



Department/Grade	Language	Unit Essential Question or I can statements	Estimated Dates of Unit	Supporting Activities within a Unit
<b>ACIS, Middle School</b>	<b>Spanish</b>			
<b>Spanish I</b>				
Presentational speaking and writing, interpretive reading and listening	Spanish I family, describing immediate and family members. Spanish I and family, immediate, middle, middle of the year, close, distant.	Present prepared and appropriate information in March 18 - June 18 2020		Writing words, short phrases and sentences Reading a short story and answering questions Watching a short video Listening to a listening script Playing vocabulary practice games Recording short answers to prompts
<b>Spanish II</b>				
Presentational speaking and writing, interpretive reading and listening	Spanish II Love and Children (parents, partners, kids, children, 14 Feb on and the house, parties and families of the children)	Present prepared and appropriate information in March 18 - June 18 2020		Writing words, short phrases and sentences Reading a short story and answering questions Watching a short video Listening to a listening script Playing vocabulary practice games Recording short answers to prompts





Focus, Materials, and Sources		Unit Essential Question or 1-2 statements	Estimated Date of Unit	Supporting Activities within a Unit
<p><b>Reading, Media, Informational Speaking, Integrative Reading, Integrative Listening, or Presentational Writing</b></p> <p>Shared experiential reading and listening</p>	<p>Topic</p> <p>Food, artwork, clothing, sports, nature, birthday, hobby, fun, etc.</p>	<p>Identify some ways that their communities or families work, play and relax.</p>	<p>April 2020</p>	<p>Reading (AR), drawing, writing, T-unit, OR, comic, brainstorming to read/learn/learn (T-unit), vocabulary practice games (PFC)</p>
<p>Shared integrative reading and listening and presentational writing</p>	<p>Shared topics such as food and restaurant vocabulary, Mexico, China, South Day, festival, etc. (depending on the season) go, birthday invitation, holiday, festival</p>	<p>To inform others about festival traditions and to compare/contrast to guests or people nearby and describe the same, food and some festival traditions with similar and different festival traditions from other countries and the people who celebrate them.</p>	<p>May - June 2020</p>	<p>Reading (AR), drawing, labeling (T-unit), OR, comic, drawing, brainstorming to read/learn/learn (T-unit), vocabulary practice games (PFC)</p>

ARC 20 is an add-on to separate our integrative reading/listening and speaking unit.

Session 1 & Global Spanish					
ACTFL Mode	Instructional Speaking, Interpretive Reading, Interpretive Listening, Presentational Writing	Topic(s)	Unit Essential Question or I Can statements	Estimated Dates of Unit	Supporting Activities within a Unit
Interpretive Speaking & Listening, Presentational writing		Sofia Morisy "Ciego y su amigo" (Ciego and his friend)	Demonstrate understanding of the main idea and central information, identify and recognize the main idea and central information from familiar and unfamiliar sources	3/19-3/27	Vocabulary review & personal connections, song "Viva la vida, Viva los tiempos"
Interpretive Speaking & Listening, Presentational writing		"Hombres aquí" (Other magazine or news story)	Demonstrate understanding of the main idea and central information, identify and recognize the main idea and central information from familiar and unfamiliar sources	3/27-4/3	Visuality presentation practice Classroom
Interpretive Speaking & Listening, Presentational writing		Class story or individual stories	Present prepared information in a culturally appropriate way on very familiar topics	4/3-4/10	Story creation Slides presentation
Interpretive Speaking & Listening, Presentational writing		Summa 1 Unit 8 (Barbara Bray) La comida latina	Identify and recognize the main idea and central information, identify and recognize the main idea and central information from familiar and unfamiliar sources	4/10-4/18	Compare/Contrast writing activity in class, Visuality presentation practice, class story with large classroom, identify the main idea and central information, class or group presentation of
