

Course Name: Level II, High School Spanish

Course Proficiency Target: Intermediate Low

Course Performance Target: Intermediate

	Pre-Unit	Unit #1	Unit #2	Unit #3	Unit #4	Unit #5	Unit #6	Portfolio & Reflection
<b>Global Theme</b>	x	Identity/Belonging (ACTFL Global) Personal & Public Identities (AP), Gender Equality (SDG 5)	Well-being (ACTFL Global) Beauty & Aesthetics (AP) Responsible Consumption & Production (SDG 12)	Challenges (ACTFL) Global Challenges (AP) Reduced Inequalities (SDG 10) Challenges	Discovery (ACTFL Global) Sustainable Cities & Communities (SDG 11) Contemporary Life (AP)	Exploring Time & Place (ACTFL Global) Families & Communities (AP) Zero Hunger (SDG 2) Good Health & Well-Being (SDG 3)	Creativity (ACTFL Global) Peace, Justice, & Strong Institutions (SDG 16) Contemporary Life (AP)	x
<b>Unit Theme</b>	The Power of Language Learning!	Defining Ourselves Inclusively: Exploring Gender Equality through Inclusive Language	Who decides what is "beautiful?": Beauty Standards & Fashion across cultures	What is a right and what is a privilege: Human Rights & Social Justice	Leaving a smaller footprint: Sustainable Travel & the Environment	How do we provide food for our families and others: The Community of Food	What you can't say with words, say with pictures: Art & Social Change	Reflection/End of Year Portfolio
<b>Social Justice Standard(s)</b>	x	Identity 3, Identity 4, Diversity 7, Diversity 10, Justice 12, Justice 14, Action 19, Action 20	Identity 4, Diversity 6, Justice 12	Justice 14, Justice 15, Action 18, Action 20	Justice 13, Action 17	Identity 5, Diversity 9, Justice 14	Action 18, Action 20	x
<b>Essential Question</b>	Why is it important to learn another language? What is the power of language learning?	How can inclusive language be used on social media to promote gender equality?	How are standards of beauty and fast fashion impacted by cultural perspectives?	What actions can I take to stand up for human rights?	How can I create sustainable practices when travelling?	How does food bring people together?	How can art be used as a tool for creating social change?	How have my language abilities improved/changed since the beginning of the year?
<b>Performance Objective</b>	I can identify the benefits to learning a second/new language	I can identify, analyze, and present information on gender expectations, gender roles, gender inequality, and use of inclusive language, using simple sentences with details, and transition phrases.	I can identify, analyze, and present information on beauty standards and cultural perspectives, using simple sentences with details, and transition phrases.	I can identify, analyze, and present information on human rights and social justice issues, using simple sentences with details, and transition phrases.	I can identify, analyze, and present information on sustainable travel practices and environmental effects of travel, using simple sentences with details, and transition phrases.	I can identify, analyze, and present information on food practices in different cultures and communities, using simple sentences with details, and transition phrases.	I can identify, analyze, and present information on using art as a method of creating social change, using simple sentences with details, and transition phrases.	I can demonstrate how my language ability has grown since the beginning of the year through self-reflection.
<b>Key Functions</b>	x	Giving detailed description of people, places, and things; Asking and Answering questions with some details and asking followup questions; Expressing opinions/advice with reasons	Giving detailed description of people, places, and things; Asking and Answering questions with some details and asking followup questions; Expressing a variety of emotions and feelings	Telling and Retelling Stories, using logical sequence of sentences; Asking and Answering questions with some details and asking followup questions; Expressing opinions/advice with reasons	Expressing Hopes, Dreams, Possibilities for the future, with some details; Asking and Answering questions with some details and asking followup questions; Expressing opinions/advice with reasons	Giving detailed description of people, places, and things; Asking and Answering questions with some details and asking followup questions; Expressing opinions/advice with reasons	Asking and Answering questions with some details and asking followup questions; Expressing opinions/advice with reasons; Telling and Retelling Stories, Sequencing with logical sequence of sentences to recount event	x
<b>Timeframe</b>	1 week (end of August)	Sept-Oct	Nov-Dec	Jan-Feb	Feb-March	March-April	May-June	1 week (mid-June)