

Unit 1

Review / Camping

Duration	6 weeks		Assessed
Priority Standard(s)	1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	
	1.2	Students understand and interpret written and spoken language on a variety of topics	
	1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	
	2.1	Students demonstrate an understanding of the practices and perspectives of the cultures studied	
	2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied	
	3.1	Students reinforce and further their knowledge of other disciplines through the world language	
	3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture	
	4.1	Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own	
	4.2	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
	5.1	Students use the target language within and beyond the school setting	
5.2	Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment		
Supporting Standard(s)	1.1a	Demonstrate competencies previously introduced	
	1.1b	Extend, accept, and refuse invitations appropriate to varied situations	
	1.1c	Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.	
	1.1d	Develop and propose solutions to issues and problems.	
	1.2a	Demonstrate competencies previously introduced	
	1.2b	Identify principal elements of nonfiction articles such as main idea and supporting details found in a variety of media.	
	1.3a	Demonstrate competencies previously introduced	
	1.3b	Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.	
	2.1a	Demonstrate competencies previously introduced	
	2.1b	Observe and imitate appropriate patterns of social behavior in the culture studied	
	2.1c	Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.	
	2.1d	Compare the similarities and differences in the social etiquette within the culture studied to their own culture.	
	2.2a	Demonstrate competencies previously introduced	
2.2b	Identify contributions of important historical and/or contemporary figures in the culture studied		
2.2c	Identify historical and contemporary influences that the culture studied has had on their own culture.		
3.1a	Demonstrate competencies previously introduced		

	3.1b	Present information orally or in writing on topics being studied in other classes	
	3.1c	Elaborate on their study of other classes by studying similar topics in target language	
	3.2a	Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.	
	3.2b	Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.	
	4.1a	Demonstrate competencies previously introduced	
	4.1b	Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.	
	4.1c	Report similarities and differences between the sound and writing system of target and native language, including time and tense.	
	4.2a	Demonstrate competencies previously introduced	
	4.2b	Analyze the relationship between cultural perspectives and products from the target culture and their own.	
	4.2c	Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.	
	4.2d	Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.	
	5.1a	Demonstrate competencies previously introduced	
	5.1b	Perform for a school or community celebration, using their knowledge of the target language and culture	
	5.1c	Participate in activities in the target language that benefit other members of the school or community, such as tutoring.	
	5.2a	Demonstrate competencies previously introduced	
	5.2b	Plan real or imaginary travel.	
	5.2c	Make connections with local groups and communities where the target language is spoken	
	5.2d	Explore careers and businesses where skills in another language or cultural understanding are needed.	

Unit 2

Do it now! - Commands

Duration	6 weeks		Assessed
Priority Standard(s)	1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	
	1.2	Students understand and interpret written and spoken language on a variety of topics	
	1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	
	2.1	Students demonstrate an understanding of the practices and perspectives of the cultures studied	
	2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied	
	3.1	Students reinforce and further their knowledge of other disciplines through the world language	
	3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture	
	4.1	Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own	
	4.2	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
	5.1	Students use the target language within and beyond the school setting	
	5.2	Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment	
	Supporting Standard(s)	1.1a	Demonstrate competencies previously introduced
1.1b		Extend, accept, and refuse invitations appropriate to varied situations	
1.1c		Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.	
1.1d		Develop and propose solutions to issues and problems.	
1.2a		Demonstrate competencies previously introduced	
1.2b		Identify principal elements of nonfiction articles such as main idea and supporting details found in a variety of media.	
1.3a		Demonstrate competencies previously introduced	
1.3b		Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.	
2.1a		Demonstrate competencies previously introduced	
2.1b		Observe and imitate appropriate patterns of social behavior in the culture studied	
2.1c		Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.	
2.1d		Compare the similarities and differences in the social etiquette within the culture studied to their own culture.	
2.2a		Demonstrate competencies previously introduced	
2.2b	Identify contributions of important historical and/or contemporary figures in the culture studied		
2.2c	Identify historical and contemporary influences that the culture studied has had on their own culture.		
3.1a	Demonstrate competencies previously introduced		