Interpretive Speaking & Listening, Presentational Speaking & Writing		Novel "Mala in phara" by Nancy Mackin	Demonstrate understanding of the main idea and central information, identify and recognize the main idea and central information from familiar and unfamiliar sources <ul style="list-style-type: none"> <li>1 can identify and recognize the main idea and central information from familiar and unfamiliar sources</li> <li>1 can identify and recognize the main idea and central information from familiar and unfamiliar sources</li> <li>1 can make personal connections to the themes of the novel</li> </ul>	4/17-4/24	Vocabulary review and practice Google Slides, Visuality presentation practice, compare/contrast writing activity in class, Visuality presentation practice, class story with large classroom, identify the main idea and central information, class or group presentation of
<b>Unit 1</b>					
ACTFL Mode	Presentational Writing, Interpretive Reading	Topic(s)	Unit Essential Question or I Can statements	Estimated Dates of Unit	Supporting Activities within a Unit
Presentational Writing		Topic in Classical Culture	1 can understand levels of multiple cultures and compare	March 16- March 27	<a href="#">Classroom activities</a>
Interpretive Reading		Novella: One of those Romanes	1 can identify and answer questions designed to assess for their ideas, beliefs and general ideas	March 30- ongoing	google forms, videos, art
Presentational Writing		Class-Roman guide project	1 can interpretary materials and understand	April 30- May 8	<a href="#">Classroom activities</a>



Spanish 1		Unit Essential Question or Year Statements	Estimated Date of Unit	Suggesting Activities with a Link
ACTFL: Write, Interpretive Speaking, Interpretive Reading, Presentational Listening, Presentational Speaking or Presentational Writing	Topic: Costa Rica	Articulate simple presentations in culturally appropriate ways on familiar, transactional and informal topics related to self and the immediate environment - Demonstrate assessment and understanding of myself, my topic, my audience, and my situation	3/19-4/1	create and create a video blog of a recent experience in Costa Rica
Interpretive Speaking	Class Zoom	Articulate simple presentations in culturally appropriate ways on familiar, transactional and informal topics related to self and the immediate environment - Demonstrate assessment and understanding of myself, my topic, my audience, and my situation	4/1-ongoing	SEL, various games, activities & discussions
Interpretive Reading & Listening, Presentational Speaking & Writing	Señor Wotzy "Los Quetzales" (Chavez)	Demonstrate understanding of the main idea and related information Understand basic of multiple cultures and communities, including my own	4/2-4/15	video/ly preview & personal connections, reading, listening, and writing
Interpretive Reading & Listening, Presentational Speaking & Writing	"No te apures" (Carmen Vives) song unit - resources from Funk Junction	Demonstrate understanding of the main idea and related information Understand basic of multiple cultures and communities, including my own Articulate simple presentations in culturally appropriate ways on familiar, transactional and informal topics related to self and the immediate environment - Demonstrate assessment and understanding of myself, my topic, my audience, and my situation	4/16-5/1	video/ly preview & personal connections, reading, listening, and writing, music, and social media
Interpretive Listening, Presentational Writing and Speaking, Interpretive Speaking	Tripulaj Semanal (Ribeiro) Story - choice of activities	Demonstrate understanding of the main idea and related information Understand basic of multiple cultures and communities, including my own Articulate simple presentations in culturally appropriate ways on familiar, transactional and informal topics related to self and the immediate environment - Demonstrate assessment and understanding of myself, my topic, my audience, and my situation	5/4-5/8	class Zoom, limited materials, creation of personal activities, reading, listening, and writing, music, and social media
Interpretive Reading & Listening, Presentational Speaking & Writing	Mar de plástico (Public Sea/Ocean) unit - resource from Curious Cat	Demonstrate understanding of the main idea and related information Understand basic of multiple cultures and communities, including my own Articulate simple presentations in culturally appropriate ways on familiar, transactional and informal topics related to self and the immediate environment - Demonstrate assessment and understanding of myself, my topic, my audience, and my situation	5/11-5/28	Vocabulary preview, articles on ocean pollution, reading, listening, and writing
