<table>
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<tr>
<th>QTR</th>
<th>ORGANIZING THEME/TOPIC</th>
<th>COMMUNICATION STANDARDS &amp; SKILLS</th>
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| 1   | UNIT 1: SENTIR Y VIVIR  | **1.1 INTERPERSONAL SPEAKING.** Converse on everyday events and some global topics, using a variety and series of sentences in various time frames. (IM)  
- Initiate and maintain 3-minute conversations about the characteristics and qualities of personal relationships. (1.1) |
|     | (AP: Contemporary Life>relationships) | **1.2 INTERPRETIVE LISTENING.** Listen to comprehend and identify main idea, purpose, supporting details, speaker’s perspective in authentic passages and conversations, sometimes supported by visuals. (IM)  
- Listen to identify the storyline and details of events in authentic passages. (1.2) |
|     | Time Frame: 5 weeks August/September | **1.2 INTERPRETIVE READING.** Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s perspective and make inferences from a variety of authentic text types. (IM)  
- Read and identify the main idea and supporting details in authentic informational text about the characteristics of relationships of Hispanic pop culture figures. (1.2) |
|     | Vocabulary Focus: personal relationships, personal characteristics. | **1.3 PRESENTATIONAL SPEAKING.** Present on topics of personal and wider community interest and give speeches in an organized way using various time frames. (IM)  
- Orally retell a sequence of events of a storyline. (1.3) |
|     |                         | **1.3 PRESENTATIONAL WRITING.** Write on topics of personal and wider community interest in organized simple paragraphs, using various time frames. (IM)  
- Write descriptive paragraphs using connected sentences the characteristics and qualities of personal relationships. (1.3) |
UNIT 2: VIVIR EN LA CIUDAD  
(AP: Contemporary Life > lifestyles)

Time Frame: 4-5 weeks    September/October

Vocabulary Focus: city: people, places, activities

1.1 INTERPERSONAL SPEAKING. Converse on everyday events and some global topics, using a variety and series of sentences in various time frames. (IM)
- Initiate and maintain a 3-minute conversation about an excursion in a large city. (1.1)

1.2 INTERPERSONAL WRITING. Correspond on every day and a few global topics, using a variety and series of organized sentences in various time frames. (IM)
- Write an email about an experience in a large city, with attention to register and letter writing conventions. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend and identify main idea, purpose, supporting details, speaker's perspective in authentic passages and conversations, sometimes supported by visuals. (IM)
- Listen to identify main ideas and details in informational passages about life in a big city. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author's perspective and make inferences from a variety of authentic text types. (IM)
- Read and identify the main idea and supporting details and make inferences in authentic informational text about places to visit and activities to do in a large city. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present on topics of personal and wider community interest and give speeches in an organized way using various time frames. (IM)
- Orally present organized information about an excursion to a large city. (1.3)
UNIT 3: A RODAR
(AP: Beauty & Aesthetics > visual and performing arts)

Time Frame: 3 weeks November/December

Vocabulary Focus: means of communication in the visual and performing arts

1.1 INTERPERSONAL SPEAKING. Converse on everyday events and some global topics, using a variety and series of sentences in various time frames. (IM)
- Initiate and maintain a 3-minute conversation about an excursion in a large city. (1.1)
- Participate in a simulated conversation about movie or entertainment options, with each exchange lasting 15 seconds. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend and identify main idea, purpose, supporting details, speaker’s perspective in authentic passages and conversations, sometimes supported by visuals. (IM)
- Listen and identify main ideas and details in informational passages about movies or other entertainment options in the city. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s perspective and make inferences from a variety of authentic text types. (IM)
- Read and identify main ideas, supporting details and make inferences from authentic informational texts, such as movie reviews, guides or other authentic entertainment options in an Hispanic city. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present on topics of personal and wider community interest and gives speeches in an organized way using various time frames. (IM)
- Present a short dramatic episode with preparation. (1.3)