	3.1b	Present information orally or in writing on topics being studied in other classes	
	3.1c	Elaborate on their study of other classes by studying similar topics in target language	
	3.2a	Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.	
	3.2b	Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.	
	4.1a	Demonstrate competencies previously introduced	
	4.1b	Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.	
	4.1c	Report similarities and differences between the sound and writing system of target and native language, including time and tense.	
	4.2a	Demonstrate competencies previously introduced	
	4.2b	Analyze the relationship between cultural perspectives and products from the target culture and their own.	
	4.2c	Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.	
	4.2d	Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.	
	5.1a	Demonstrate competencies previously introduced	
	5.1b	Perform for a school or community celebration, using their knowledge of the target language and culture	
	5.1c	Participate in activities in the target language that benefit other members of the school or community, such as tutoring.	
	5.2a	Demonstrate competencies previously introduced	
	5.2b	Plan real or imaginary travel.	
	5.2c	Make connections with local groups and communities where the target language is spoken	
	5.2d	Explore careers and businesses where skills in another language or cultural understanding are needed.	

Unit 3

What will your future be like? - Future

Duration	6 weeks		Assessed
Priority Standard(s)	1.1	Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	
	1.2	Students understand and interpret written and spoken language on a variety of topics	
	1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	
	2.1	Students demonstrate an understanding of the practices and perspectives of the cultures studied	
	2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied	
	3.1	Students reinforce and further their knowledge of other disciplines through the world language	
	3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture	
	4.1	Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own	
	4.2	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
	5.1	Students use the target language within and beyond the school setting	
	5.2	Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment	
	Supporting Standard(s)	1.1a	Demonstrate competencies previously introduced
1.1b		Extend, accept, and refuse invitations appropriate to varied situations	
1.1c		Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.	
1.1d		Develop and propose solutions to issues and problems.	
1.2a		Demonstrate competencies previously introduced	
1.2b		Identify principal elements of nonfiction articles such as main idea and supporting details found in a variety of media.	
1.3a		Demonstrate competencies previously introduced	
1.3b		Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.	
2.1a		Demonstrate competencies previously introduced	
2.1b		Observe and imitate appropriate patterns of social behavior in the culture studied	
2.1c		Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.	
2.1d		Compare the similarities and differences in the social etiquette within the culture studied to their own culture.	
2.2a		Demonstrate competencies previously introduced	
2.2b	Identify contributions of important historical and/or contemporary figures in the culture studied		
2.2c	Identify historical and contemporary influences that the culture studied has had on their own culture.		
3.1a	Demonstrate competencies previously introduced		

	3.1b	Present information orally or in writing on topics being studied in other classes	
	3.1c	Elaborate on their study of other classes by studying similar topics in target language	
	3.2a	Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.	
	3.2b	Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.	
	4.1a	Demonstrate competencies previously introduced	
	4.1b	Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.	
	4.1c	Report similarities and differences between the sound and writing system of target and native language, including time and tense.	
	4.2a	Demonstrate competencies previously introduced	
	4.2b	Analyze the relationship between cultural perspectives and products from the target culture and their own.	
	4.2c	Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.	
	4.2d	Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.	
	5.1a	Demonstrate competencies previously introduced	
	5.1b	Perform for a school or community celebration, using their knowledge of the target language and culture	
	5.1c	Participate in activities in the target language that benefit other members of the school or community, such as tutoring.	
	5.2a	Demonstrate competencies previously introduced	
	5.2b	Plan real or imaginary travel.	
	5.2c	Make connections with local groups and communities where the target language is spoken	
	5.2d	Explore careers and businesses where skills in another language or cultural understanding are needed.	