Interpretive Reading & Listening, Presentational Speaking & Writing	Mr. Wils	Demonstrate understanding of the main idea and related information Understand basic of multiple cultures and communities, including my own Articulate simple presentations in culturally appropriate ways on familiar, transactional and informal topics related to self and the immediate environment - Demonstrate assessment and understanding of myself, my topic, my audience, and my situation	5/14-5/16	video/ly preview, reading, listening, and writing, music, and social media
French 1		Unit Essential Question or Year Statements	Estimated Date of Unit	Suggesting Activities with a Link
ACTFL: Write, Interpretive Speaking, Interpretive Reading, Presentational Listening, Presentational Speaking or Presentational Writing	Topic: How to Enjoy a Nice Day	I can explain to someone how to do something	April 6-15	Watch Screencastify/Podcasts They apply create SIDA and
Interpretive Listening/Reading	Novel: Le vol des oiseaux Chapters 1-3	Analyze the main message or storyline and some supporting details related to self and the immediate environment	April 6-15	Comprehension Questions, journaling work
Interpretive Speaking	Educative Common (location of novel) Novel Chapter	Ask and answer a variety of questions in transactional and some informal settings	April 6-15	Discussion of novel, TF Questions and notes
Interpretive Listening/Reading	Novel: Le vol des oiseaux Chapters 4-6	Understand basic of multiple cultures and communities Analyze the main message or storyline and some supporting details related to self and the immediate environment	April 21-28	Comparison of Mallard and Kingfisher Comprehension questions
Interpretive Listening/Reading	Vocabulary Practice Ch 1-3 Novel: Le vol des oiseaux Chapters 7-9	Analyze the main message or storyline and some supporting details related to self and the immediate environment	May 4-8	Link to unit of novel Innovative Choice of novel How to enjoy a nice day of French (video, book, and from internet etc)
Interpretive Listening/Reading	Novel: Le vol des oiseaux Chapters 10-12	Understand basic of multiple cultures and communities	May 11-15	Can work in order based on average Cultural Comprehension
Interpretive Listening/Reading	Novel: Le vol des oiseaux Chapters 13-14	Analyze the main message or storyline and some supporting details related to self and the immediate environment	May 18-22	TF questions Big Steps Comprehension questions
Presentational Speaking	Prediction of Ending	Articulate simple presentations in culturally appropriate ways on familiar, transactional and informal topics related to self and the immediate environment	May 25-28	Put events in order Describe what WILL happen to characters
Interpretive Listening/Reading	Novel Chapter 15	Analyze the main message or storyline and some supporting details related to self and the immediate environment	May 29-30	Comprehension questions
Presentational Writing		Articulate simple presentations in culturally appropriate ways on familiar, transactional and informal topics related to self and the immediate environment	June	Newsprint Article of what happens on story
Interpretive Listening	Lang: French Episodes 9-13	Analyze the main message or storyline and some supporting details related to self and the immediate environment	June	Comprehension Questions
Presentational Writing		Articulate simple presentations in culturally appropriate ways on familiar, transactional and informal topics related to self and the immediate environment	June	Writeable Presentation and Practice for Comprehension (in topic) Who said it? Questions Sommers (in a story)
Interpretive Speaking		Ask and answer a variety of questions in transactional and some informal settings	June	Record or improvise conversations between characters
Interpretive Reading		Analyze the main message or storyline and some supporting details related to self and the immediate environment	June	Articles and infographic based on the episode's topic
Mandarin 1		Unit Essential Question or Year Statements	Estimated Date of Unit	Suggesting Activities with a Link
ACTFL: Write, Interpretive Speaking, Interpretive Reading, Presentational Listening, Presentational Speaking or Presentational Writing	Topic: China food	I can articulate simple presentations in culturally appropriate ways on familiar, transactional and informal topics related to self and the immediate environment - Demonstrate assessment and understanding of myself, my topic, my audience, and my situation	3/19-ongoing	create and create a video blog of a recent experience in China food blog
