Adverbs of frequency
* Shopping vocabulary
* Movie genres

State Standards & Competencies

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

***Theme 3B: Contemporary Life***

***Unit Title: Recruit Me!***

*Topics: Education & Career*

Essential Questions:

* What are some challenges of obtaining an education?
* What steps are necessary in order to obtain a career?
* How do my personal interests shape my career choice?
* How can my career or education affect what choices I have for leisure/entertainment?

I can…

* Talk about advantages and disadvantages of different career paths
* Identify what skills/education is necessary to obtain certain jobs
* Understand how educational or career choices will affect my quality of life

Grammar/Functions:

* Review the near future
* Superlatives
* Future tense
* Conditional tense

Vocabulary

* Professions
* Types of schools (university, college, etc.)

State Standards & Competencies

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

***Theme 4: Science and Technology***

***Unit Title: I’ve got an app for that!***

*Topics: Personal Technology*

Essential Questions:

* How do the advantages of technology use outweigh the disadvantages?
* What factors have influenced innovation in technology?

I can…

* Discuss the uses of personal technologies and their features in my life
* Understand the implications of technology use and how my use of it will impact me

Grammar/Functions:

* Por/para
* Introduction to subjunctive with impersonal expressions

Vocabulary

* Personal technology devices (cell phone, GPS, laptop, etc.)
* Colors
* Adjectives

State Standards & Competencies

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

***Theme 5: Beauty and Aesthetics***

***Unit Title: Imagine***

*Topics: Art, Music, Literature*

Essential Questions:

* What does art mean to me?
* How do I define art? What is art? Why is it created? What makes something art? How does art touch your life?
* How does art make you feel? Why?
* How does art reflect a cultural perspective?

I can…

* Describe and give my opinion on a piece of art
* Compare pieces of art from different cultures

Grammar/Functions:

* Object pronouns
* Review present and past tenses

Vocabulary

* Types of art
* Reaction expressions

State Standards & Competencies

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

***Theme 6: Global Issues and Technologies***

***Unit Title: Who cares?***

*Topics: Environmental and Social Issues*

Essential Questions:

* What environmental and social issues exist in societies throughout the world?
* What are the possible solutions to those challenges?
* Are there any environmental or social issues that are solvable or unsolvable? Explain.

I can…

* Tell someone about something that is going on in my community, the nation or the world
* Give my opinion and support my opinion about some global challenges
* Propose a solution to some global challenges

Grammar/Functions:

* present subjunctive with doubts and wishes

Vocabulary

* Environment
* Intolerance
* Economic terms

State Standards & Competencies

* Interpretive Communication - 1c,e; 2d; 3g
* Interpersonal Communication - 1a,b,c,d,e; 2d,e,f; 3b,c
* Presentational Communication - 1a,b,c,d,e,f,g; 2b,d,g,j
* Cultural Standards - 1a,b,c,d,g,i,jk; 2d,e,h