Unit 4

Never Have I Ever - Present Perfect

Duration	6 weeks		Assessed
Priority Standard(s)		Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	
	1.1		
	1.2	Students understand and interpret written and spoken language on a variety of topics	
	1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	
	2.1	Students demonstrate an understanding of the practices and perspectives of the cultures studied	
	2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied	
	3.1	Students reinforce and further their knowledge of other disciplines through the world language	
	3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture	
	4.1	Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own	
	4.2	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
	5.1	Students use the target language within and beyond the school setting	
	5.2	Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment	
Supporting Standard(s)			
	1.1a	Demonstrate competencies previously introduced	
	1.1b	Extend, accept, and refuse invitations appropriate to varied situations	
	1.1c	Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.	
	1.1d	Develop and propose solutions to issues and problems.	
	1.2a	Demonstrate competencies previously introduced	
	1.2b	Identify principal elements of nonfiction articles such as main idea and supporting details found in a variety of media.	
	1.3a	Demonstrate competencies previously introduced	
	1.3b	Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.	
	2.1a	Demonstrate competencies previously introduced	
	2.1b	Observe and imitate appropriate patterns of social behavior in the culture studied	
	2.1c	Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.	
	2.1d	Compare the similarities and differences in the social etiquette within the culture studied to their own culture.	
	2.2a	Demonstrate competencies previously introduced	
2.2b	Identify contributions of important historical and/or contemporary figures in the culture studied		
2.2c	Identify historical and contemporary influences that the culture studied has had on their own culture.		
3.1a	Demonstrate competencies previously introduced		

	3.1b	Present information orally or in writing on topics being studied in other classes	
	3.1c	Elaborate on their study of other classes by studying similar topics in target language	
	3.2a	Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.	
	3.2b	Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.	
	4.1a	Demonstrate competencies previously introduced	
	4.1b	Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.	
	4.1c	Report similarities and differences between the sound and writing system of target and native language, including time and tense.	
	4.2a	Demonstrate competencies previously introduced	
	4.2b	Analyze the relationship between cultural perspectives and products from the target culture and their own.	
	4.2c	Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.	
	4.2d	Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.	
	5.1a	Demonstrate competencies previously introduced	
	5.1b	Perform for a school or community celebration, using their knowledge of the target language and culture	
	5.1c	Participate in activities in the target language that benefit other members of the school or community, such as tutoring.	
	5.2a	Demonstrate competencies previously introduced	
	5.2b	Plan real or imaginary travel.	
	5.2c	Make connections with local groups and communities where the target language is spoken	
	5.2d	Explore careers and businesses where skills in another language or cultural understanding are needed.	

Unit 5

What would you do if you had \$1,000,000 - Conditional

Duration	6 weeks		Assessed
Priority Standard(s)		Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	
	1.1		
	1.2	Students understand and interpret written and spoken language on a variety of topics	
	1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	
	2.1	Students demonstrate an understanding of the practices and perspectives of the cultures studied	
	2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied	
	3.1	Students reinforce and further their knowledge of other disciplines through the world language	
	3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture	
	4.1	Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own	
	4.2	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
	5.1	Students use the target language within and beyond the school setting	
	5.2	Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment	
Supporting Standard(s)			
	1.1a	Demonstrate competencies previously introduced	
	1.1b	Extend, accept, and refuse invitations appropriate to varied situations	
	1.1c	Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.	
	1.1d	Develop and propose solutions to issues and problems.	
	1.2a	Demonstrate competencies previously introduced	
	1.2b	Identify principal elements of nonfiction articles such as main idea and supporting details found in a variety of media.	
	1.3a	Demonstrate competencies previously introduced	
	1.3b	Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.	
	2.1a	Demonstrate competencies previously introduced	
	2.1b	Observe and imitate appropriate patterns of social behavior in the culture studied	
	2.1c	Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.	
	2.1d	Compare the similarities and differences in the social etiquette within the culture studied to their own culture.	
2.2a	Demonstrate competencies previously introduced		
2.2b	Identify contributions of important historical and/or contemporary figures in the culture studied		
2.2c	Identify historical and contemporary influences that the culture studied has had on their own culture.		
3.1a	Demonstrate competencies previously introduced		

	3.1b	Present information orally or in writing on topics being studied in other classes	
	3.1c	Elaborate on their study of other classes by studying similar topics in target language	
	3.2a	Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.	
	3.2b	Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.	
	4.1a	Demonstrate competencies previously introduced	
	4.1b	Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.	
	4.1c	Report similarities and differences between the sound and writing system of target and native language, including time and tense.	
	4.2a	Demonstrate competencies previously introduced	
	4.2b	Analyze the relationship between cultural perspectives and products from the target culture and their own.	
	4.2c	Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.	
	4.2d	Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.	
	5.1a	Demonstrate competencies previously introduced	
	5.1b	Perform for a school or community celebration, using their knowledge of the target language and culture	
	5.1c	Participate in activities in the target language that benefit other members of the school or community, such as tutoring.	
	5.2a	Demonstrate competencies previously introduced	
	5.2b	Plan real or imaginary travel.	
	5.2c	Make connections with local groups and communities where the target language is spoken	
	5.2d	Explore careers and businesses where skills in another language or cultural understanding are needed.	