Interpretive Speaking	Zoom class	I can understand basic of multiple cultures and communities, including my own - I can ask and answer a variety of questions in transactional and some informal settings - I can respond to diversity by respecting cultural and community	4/2-ongoing	various games, activities & discussions
Interpretive Reading & Listening, Presentational Speaking & Writing	Chinese food	I can identify and express personal preferences about food - I can compare the food at home and the food in China - I can understand basic of multiple cultures and communities, including my own	3/19-4/10	video/ly preview & personal connections, reading, listening, and writing, music, and social media
Interpretive Reading & Listening, Presentational Speaking & Writing	GI	I can identify Chinese, American, European, and other cultural influences in multiple cultures and communities, including my own - I can compare the food at home and the food in China - I can understand basic of multiple cultures and communities, including my own	4/12-28	video/ly preview & personal connections, reading, listening, and writing, music, and social media
Interpretive Reading & Listening, Presentational Speaking & Writing	Four treasures of a Chinese study	I can demonstrate and understanding of main idea and related information I can understand basic of multiple cultures and communities, including my own	5/11-6/16	video/ly preview & personal connections, reading, listening, and writing, music, and social media
Latin 1		Unit Essential Question or Year Statements	Estimated Date of Unit	Suggesting Activities with a Link
ACTFL: Write, Interpretive Reading, Presentational Writing	Topic: In Classical Culture	I can understand basic of multiple cultures and communities, including my own	March 19- March 27	Google Docs, Google
Interpretive Reading	Novela: Perseus and Medusa by Andrew Climp	I can translate and answer questions designed to assess the main idea, details and point of view of the text	March 30- ongoing	Google forms, videos, w/
Presentational Writing	Celebrating Earth Day with Our's Metamorphosis	I can present detailed and organized presentations in culturally appropriate ways that inform, educate and raise awareness on familiar as well as unfamiliar issues related to the immediate environment	April 20- May 8	Links, Earth Day, YouTube





Spanish 4 Honors				
ACFL Mode: Interpretive Speaking, Interpretive Listening, Presentational Speaking or Presentational Writing	Topic(s)	Unit Essential Question or 1 Lear' Statements	Estimated Date of End	Supporting Activities within a Unit
Presentational Writing & Speaking	Film: <i>Carroz de movilidad (Bicicleta Clara)</i>	<ul style="list-style-type: none"> <li>Accurately simple presentations in culturally appropriate ways on familiar, transactional and informational topics</li> <li>Demonstrate awareness and understanding of topic, audience and occasion</li> <li>Understand and use appropriate cultural and communication conventions</li> </ul>	3/10-4/1	design original out cover for film, design design and synthesize, verbally comment on classroom work
Interpersonal Speaking	Class: Zoom	<ul style="list-style-type: none"> <li>Ask and answer a variety of questions in transactional and some informal settings</li> <li>Respond to diversity by building connections with students, and showing comprehension of different class or groups</li> </ul>	4/1-ongoing	SEL, various games, activities & discussions
Presentational Writing, Interpretive Listening, Interpretive Reading	Los cortometrajes (Short Films) <i>El amor, posés, 10 minutos, La culpa, Historia de un cas. 3x3</i>	<ul style="list-style-type: none"> <li>Comprehend and analyze the main idea, message/theme and storyline of short films</li> <li>Understand roles of multiple cultures and communities</li> </ul>	4/2-4/24	activities and comprehension activities, theme analysis, class discussion, etc.
Presentational Writing & Speaking, Interpretive Listening, Interpretive Speaking	Todays General (Weekly Work) - choice of activities	<ul style="list-style-type: none"> <li>Create presentations in culturally appropriate ways that demonstrate awareness and understanding of topic, audience and occasion</li> <li>Understand and use appropriate cultural and communication conventions</li> <li>Ask and answer a variety of questions in transactional and some informal settings</li> <li>Respond to diversity by building connections with students, and showing comprehension of different class or groups</li> </ul>	4/27-6/8	file presentations, file presentations, class discussion, conversation, conversation with family members, class discussion, etc.