1.3 PRESENTATIONAL WRITING. Write on topics of personal and wider community interest in organized simple paragraphs, using various time frames. (IM)
- Write to summarize a movie and persuasively present a recommendation about it. (1.3)
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<th>UNIT 4: GENERACIONES EN MOVIMIENTO</th>
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<td>(AP: Families &amp; Communities &gt; family structure, customs and values)</td>
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<tr>
<td><strong>Time Frame:</strong> 4-5 weeks January/February</td>
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<td><strong>Vocabulary Focus:</strong> families, personalities, relationships, generational changes</td>
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<tr>
<td>1.1 INTERPERSONAL SPEAKING.</td>
<td>Converse on everyday events and some global topics, using a variety and series of sentences in various time frames. (IM)</td>
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<td>• Initiate and maintain a 3-minute conversation about family traditions and customs. (1.1)</td>
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<td>1.2 INTERPRETIVE LISTENING.</td>
<td>Listen to comprehend and identify main idea, purpose, supporting details, speaker's perspective in authentic passages and conversations, sometimes supported by visuals. (IM)</td>
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<td>• Listen to identify main ideas and details in passages related to families and generational family changes. city. (1.2)</td>
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<tr>
<td>1.2 INTERPRETIVE READING.</td>
<td>Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author's perspective and make inferences from a variety of authentic text types. (IM)</td>
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<td>• Read, identify and support main ideas and details and make inferences in texts about families, traditions, customs and generational changes over time. (1.2)</td>
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<td>1.3 PRESENTATIONAL SPEAKING.</td>
<td>Present on topics of personal and wider community interest and gives speeches in an organized way using various time frames. (IM)</td>
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<td>• Present to narrate and describe family history and traditions. (1.3)</td>
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<td>1.3 PRESENTATIONAL WRITING.</td>
<td>Write on topics of personal and wider community interest in organized simple paragraphs, using various time frames. (IM)</td>
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<td>• Write organized paragraphs with 8-10 sentences about generational changes, attitudes and perspectives. (1.3)</td>
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| UNIT 5: TECNOLOGÍA  
(AP: Families & Communities > social networking) | 1.1 INTERPERSONAL SPEAKING. Converse on everyday events and some global topics, using a variety and series of sentences in various time frames. (IM)  
- Initiate and maintain a 3-minute conversation about technology and social media habits and how they impact daily life. (1.1)  
- Participate in a simulated conversation with each exchange lasting 15 seconds. (1.1)  
1.2 INTERPERSONAL WRITING. Correspond on every day and a few global topics, using a variety and series of organized sentences in various time frames. (IM)  
- Write an email, short note or blog, reflecting on my and others’ social media habits and their impact on daily life. (1.1)  
1.2 INTERPRETIVE LISTENING. Listen to comprehend and identify main idea, purpose, supporting details, speaker’s perspective in authentic passages and conversations, sometimes supported by visuals. (IM)  
- Listen and identify main ideas and details in passages related technology, social media and changes over time. (1.2)  
1.2 INTERPRETIVE READING. Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s perspective and make inferences from a variety of authentic text types. (IM)  
- Read, identify and support main ideas and details and make inferences in texts about technology and its impact on society now and in the past. (1.2)  
1.3 PRESENTATIONAL SPEAKING. Present on topics of personal and wider community interest and gives speeches in an organized way using various time frames. (IM)  
- Research and present an organized report about technological inventions and their impact (advantages and disadvantages) on personal and community life. (1.3) |

**Time Frame:** 4 weeks  
February/ March  
**Vocabulary Focus:** technology, social media
### UNIT 6: DESPUÉS DEL COLEGIO
(AP: Contemporary Life > education and careers)

**Time Frame:** 5 weeks  April/ May

**Vocabulary Focus:** career, finances for education, university plans

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<th>Objective</th>
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| 1.1 INTERPERSONAL SPEAKING | Converse on everyday events and some global topics, using a variety and series of sentences in various time frames. (IM)  
- Initiate, maintain and end a conversation about educational and career plans after high school. (1.1) |
| 1.2 INTERPRETIVE LISTENING | Listen to comprehend and identify main idea, purpose, supporting details, speaker’s perspective in authentic passages and conversations, sometimes supported by visuals. (IM)  
- Listen and identify main ideas and details in passages related to education and planning for the future. (1.2) |
| 1.2 INTERPRETIVE READING | Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s perspective and make inferences from a variety of authentic text types. (IM)  
- Read, identify and support main ideas and details and make inferences in texts about education and educational opportunities. (1.2) |
| 1.3 PRESENTATIONAL WRITING | Write on topics of personal and wider community interest in organized simple paragraphs, using various time frames. (IM)  
- Write an essay in response to a typical college entrance prompt. (1.3) |