Unit 6

Don't be a WEIRDO at a WEDDING - Present Subjunctive

Duration	6 weeks		Assessed
Priority Standard(s)		Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions	
	1.1		
	1.2	Students understand and interpret written and spoken language on a variety of topics	
	1.3	Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics	
	2.1	Students demonstrate an understanding of the practices and perspectives of the cultures studied	
	2.2	Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied	
	3.1	Students reinforce and further their knowledge of other disciplines through the world language	
	3.2	Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its culture	
	4.1	Students will demonstrate understanding of the nature of language through comparisons of the language studied and their own	
	4.2	Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own	
	5.1	Students use the target language within and beyond the school setting	
	5.2	Students show evidence of becoming lifelong learners by using the target language for personal enjoyment and enrichment	
Supporting Standard(s)			
	1.1a	Demonstrate competencies previously introduced	
	1.1b	Extend, accept, and refuse invitations appropriate to varied situations	
	1.1c	Use expressions for managing conversations, such as, interrupting, apologizing, expressing agreement, and disagreement.	
	1.1d	Develop and propose solutions to issues and problems.	
	1.2a	Demonstrate competencies previously introduced	
	1.2b	Identify principal elements of nonfiction articles such as main idea and supporting details found in a variety of media.	
	1.3a	Demonstrate competencies previously introduced	
	1.3b	Prepare a written summary of the plot and characters in selected pieces of literature (fiction or nonfiction) written in the target language.	
	2.1a	Demonstrate competencies previously introduced	
	2.1b	Observe and imitate appropriate patterns of social behavior in the culture studied	
	2.1c	Explain the similarities and differences of the cultural activities and celebrations of the culture studied to their own culture.	
	2.1d	Compare the similarities and differences in the social etiquette within the culture studied to their own culture.	
2.2a	Demonstrate competencies previously introduced		
2.2b	Identify contributions of important historical and/or contemporary figures in the culture studied		
2.2c	Identify historical and contemporary influences that the culture studied has had on their own culture.		
3.1a	Demonstrate competencies previously introduced		

	3.1b	Present information orally or in writing on topics being studied in other classes	
	3.1c	Elaborate on their study of other classes by studying similar topics in target language	
	3.2a	Use a variety of sources intended for same age speakers of the target language and compare these sources to information obtained on the same topics written in English.	
	3.2b	Obtain information and viewpoints available through target language media and compare with information and viewpoints written in the United States for English-speaking audience.	
	4.1a	Demonstrate competencies previously introduced	
	4.1b	Demonstrate an increased awareness of the various ways of expressing ideas, such as understanding the role of dialect and differentiated speech to indicate age, social status or gender.	
	4.1c	Report similarities and differences between the sound and writing system of target and native language, including time and tense.	
	4.2a	Demonstrate competencies previously introduced	
	4.2b	Analyze the relationship between cultural perspectives and products from the target culture and their own.	
	4.2c	Demonstrate an awareness that the students themselves have a culture, based on comparisons of simple daily activities in the target culture and their own.	
	4.2d	Compare and contrast verbal/nonverbal behavior within activities in the target culture and their own.	
	5.1a	Demonstrate competencies previously introduced	
	5.1b	Perform for a school or community celebration, using their knowledge of the target language and culture	
	5.1c	Participate in activities in the target language that benefit other members of the school or community, such as tutoring.	
	5.2a	Demonstrate competencies previously introduced	
	5.2b	Plan real or imaginary travel.	
	5.2c	Make connections with local groups and communities where the target language is spoken	
	5.2d	Explore careers and businesses where skills in another language or cultural understanding are needed.	