Presentational Speaking & Writing, Interpretive Speaking	Teachers' net work	<ul style="list-style-type: none"> <li>Accurately simple presentations in culturally appropriate ways on familiar topics</li> <li>Ask and answer a variety of questions in transactional and some informal settings</li> </ul>	5/8-5/12	discussions, observations with classroom, course evaluation
Spanish 4				
ACFL Mode: Interpretive Speaking, Interpretive Reading, Interpretive Listening, Presentational Speaking or Presentational Writing	Topic(s)	Unit Essential Question or 1 Lear' Statements	Estimated Date of End	Supporting Activities within a Unit
Presentational Speaking	Parents and Children Taking part-time job	<ul style="list-style-type: none"> <li>Ask and answer simple presentations in culturally appropriate ways on familiar, transactional and informational topics</li> <li>Demonstrate awareness and understanding of topic, audience and occasion</li> <li>Understand and use appropriate cultural and communication conventions</li> </ul>	3/10-ongoing	create and service audio
Interpersonal Speaking	Zoom class	<ul style="list-style-type: none"> <li>Ask and answer a variety of questions in transactional and some informal settings</li> <li>Respond to diversity by expressing courtesy and cooperation</li> </ul>	4/6-ongoing	various games, activities & discussions
Interpretive Reading & Listening, Presentational Speaking & Writing	Parents and Children	<ul style="list-style-type: none"> <li>Comprehend the main idea and key components on some informational topics related to self and the immediate environment</li> <li>Understand and use appropriate cultural and communication conventions</li> </ul>	3/10-4/10	vocabulary preview & general comprehension, long written & audio, written comprehension, comprehension questions
Interpretive Reading & Listening, Presentational Speaking & Writing	Taking part-time job	<ul style="list-style-type: none"> <li>Comprehend the main idea and key components on some informational topics related to self and the immediate environment</li> <li>Understand and use appropriate cultural and communication conventions</li> </ul>	4/10-5/12	vocabulary preview & general comprehension, long written & audio, written comprehension, comprehension questions
French 4				
ACFL Mode: Interpretive Speaking, Interpretive Reading, Interpretive Listening, Presentational Speaking or Presentational Writing	Topic(s)	Unit Essential Question or 1 Lear' Statements	Estimated Date of End	Supporting Activities within a Unit
Presentational Writing	How to Enjoy a Nice Day	I can explain to someone how to do something	April 6-ongoing	
Interpretive Listening/Reading	Writing a movie/letter	Comprehend the main idea and key components on some informational topics related to self and the immediate environment	April 6	
Interpersonal Speaking	Map of Africa	Ask and answer a variety of questions in transactional and some informal settings		
Interpretive Reading/Speaking	"Les bon L'air" (song, advertisement, integration, lesson)	Analyze the main message or storyline and some supporting details related to self and the immediate environment		MC and discussion
Presentational Writing	Document: Histoire de l'air handle	Present information or spontaneous information in culturally appropriate ways on familiar and emerging topics		Write "testament" of general usage "l'histoire de l'air"
Interpretive Reading and Listening/ Presentational Writing	Short: "Un homme qui se ressemble" et la chanson "L'air bon L'air"	Analyze and interpret the main idea and supporting message (s) or story and some supporting details on their cultural and formal topics of general public interest	April 7-10	interpretation of details and research of author/artist
Interpretive Listening/Presentational Writing	Inter/French Podcast: Immigration in France	Comprehend the main idea and key components on some informational topics related to self and the immediate environment	April 14	create your own infographic based on the book from podcast
Presentational Speaking		Ask and answer a variety of questions in transactional and some informal settings	April 14	Podcast #1 of Cultural Competence in Immigration
Interpersonal Speaking	Visuality and Expressions: Theater		April 28	
Interpersonal Speaking	Speaking Practice in pairs (Environment and Stress)	Ask and answer a variety of questions in transactional and some informal settings	April 29	
Interpersonal Listening	Info for Beauty and Aesthetics	Ask and answer simple presentations in culturally appropriate ways on familiar, transactional and informational topics related to self and the immediate environment	May 4 - 15	Recorded info
Interpersonal Speaking		Ask and answer simple presentations in culturally appropriate ways on familiar, transactional and informational topics related to self and the immediate environment		Respond to questions in "Situation"
Interpersonal Speaking		Ask and answer a variety of questions in transactional and some informal settings		Interpretation
Interpretive Reading	Article: "La diversité fait la beauté du monde"	Comprehend the main idea and key components on some informational topics related to self and the immediate environment		General speaking practice opportunities with thematic beauty and aesthetics
				Comprehension questions









